

**PETERSON ELEMENTARY SCHOOL  
LOCAL SCHOOL COUNCIL MEETING AGENDA**

Wednesday, October 25 2023 @5:00 pm

In-Person at Peterson Room 128, Virtual Access: [meet.google.com/deq-dzvz-vpa](https://meet.google.com/deq-dzvz-vpa)

Join by phone: (US) +1 631-616-9371 PIN: 644 707 653#

LSC Members Present	LSC Members Absent
Abir Mneimne (Abby Zodo) (Teacher Representative)	
Yalil Nieves (Principal)	
Sarah Colella (Chair)	
Kyla Klein (Parent, Co-Secretary)	
Maleeha Mubashiruddin	
Shirley D Warren-McClain (Non-Teacher Staff)	
Greta Trinter (Student)	
Stephen Johnson (Community, FOIA Officer)	Joined remotely
DeAndrea Bell (Teacher)	
	Martinique Hallerduff (Parent, Co-Secretary)
	Tori Mack (Parent)
Bruce Cunningham (Parent)	
Arelys Alcozer (Community)	

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5:02 pm      Call to Order

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Explanation of Local School Council Meetings

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- Vote to Approve Meeting Agenda

Makes Motion	Sarah
Seconds	Maleeha
Vote	unanimous

- Vote to Approve Previous Meeting Minutes [September 27](#)

Makes Motion	Sarah
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Seconds	Someone (didn't catch who)
Vote	unanimous

- Assign Five Fast Facts
  - Ms Bell volunteers

#### Public Comment

- Sam Brewer - alderman's office
  - PB will be opening in late fall
  - In partnership with HNPCA
    - Been collecting donations for migrants at Foster shelter
    - Mostly winter gear
    - Are taking donations at the ward office
    - Go to hnpca website to find the list of desired donations
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5:05 pm

#### Reports

- Student Voice Committee Reports
  - Rosemary Balsley
    - Helping with winter coat drive
    - Setting up the calm corner
    - Creating norms for student voice committee
    - Create safe environments in google slides, but had some tech problems
  - Ms Fair
    - Some students being recruited for 5-6th grade and 7-8th grade
    - A little slow to start
    - Going to be using advisory time vs using afterschool time
    - Greta agrees that would be easier for students to participate in
- PAC Report (Parent Advisory Council)
  - In the principal's report
- BAC Report (Bilingual Advisory Committee)
  - In the principal's report
- Principal's Report
  - [https://drive.google.com/drive/folders/1u\\_F3PUpMrKtIK-WdCnmmNljoZzETXcrN](https://drive.google.com/drive/folders/1u_F3PUpMrKtIK-WdCnmmNljoZzETXcrN)
    - Please review outside of this meeting, contains a lot of information (72 slides!)
    - We will focus on a few highlights but if you have questions, you can bring them up here
    - Class Size Update
      - Recapping work that's been done
      - Aware in July that we would have class size issues and reached out to the class size council
      - Continued to reach out through the summer and advocate for additional resources

5:10 pm

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- School received and additional \$160K due to advocacy, and we found a 1st grade teacher but they won't be able to start until end of December
  - There are additional funds remaining from that amount
  - We have continued to advocate for additional resources, sent out a letter Aug 28th. Hosted a town hall about it, continued to update families. Sent out another letter Sept 22nd.
  - Continue to reach out to class size council to advocate for another position
  - Received communication on Oct 17th, and notified that we will be getting an additional Kindergarten position
  - We still don't have the position number, but they tell us we will get that in a few days.
  - Once we get that, we will be able to post that position
  - Since the district is paying for it, they have to centrally fund it, create a position number for it, etc and they can take it away from us if they decide we no longer need it.
  - The previous funds we received from CPS, we gave them funds to open that position, but we will need to be able to fund that position ourselves next year in order to keep it.
  - Even if we get applicants it will take some time to find a qualified candidate. We may get a transfer for K that we will have to wait for, like we are waiting for 1st grade.
  - Q: Since we didn't have the position for the whole year, do we get to keep that additional money?
  - A: We don't know yet. Funds were taken by the district to pay for that teacher, we may be getting some back but we don't know yet.

■ CIWP Priorities

- First Priority - curriculum and instruction - since we adopted new curriculum we need to dedicate time and resources to learning them.
  - Second priority - supportive and inclusive learning environment
    - We have several years to address these goals, so we may not be able to address them simultaneously.
    - We are doing some work, but it's going to be slowly rolled out over the next few years
  - MTSS process (Lucy)
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- Asked to present about Tier 2, tier 3 interventions and what they are
  - You can use any of the items on the chart (see slides)
  - If you are spending more than 120 minutes per week you can take the tool and turn it into a tier 2 intervention.
  - There are items available via computer - Freckle, Lexia, Amira.
  - 2 of 3 are relatively new
  - We also have physical boxes
  - Bridges, Foundations, can be used as Tier 1, 2, or 3 interventions
  - MTSS - spending a lot of time growing out this new curriculum with fidelity.
  - You can't Tier 3 your way out of a Tier 1 issue, need to address the root cause, which in most cases is our Tier 1 curriculum
  - Trying not to overwhelm the staff as they are navigating 2-3 new curricula over a few years
  - Want to roll things out in a way that gives teachers capacity to manage learning and using the tools
  - Pinpoint exactly what the student needs, use Branching Minds - data points and inputting interventions, monitor progress, diagnostic tools
  - Making sure schedules have time for this sort of work, making sure that our Tier 1 is solid.
  - We will provide 1:1 coaching as well, but year 2 we see that time as a time to dig more deeply into interventions
  - If there is a need, interventions last 4-6 weeks, need at least 4 data points, and will evaluate the plan and whether the student is making progress.
  - Q: When you are doing the MTSS, what happens if the student understands the information but needs more executive functioning? Is that built into it or will it be? Is that part of MTSS support?
  - A: Not one of the bigger things we are targeting, but if the teacher or parent sees that as a need, they would lean on the school's case manager or
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special ed teachers who already have that toolkit.

