

# Meeting Minutes

Longfellow PTO General Meeting  
September 19, 2017  
Longfellow Library Media Center

- I. Called to order 7:07pm by Marta Ikegami & Nikki Richardson
  - Quorum met
  
- II. Introduction of PTO Board Members
  - Co-Presidents: Nikki Richardson & Marta Ikegami
  - Co-Treasurers: Heather Markell & Jessica Gavlin
  - Kindergarten Liaison: Gina Koss
  - Recording Secretary: Michelle Mangan
  - Teacher Liaison: Tricia Groben
  - VP of Communications: Diane Wendt Uher
  - VPs of Community: Stephanie Fojas & Laura Brentner
  - VP of Diversity: Camile Lindsay Kumi
  - VP of Enrichment: Pam Morin Carmichael
  - VP of Fundraising: Jessica Jones
  - VP of Volunteers: Rachel Maddox
  
- III. Approval of May General PTO meeting minutes
  - Motion to approve by Jennie Hill, 2<sup>nd</sup> by Nikki Richardson; **Motion passed.**
  
- IV. Introduction of New Teachers & Staff
  - Amanda Affetto – Occupational Therapist
  - Gretchen Anderson – Intermediate Cross-Categorical Teacher
  - Paula Andries – Primary Resource Teacher
  - Donna Cherry – Primary Cross-Categorical Teacher
  - Veronica Dabney – Kindergarten Teacher
  - Kiera Degman – Language Arts Specialist
  - Erica Emmendorfer – Kindergarten Teacher
  - Rike Frangos – School Psychologist
  - Margaret McElherne – Speech/Language Pathologist
  - Carina Pruitt – Fourth-Grade Teacher
  - Michaela Ruff – Traveling Art Teacher
  - Hannah Tatro – Kindergarten Teacher
  - Jasmine Wilkes – Fourth-Grade Teacher

## V. Positive Behavioral Interventions & Supports (PBIS) presentation

Assistant Principal Cahill introduced PBIS as a framework for teaching expectations & enforcing them across the school. Collection of teachers passionate about PBIS presented: Ms. Utter (2<sup>nd</sup> grade), Ms. Bennett (4<sup>th</sup>), Mr. Sorensen (1<sup>st</sup>), Mr. Naber (2<sup>nd</sup>), & Mr. Winchell (1<sup>st</sup>). The school's PBIS team meets twice a month, analyze student data & problem solve.

- Second Step is a tier 1 support: classroom expectations, cool tools, etc. It is a universal, classroom-based program designed to: increase students' school success, decrease problem behaviors, promote social-emotional competence, and self-regulation. Want every child to feel successful. Managing emotions – it's ok to be upset about something & how to manage them. Solve problems: independence on their own. Talk it out.
- Program materials: Posters, puppets (k-1: puppy & snail), videos prompting scenarios, listening rules and skills for learning cards.
- 4-5 lessons per unit: skills for learning (listen to learn, focusing attention, following direction, self-talk for learning), problem solving...; co-taught in all classrooms by two adults; Brain builders or lesson extension ("my turn/your turn" activities to turn mind on); common language throughout the school; posters/visuals through school. For example, unfreezing characters in books & bringing them to life, going through stories in class & identify feelings.
- Second Step curriculum: skills for learning, empathy, emotion management & problem solving. It's a home & school effort, when put together, can benefit everyone.
- Home support for second step. Consistent language you can use at home:
  - Attent-o-scope (K and 1<sup>st</sup> Grades)
  - Belly breaths
  - Empathy
  - Jumping to conclusions
  - Calm down steps = stop, use your signal, name your feeling, calm down (Breathe, count, use positive self-talk)
  - Problem Solving steps = STEP – Say the problem, Think of solutions, Explore consequences, Pick the best solution
  - Passive, Assertive, Aggressive
- What to do when your child reports difficulties with other students at school
  - Avoid a Knee-Jerk Reaction
  - Get the Facts
    - Bullying Definition: Not all mean behavior is bullying
    - Empower!
    - Communicate: Should go directly to the homeroom teacher
- Keep an eye out for home links sent home in Thursday Backpack message
- Q: Is it at Julian? A: Yes, they do it in advisory.
- Q: Do kids call it Second Step? A: Yes

