

Benjamin E. Mays IB World School

**PTA General (Virtual) Meeting Minutes: May 12, 2020 7:00pm - 8:00pm**

Local Unit National ID Number: 02690007

**The purpose of the Benjamin E Mays PTA is to provide a forum where parents, teachers, administrators, and community members can come together to discuss ways to promote quality education, encourage community involvement, and work for a healthy school environment.**

**Mission: Mays PTA is committed to representing and serving the members of our multicultural community, welcoming and helping parents, teachers and administrators give our very best for all of our students. Together we are a powerful voice for children.**

**Participants:**

Alex Swenson

Grace Yang

Karen Shanahan

Lindsay Walker

Nikia Clark

Kristen Berkas

Taylor Johnson

Erica Valliant

Abdirahman

Allison Theilen

Ti-Esha Williams-Vaughn

Waubun Smith

Muneer Kacher-Ramos

- Greeting - Taylor Johnson, Vice President stepping in for President (who had to be called away for a family event) Ice Breaker: Spinner Questions / one food forever, movie or book, dream vacation location, superpower
  - This activity is one that classrooms might use to form community.
  - Election information
  - May meeting elections, officers assume the role June 7, mentored by the previous officer in that position. All positions are open. Nominations accepted verbally during meeting. Candidates for elections:
    - **President (1 year)** Alex Swenson, Erica Valliant
    - **Vice President (1 year)** Waubun Smith
    - **Treasurer (1 year)** - Karen Shanahan

- **Secretary (1 year)** - Ti-Esha Williams-Vaughn, Kristen Berkas
- Circle Wonderings & Wishes - Grace
- seeking feedback on the Title I budget, FEP, SCIP, and Compacts
  - Priorities looking toward the 20/21 school year.
    - Not only source of school funding
    - Many choose more than one area.
    - Cabs: if DL format continues to move forward not as relevant
    - Responses split. Each area is important to our groups. Top two responses seemed to be school culture (RP, PBIS) and academic support.
    - We need more translators at our events: like our CAFE Events, PTA meetings!
      - Ti-Esha: “Is there not funding to pay interpreters for family events? Are their staff members that can serve as interpreters so all families feel welcome?”
    - **Partnership Activities:** Transition Events, Family Events, Advocacy, Parent-Teacher Conferences, School Communication
      - We do not know what these will look like in the future.
      - ALL partnership activities valuable to us.
      - Transition Events
        - important to families and teachers for forming relationships at times of transition (both entering new schools and entering new grades)
        - Note that transition events can be especially helpful to our ASD families
        - Transition events are important for the academic information they provide (Take Your Parent to School Days)
        - Transition events provide insight into what is happening at school and where parents can partner
      - Family Events
        - Create community
        - Tradition
        - Kids really look forward to Fall Festival
        - Parents look forward to NAAPID and enjoyed seeing their students perform
        - Loved dancing with my children at Mays Moves
      - Advocacy
        - Enjoy the opportunity to sit down with other adults in the community at PTA and CAFE (parents, teachers, administration)
        - CAFE is empowering
        - People listen to what is said and act on it

- Parent Teacher Conferences
  - Key check in time
  - Jody chimed in conferences were important to her
- School Communication
  - Important to have good communication as a base for doing all the other partnership activities. If you don't have good communication, people are not informed
  - People used all of the communication tools (newsletters, apps, school emails, website, and now Seesaw and Schoology)
  - Participants generally felt well-informed
- **Doing things well:** support for students during DL, systems for PBIS/RP, listening to families and responding, putting families thoughts forward, communication with families in general, creating opportunities for families to be at the school to see their kids learning, meet their teachers, give feedback & input, messaging apps, supportive for the children - willingness to give support/effort (even if the support is not necessarily what the parent thinks it should be/could be), tremendously collaborative setting, positive community, the joy is palpable, clear communication, no surprises when you get to conferences -- communication is present throughout. PBIS store - there is a lot of good energy with kids at the store; they're excited about it, communication and family involvement and support from different counselors and teachers, meeting the kids where they're at/differentiate for all need, tailoring support (academic/social-emotional) to the kids as individuals, having events to get families motivated and invested in their childrens' education, communicating in times that are good and times that are bad, communication is great, getting to know the students and their parents
- **Things we can do to support our kids:** pushing the rigor, continuing to be there, a lot of the culture pieces are falling into place now time for them to launch off into academic success, more visibility of leadership (have not seen, heard from, gotten messages or communication from our Principal, we'd like to see admin showing up as our leader during this time) - gotten messages from all teachers, phonemic awareness and building phonics particularly in the K-3 grade levels for early learners, continuing to invest in the community, positive, more events that are tailored to the children and families who are in the ASD program - these children have different sensory needs that may not be met by the events that we are currently holding today -- family events for the children who are in the ASD program. More support within the individual classrooms - especially within the younger grades, TA support in the classrooms at all times, more support for teachers who are early in their careers who may be struggling with behavior and supporting students' academic needs

(teachers who are early in their careers, New to Mays, or new to the culture of students that Mays serves), for teachers who are early in their careers especially - training for teachers to support students who have experienced trauma, students who come from backgrounds that are very different from the students that they are working with, especially for teachers who are early in their careers.

- **Election results**
  - **President:** Erica Valliant
  - **Vice President:** Waubun Smith
  - **Treasurer:** Karen Shanahan
  - **Secretary:** Ti-Esha Williams-Vaughn
- **May 21 Art Exhibition/Year in Review**
  - May 21, 5:00-7:30 (tentative time, schedule will be posted by end of this week)
  - Pull out virtual sessions that will go deeper into teaching practices at Mays (similar to what PTA did with “Which One Doesn’t Belong?” during the April meeting)
  - Gathering more feedback on SCIP and Compacts through interactive activities and discussion
- **Closing - What made you smile today?**