- Q: Does that mean there are 2 different tracks for intervention?
  - A: Actually 3 tracks
    - SEL
    - Executive Functioning - this isn't as common, don't hear it often
    - MTSS
  - They look at root cause to problems and try to address them
  - This is why we have different data points so that we are able to address the needs of the individual child
  - At the whole school level we ask staff to engage in 5 week assessments, which allows us to gather data
  - Solutions Meeting (Kid Talk) - to provide data about individual kids and their needs, and work on problem solving
  - Q: What is the change in schedule for?
  - A: To address an MTSS need. Some things we have called interventions are not true interventions. For example, working on writing strategies with kids, giving kids more practice on math problems, working on grammar and punctuation.
  - More focus on addressing particular skill gaps at academic level. Won't be until 2nd or 3rd year that we start to get good at both monitoring progress and implementing
  - Q: With the new curriculum, is there more work to do on identifying gaps left over from old curriculum?
  - A: We are taking a lot more time, when thinking for example about the new ELA curriculum, the timing is off from what is expected because we are still learning. Teaching the skills that the curriculum assumes kids already have is also taking longer. We are also taking additional time to make sure we are meeting the standards. We are also using just-in-time support to address immediate needs, rather than
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going back to previous years and reviewing. We are trying to stay current with what other kids are learning so they don't fall even further behind. We are behind where the curriculum expects us to be, so we are going to work on a plan (Friday) about how we fit everything necessary in by the end of the year. We have a lot of Tier 2 and 3 kids, but until we can fix our Tier 1 problems, we aren't going to be able to be successful in Tiers 2 and 3.

- Q: Is MWA a measure?
- A: No, now it's Star 360 for 3+ and iReady for 1-2. State uses IAR. We are using 5 week assessments to document progress. We chose what we believe is a high quality curriculum and that should keep us on track for the IAR and other standardized tests.

■ Budget items

- Printout shared regarding pointer lines. Should also be available in the slide deck
  - Negative pointer lines
  - Pointer lines are tied to a regular position, fund positions, benefits, etc
  - Amounts in parenthesis are negative amounts
  - You should see we have quite a few negatives, a little over \$36K
  - \$17K in grant 000575 - there were positions that we didn't budget for higher salary on. In one case we chose to hire someone at a higher rate. Other reasons, are due to timing of start date, and endorsements that teachers pursued on their own over the summer.
  - \$1483 - grant 430295 - positions cost more than we budgeted for
  - Important that Fund and Grants need to match in order to clear a negative line
  - Can't clear the negative because she doesn't have any funding in the 430295 Grant. Have to work with budget to figure out how to transfer money so may sit negative for some time.
  - \$8904 - general education fund, grant 000576, she also doesn't have funds for that grant so it will have to stay negative for now
  - -\$711.43 - able to clear that one, again due to positions costing more
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- Buckets are for additional funds for additional work that staff does. Need to clear the negative but also need to keep the bucket replenished
  - \$7167.77 - grant number 000576 - supplemental funds - don't have funds to clear so will work with budget to figure out how to do it.
  - We have a lot of money on 575, but we can't use it to clear 576. The difference is funding sources and what they are allowed to be used for.
  - 576 funds are hard to use, so we generally use them to fund positions. Hard to use for things like buying books etc.
  - These funding streams come from different places, and each has their own rules.
  - Bucket - we need to allocate funds for the Bucket Position Pointer. We go negative but we need to still clear and replenish.
  - Most overages are due to things we can't account for
  - When budgeting season comes around there are lots of opinions about where we should spend our funds. We have to ensure we have enough funds to carry our work. It's common to run out of funds. We don't want to be in a position to have to pull funds from operating funds.
  - We will need to do a transfer of \$24K, we can't do full amount. Keep in mind during budget season that people are important, but we have to keep the school running too.
  - Q: Is it worse for us this year?
  - A: Yes, we ought to have funded more people from 575, and then we could have pulled from 576. We put too much toward 576 for positions, but we ended up needing more. But we also could have ended up with money we couldn't use if we didn't do that. Probably be better to have a negative than have funds we can't use.
  - Q: If funds are not used is there a timeline where they go away?
  - A: CPS gives us a day where they go away. We may need to have some emergency meetings at that time so that we can transfer money to use every penny that we get. Use it or lose it, it doesn't carry over.
  - There are a couple of lines that do carry over, but not most of them.
  - Q: Is there a general ledger that explains this?
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- A: first couple of pages in principal report do explain some of this.
  - Bucket 641509 - there is a discrepancy that will be updated over the next couple of weeks
  - Community Partnerships
    - Budget community roundtables are taking place around the city
    - There is one virtual option
    - What are priorities for schools? What do schools need to be successful? What's the bare minimum a school needs to have?
    - For a school like us - STEAM instructional coach, 2 ELPs, etc
    - We get additional funds as a STEAM school
    - What does our school prioritize, and what do we need?
    - ILT bucket has been a game changer for us and allows us to do professional development
    - Less restrictive funding sources help us move money around
    - We are a quite large elementary school and have different challenges
    - We deserve to be funded to reflect that reality
    - High schools receive more money per pupil, but we need that money as well
    - Attending will give us a different perspective - help us realize how fortunate we are here at this school. Other schools ration supplies, etc. Not every school can even make copies.
    - There is a survey on the academic calendar. Please give feedback.
    - Collecting blankets tomorrow to bring to shelters.
    - Next community engagement - FOP partnerships. Smaller fundraisers allow our whole community to engage. All on the community calendar
    - Catherine on FOP
      - Hopes everyone comes to Something Sweet fundraiser.
      - Will be selling shirts at PT Conferences tomorrow.
      - Interested to know what other kind of fundraisers folks are interested in
    - Need judges for STEM fair. Anyone can do it, please volunteer.
    - STEAM Program survey for folks to complete
    - Also STEAM leadership team is looking for more members
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- Report has a lot of pictures, please enjoy!
- Discussion and Vote on Transfer of Funds
  - First 3 coming from same funding source - left over from original \$160K.
  - District took funds for the 1st grade position and this is what's remaining.
  - We are going to take funds from that to clear the negatives we can, and replenish bucket that needs more funds.
  - Using a supply line to clear the 711 negative.
  - Total is 24252.80 - doesn't match the 36K because we can't clear some due to negatives.
  - After this we should have around \$53K remaining from that \$160K. We will likely need to allocate funds over the next several months for things like purchasing instructional supplies, furniture, etc, for new teachers