- VI. Buddy Bench update: 5<sup>th</sup> grade Girl Scouts worked on sanding & painting a current bench
- If you see a person sitting there, you should go invite them to play
  - You can't say no to first person who invited you to play
- VII. K-5 Revised Report Card Presentation
- Teachers presenting: Mr. Weber (5<sup>th</sup> grade), Ms. Mulsoff (K), & Ms. Ivey (PKP)
- Report Card Committee's Purpose: Revise the report card in a more user-friendly & accessible way for students, families & teachers. Led by Dr. Helen Wei from District office
  - Goals: Make report card more meaningful for Parents, Teachers, & Students; Cluster standards together into domains; Update the performance standards to reflect students' progress toward grade level standards
  - Intended to facilitate communication, illustrate areas of strength, identify...
  - Two types of Standards
    - Curriculum Standards
    - Reporting Standards
      - Designed for reporting instruction & assessments on student learning
      - Relatively few in number (usually 4-6 per subject)
  - Report Card Changes
    - 2017: new performance descriptors, fewer math reporting standards, fewer ELA reporting standards, fewer behaviors that support learning
    - Future: Social studies & Science
  - Differences between Old & New
    - Old: (EP) Exceeds / New: (E) Excels
    - Old: (PR) Proficient / New: (M) Meets
    - Old: (AP) Approaching Proficient / New: (P) Progressing
    - Old: (N) Not Yet / (NP) Not Proficient
  - Math and ELA Reporting Standards
    - Guided by Achieve the Core's focus standards for each grade level
    - Guided by the ELA Anchor Standards
  - New Performance Descriptors for Behaviors That Support Learning
    - New in 2017: 3 (Exemplary), 2 (Meets Expectations), 1 (Needs Improvement)
    - Old: + (consistent) or – (inconsistent)
  - Fewer Behaviors that support Learning: Reduced from 13 to 7.
    - Adapts to classroom practices & adheres to expectations
  - Effort grades will be given in core grades as well (except kindergarten)
  - Guidelines: "Current Grade-Level Expectations" – students are to be assessed on their demonstration of mastery of the instructional content taught within that specific trimester
  - New K-5 Report Card Guides – will be distributed with the report card & available digitally
  - Questions:

Parent Question: Professional discretion – can you clarify? Answer: Some teachers will look at progression, for example things assessed at the end of the trimester may have more weight. What they are consistently able to do towards the end of the trimester. It's still data-driven.

Stephanie Fojas: Are the children aware of these things? Answer: It depends on their age. Cutting it down makes it more meaningful to everyone. Teachers talk about the learning targets with the students. Also give feedback to students to make improvement in their efforts. On the front end, when they are getting that rubric – these are the things for “meets” and criteria for success for “exceeds.”

Jill Niewohner: How to discuss grades with the kids at home? Answer: Talk about if this is your best work, then great! As they get older, put more of that on the kids; Q: Will new report card still have comments? Answer: Yes; Comment: This is the 3<sup>rd</sup> iteration of grades, so this is much improved. A: Should be cut down from 6 to 3 pages.

Parent Question: What does the middle schools use? Answer: Letter Grades (As, Bs, etc)

Parent Question: Is this what other districts are using? Answer: Standards-based grading is trending now, so we are more with the majority.

Question (Chris, kindergarten parent): When do kids have a chance to improve their grade? Answer: throughout the year in primary grades. For secondary grades, could be daily chances for improvement for formative assessments. The summative assessments count as-is without corrections; Question: When the child attains mastery early in the curriculum, what opportunities do they have? Answer: enriching or accelerating, some online. In Reading, Passport groups/literary intervention Groups. Varies – differentiation within or outside the classroom.

#### VIII. Keyboarding

Jill Niewohner: Keyboarding – confusion. Is it on the report card? Answer: It is embedded in W6 (writing). If you are specifically talking about a fluency grade in typing? No. There is access to typing training through the district's website. Keyboarding is important to learn home row. Texting is different. WPM is addressed by practicing. Question: Is there clear expectations that we know? When they take a test, how fluent should they be? 5<sup>th</sup> grade orientation said should be doing this at home? Answer: Ask kids to read 30 minutes/night & practice typing. Writing teachers incorporate it, but not for speed & accuracy.

