



Central Park East I Elementary School

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**SLT Meeting Minutes
January 18, 2024**

Present in person: Gabriel (Staff/Principal), Kent (Parent), Stephanie (Staff), Laura (Parent/Chair), Andy (Parent), Adriana (Parent/PA), Anika (Staff), Cecilia (Staff), Najah (Staff), Alveda (Staff), Patricia (Staff)

Present online: Satoshi (Parent non-member), Atiyya (Parent), Julie (Parent non-member)

A. SLT Meeting Minutes of December 7, 2023

1. Approved the minutes.

B. Recap of D4 CEC meeting

1. Laura: meeting included discussions of:
 - a. Chancellor's five priorities, also added chronic absenteeism.
 - b. Equity teams. Presentation by a D4 school. Cultivating Genius by Gholdy Muhammad. Workshop on January 24.
 - c. NYC Reads
 - d. Attendance. High rate of chronic absenteeism across the District.
 - e. Multi-tiered system of support
 - f. Progress monitoring.
2. Gabriel: program called Lighthouse collaborative, PS 206 featured, come see their I Am project around identity, including I Am From poems, t-shirts with statements such as I Am Free, I Am Bilingual. Teaching for identity, teaching for joyfulness, and project-based learning.

C. Committee Updates

1. PA (Adriana)
 - a. Enrollment committee has been active setting up social media, and also physical flyering, spreading the word about admissions. Jose Carlos designed the flyer. Many new reviews on InsideSchools and other sites.
 - b. Fundraising committee met this week. Two co-chairs for the auction. Thinking about how to share the work of the auction among additional people. Hoping to obtain donations of both items and experiences.
 - c. Also a diversity and inclusion committee, unofficial. Based on a call from parents of color for more work around racial equity, especially for white families. Co-chairs spoke with an external organization. Dads of Color expressed interest. Plan is to collect additional perspectives from other community members. Working to identify goals and outcomes.
 - d. Survey: a success, 74 responses, mostly from the night of the winter concert.
 1. Executive board reviewed responses and summarized the data, with the goal of having next meeting focus on problem-solving.
 2. There were questions on the survey relating to communication, trust, community. Also two open-ended questions.

3. Some changes happening already: there will be a newsletter twice per month so families have more advanced notice of dates.
 4. Much of the feedback was positive; for the rating questions approx. 80 percent of responses were positive. Biggest two themes among positive feedback: community building and CPE traditions. Also progressive education, music program.
 5. For improvements, big categories were stronger home-school connection or communication (academic feedback for specific students, classroom visits, more insight into what's happening in class). There were five responses that called for more action relating to equity and segregation.
 6. Laura: PA sent results of the survey earlier today.
 7. Marilyn: There are some questions which not everyone answered, and the survey results should reflect that the responses are from a subset of responders.
2. Friends of CPE1
 - a. Nothing to report.
 3. Faculty Council
 - a. Nothing to report.
 4. Teaching and Learning
 - a. Progress Reports to issue February 14.
 - b. Gabriel: discussion about progress reports at the most recent community coffee. Some sadness about loss of the photos and narratives, but overall hopefulness for the information in the new format. It will be interesting to see families' reactions to the new format, and to the information about their children's progress presented in a new and concrete way.
 - c. Marilyn: This is not the first time the progress reports have not included a narrative. Happened also during COVID and families expressed disappointment. But families have always had questions about students' progress.

D. Finances (Gabriel)

1. Gabriel: Mayor has several times announced walking back some of the previously-announced cuts, but CPE-1's budget is basically unchanged at this time. No word of mid-year cuts, which are unlikely.

E. Comprehensive Educational Plan (CEP)

1. Attendance. Gabriel: Compared to last year, attendance is up this year by one and seven tenths percent. Attendance in September and October close to 93 percent. November and December 89 percent, and January 91 percent. School days around holidays continue to be dates when there is low attendance.
2. As of today, we are at 28 percent of students who are chronically absent (less than 90 percent for the year). District level is 43 percent, so by comparison CPE-1's rate is low, but 28 percent is much higher than our aspirations. Pre-K absenteeism rate is 45 percent. Out of 55 children who are chronically absent, 32 have attendance between 80 and 90 percent, and 13 children are below 80 percent.
3. Distance to school is not a major factor in attendance; attendance rate is similar for families living within 15 minutes' commute to the school, and families more than 45 minutes away.
4. Laura: some of the reasons for absenteeism that we've previously discussed include custody issues, families in temporary housing, complacency about absences following COVID.

5. Gabriel: students in families that are considered housing insecure (program's term) have missed an average of 12 days, while students in families in secure housing have missed an average of 6 days.
6. Ideas: buddy system for getting to school? Julie interested in helping explore this idea. Gabriel: possibly we could ask for opt-ins on the blue cards next year. Several people: there are barriers for some families to participate in a system like this because they may not want others to come to their home or be in their business. Gabriel: some schools have staff travel to nearby buildings to pick children up in the morning.
7. Laura: is bussing available for families in the Bronx etc.? Gabriel: essentially no. Even for families that qualify under the very stringent parameters, it's a challenge.
8. Adriana: perhaps the affinity spaces could be opportunities for families to feel comfortable communicating their needs.'
 - a. Marilyn: organizations that come in for workshops on a temporary basis have not assisted our community to think about daily practice and accountability. The organizations are focused on "101" and pre-basics discussions. Also not focused on educational institutional racism. We need to teach our children about racism or else perpetuate the problem, and address racist incidents when they happen. Language is important; e.g., micro-aggression is a term that placates the person causing the harm, because for the person experiencing the racism it's not "micro." There are incidents that happen kid-to-kid, parent-to-parent, parent-to-teacher, that often go unaddressed.
 - b. Anika: We have a very diverse school of students and families. In practice, white families migrate to other white families for playdates, conversations at pickup and dropoff, community events. Cliques of white families moving together, and might not even occur to those families to reach out to the families of the students of color in the class who are their children's friends.
 - c. Gabriel: over time, the demographics of the school have changed. In 2005, 64 percent of the school was Black, and 7 percent was white. Today it's 14 percent Black and 23 percent white. Some is based on the percentage of Black students in New York City drastically dropping. But even compared to other schools in the District and the neighborhood, CPE-1 has a disproportionately high percentage of white students.
 - d. Gabriel: went back to Metro center but haven't had a good response and not interested in chasing them down.

F. Miscellaneous

1. Next meeting: February 15 at 3:45. Further meetings March 21, April 18, May 16, June 13.