Makes Motion	Sarah
Seconds	Maleeha
Vote	unanimous

- PPLC Report (Professional Personnel Leadership Committee)
- LSC Committees Report
  - Principal Evaluation Committee
    - Sarah sent out a draft of a parent survey, tried to match some of the questions to the actual evaluation form.
    - Will also start to work on the teacher survey.
    - Q: Will there be paper versions?  
A: Yes for events and we will work on translating. BAC can do some of the translation, but we can't use funds for translation. We have some in-house but not sure if we can get Vietnamese translation. When we get responses back, we will also need to translate the responses, but can maybe use google translate. That's what we did for Principal Selection process. We want it to be accessible printed and electronic.
  - Diverse Learners Committee

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5:45 pm    Public Comment

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New Business

- Discussion and Vote on Fundraising

5:45 pm

Makes Motion	
Seconds	
Vote	

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Old Business

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5:50 pm      Adjournment - 6:13pm

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**ESCUELA PRIMARIA PETERSON**  
**AGENDA DE LA REUNIÓN DEL CONSEJO ESCOLAR LOCAL**  
miércoles 27 de septiembre 2023, 5:00 pm  
En persona, salón 128, Acceso virtual: [meet.google.com/deq-dzvz-vpa](https://meet.google.com/deq-dzvz-vpa)  
Únete por teléfono:(US) +1 631-616-9371 PIN: 644 707 653#

5:00 pm	Llamada al orden
	Explicación de las reuniones del consejo escolar local
	<ul style="list-style-type: none"><li>• Voto para aprobar la agenda de la reunión</li><li>• Voto para aprobar las actas de la reunión anterior <a href="#">27 de septiembre</a></li><li>• Asignación de Cinco hechos rápidos</li></ul>
5:35 pm	Comentario Público
	<b>Informes</b> <ul style="list-style-type: none"><li>• Informe del Comité de Voz Estudiantil</li><li>• Informe del PAC (Consejo Asesor de Padres)</li><li>• Informe del BAC (Comité Asesor Bilingüe)</li><li>• Informe de la Directora<ul style="list-style-type: none"><li>◦ Discusión y votación sobre transferencia de fondos</li></ul></li><li>• Informe del PPLC (Comité de Liderazgo del Personal Profesional)</li><li>• Informe de los Comités del LSC<ul style="list-style-type: none"><li>◦ Comité de la Evaluación de la Directora</li><li>◦ Comité de Estudiantes Diversos</li></ul></li></ul>
6:07 pm	Comentario público
	<b>Asuntos Nuevos</b> <ul style="list-style-type: none"><li>• Discusión y votación sobre recaudación de fondos</li><li>•</li></ul>
6:10 pm	<b>Asuntos pendientes</b> <ul style="list-style-type: none"><li>•</li></ul>
6:20 pm	Aplazamiento