- PARCC testing is a time when they will have to type paragraphs in a timed situation. We are not making a big deal at school. Fifth grade teachers, everything is typed in writing.
- Pam Morin Carmichael: What should they be learning on? They have iPads, etc. Answer: PARCC testing is done on Chromebook or Mac.
- Assistant Principal Cahill said PARCC provides a lot of time – most of them do not use that window.

- Parent Chris said Bluetooth keyboards could be used with iPads. (\$25 each). Jill Niewohner suggested the PTO pay for keyboards for students who could not afford them.

## IX. Board Reports

### A. Marta Ikegami & Nikki Richardson (Co-Presidents)

- Thank you for letting us lead the PTO this year & we are looking forward to a great partnership.
- Recognition of Chairs at Meeting:
  - i. Kristi Oltman: Book Fair
  - ii. Elle Morton: Always Learning at Longfellow (ALL)
  - iii. Jennie Hill & Cindy Wolthusen – volunteer for multiple events

### B. Jess Jones (VP of Fundraising)

- 30+ programs paid for by fundraising
- Winter Carnival (Chairperson: Amy Iverson) -- Info session at Live Café next Wednesday There are 10 subcommittees. Everyone comes to the carnival, and we need a ton of volunteers.
- PAL kickoff party: Can host, doesn't have to be at your house. Sell tickets - proceeds go to the PTO. Next Thursday the 28<sup>th</sup> at Lake Street Bar & Grill. Tickets \$10 each with beverages and apps. E.g.) sip 'n sew party, tiki party at someone's home, etc. 10 parties right now.
- Fun Run – sent out flyers last week that say how to participate. It is Oct 10<sup>th</sup>. Take time during school day to go run with Humphrey the Bear. Goal is \$40 per student. It is one of our biggest fundraisers. As parents, you can come and show up and cheer with them. Can send out emails to Grandparents for donations. Historically, this event arose to take the place of selling things like wrapping paper, etc. Duct taping principals to the wall if school hits \$20,000 goal.
- Thanks for volunteering & helping with our many events!
- Book Fair is coming up
  - Kristi Oltman: Usually need 60 hours of volunteers. During down time, just hanging out and checking out books. During busy times, damage control. Most teachers fill out wish lists – volunteers help find books. Volunteers assist; committee members run the cash register. It's really fun. ☐

### C. Laura Brentner & Stephanie Fojas (VPs of Community)

- Back to School Picnic: 242 meals served to students, a lot of volunteers, organized by Josh Chrisman.
- New Family Dinner: Should have gotten an Evite last week & this Thursday will get a paper invite. October 3<sup>rd</sup> from 6:30-8pm in the gym.
- Staff lunch that is during the conferences October 19<sup>th</sup> when ask parents to bring in food.

- o Picture Day went well. Retakes on October 28<sup>th</sup>. Can order it online.
- D. Pam Morin Carmichael (VP of Enrichment)
- o Always Learning at Longfellow (ALL) – a huge money maker & supports a lot of the PTO programs
    - i. Thanked Elle Morten part of very small ALL committee. Entirely volunteered to pull together all the programming. If you have any interest, we need your help!.
    - ii. 163 students registered for the fall session.
  - o Talent Show: May 10<sup>th</sup> with Ms. Utter will teach an ALL class alongside talent show for video production. They will help develop the talent show.
- E. Camile Lindsay Kumi (VP of Diversity)
- o Trying to put on diverse programming that caters to our diverse population.
  - o December: Transgender youth documentary with a moderator.
  - o Trying to bring Amanda Lewis back to OP to talk about implicit bias
  - o We will have programming around physical & mental disabilities
  - o Kumba Kids – a program geared toward teaching African dance, culminating with Harambe Program. Oct 2<sup>nd</sup> registration starts & then rehearsals begin Wednesday, Nov 1st. Harambee on Friday, February 23, 2018 at 7pm.
  - o Next Diversity Committee Meeting Saturday, October 7<sup>th</sup> at Camile's house
  - o School-wide art project around diversity – *Dots*
- F. Rachel Maddox (VP of Volunteers)
- o Parents are busy working, juggling kids' schedules etc. There are ways to help during the school day, but other opportunities available (e.g. could provide meals). Please fill out volunteer form. There is also a digital form -- Go to Longfellow PTO website to fill out Form.
  - o Longfellow PTO Volunteer Website on Facebook. We already have 194 parents' contact info. It's a quick way for PTO to reach out quickly. Could quickly get information to you. It's a closed group. All of the events have a SignUpGenius for when you want to commit to volunteer.
  - o Book Fair is an area that we need some extra help with. A lot of fun – mark it on the form.
- G. Diane Wendt Uher (VP of Communications)
- o What's Happening at Longfellow (WHAL): Sunday is reminders/important dates; Wednesdays is reminders for more immediate needs for volunteers etc. We have updated address list, so you should be getting the updates.

- o Facebook posts – It is an open page. We don't put sign up genius on there.
- o There's a one-pager for how to stay informed
- o New emails for board members – that info is also on a flyer. It is also on the PTO website.
- o Facebook grade level groups – there is a liaison for each grade for grade level Facebook groups that are closed. They'll welcome new families.

H. Gina Koss (Kindergarten Liaison)

- o First year at Longfellow, reminder that she is here to help answer questions. Sent out an email to share new address.
- o Thanked PTO Board members for being welcoming. Ms. Taylor was helpful.
- o Play dates – can get together, 4 before start of the school year. Will do a few more.

I. Michelle Mangan (Recording Secretary)

- o Global Read Aloud
  - o Grassroots project started by a teacher in Wisconsin where teachers all over the world read the same books aloud to their classrooms at the same time for 6 weeks starting October 2<sup>nd</sup>.
  - o Longfellow teachers who are participating include all 1<sup>st</sup> and 2<sup>nd</sup> grade teachers, and some kindergarten, third, and fourth grade teachers.
  - o Ways to connect with classrooms in other places include Skype, Kidblog, Edmodo, Facebook, Twitter, Padlet & WriteAbout. It is completely up to the teachers how they connect with other classrooms, but is facilitated by the GRA project.

J. Jessica Gavlin & Heather Markell (Co-Treasurers)

- o Biggest job is to support the programs (e.g. donations, tuition). Made a lot of effort over the summer to make it easier for parents when they want to sign up for something.
- o Set up our budget over the summer & managed to get a balanced budget. Our goal is that the amount bringing in will equal cash the goes out.
- o Motion to approve the budget by Pam Morin Carmichael, Heather Markell (2<sup>nd</sup>);  
**Motion passed.**

X. Questions, Comments, Suggestions

- Angelica Taylor-Cortes suggested an opportunity to hear about the Spanish program at a future PTO general meeting.

- Stephanie Fojas: PKP family asked if they are welcome at PTO meetings. Principal Dolezal suggested that they do want to know about things like the book fair, and often they are here for two years, so the consensus was that yes, we should invite them to participate in the Longfellow PTO.
- Elle Morton: Have we heard anything about construction schedule? Principal Dolezal answered that it has been pushed back: Holmes will have construction this coming summer (2018). Then Longfellow/Lincoln get it the following summer (2019).
- Elle Morton asked about Kindergarten double classroom. Is there data being gathered about that? What about being tracked & reassessed for future years. Principal Dolezal answered no, but they will look into it. Elle asked if evaluation findings would go into plans for more space for construction plans. Principal Dolezal indicated they could use that type of information.

XI. Meeting adjourned at 8:52pm.

Next General PTO Meeting: January 10th at 7pm, Longfellow Library Media Center

Third & Final General PTO Meeting: May 15th at 7pm, Longfellow Library Media Center

Upcoming dates:

9/28 PAL Party Kick-off

10/3 New Family Dinner

10/10 Fun Run!

10/16 – 10/20 Book Fair

10/19 Staff Appreciation Lunch

10/28 Fall picture retakes & PKP picture day

10/31 Halloween parade & coffee

Meeting Notes compiled by Michelle Mangan, Recording Secretary