



**CEC 13
Business & Calendar Meeting
October 29, 2019 6:30 p.m. - 8:30 p.m.
PS11 Purvis J Behan Elementary School
419 Waverly Avenue, Brooklyn, 11238**

AGENDA

Working Session (6:30pm-7pm)

- I.) 6:40 Call to Order & Roll Call – 2 minutes
 - a. Superintendent expressed he is very excited to have these middle schools here to share their strengths and shares that choosing the right MS for your child is a difficult decision for everyone and you need to choose the school that's best for you
 - b. Ayanna reads mission statement for CEC13 to anchor the CEC work in the district, that our work is done best together as a community and that our D13 MS are some of the best in Brooklyn and if you invest in them you'll see they invest in you. Thanks principals for being here.

6:50 - Meet District 13 Middle Schools

Chart Below:

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I.)

School	Principal Highlights
Clark Street	Perfect place if your child wants STEM and the Arts. They don't have to choose

	<p>Small MS – full capacity is 300-330 Heart of DUMBO – unique standing school – it started off as Satellite West and given opportunity D13 to design a MS for what parents wanted their child to be able to do once they left the school -accelerated school -8th graders have at least 2 Regents passed – Living Environment and Algebra -uniform school -after school program includes cheerleading and</p>
<p>ical 6th grade</p>	<ul style="list-style-type: none"> - We are truly the cinderella story – and we are spoiled - Starts in the summer – 6th graders come for one week in the summer – 5 days for half a day – so anxiety level on first day of school for Dock St student is extremely low, they have gotten acclimated to environment, teachers, friends, lockers - Our kids loving to school even with bad day or bad grade - Uniform – 6th gold, 7th blue, 8th white – it’s a way of life - Lunch is unique – we don’t have a playground, there playground is Brooklyn bridge park – I can see my kids from my window, it could be a movie, carousel, students at Dock St have to get acclimated to being a public space – you’ll see kids going to starbucks - We’re on one floor – we don’t share a building, we’re our own island - When the bell rings, all colors walking into one circle - 8 period day – I like the food – if you see the principal eating the food, it’s good! - 7:30 breakfast - - 8am town hall meeting – my time to see school as a community – all principles we want dock street students to live up to – all build around theory and core belief – any student and any teacher can get up and talk about what they want to talk about - We have homeroom, lockers are inside homeroom - 8th period day, each period 45 min, 6th grade gets HR and tech every day; we’re a TC reading and writing program; we have our own science lab and Amplify; Envision Math is more student and parent friendly; SS use Passport curriculum - 2 periods ELA, 2 periods math, library time, we actually put them in there and let them get acclimated to reading - Lunch time is unique – if they don’t want to go out, we go out when weather is nice, it gets cold by the water, so they stay inside if it’s cold – they can go to gymnasium and play basketball or not, girls can go to the library- - 6th graders explore the arts – 2 months here, 2 months there, decide what they want to major in in 2 years – SHS wants to see specialization for 2 years - 2:30-5:30 engaged clubs after school – - Heavily involved PTA building – parents escort kids to navy yard for technology – - See many tours and open houses going on, very busy there – but to a child there it’s a regular day – it’s a rigorous education but they’re happy <p>Relationship with community</p> <ul style="list-style-type: none"> - Built with community, mission and vision and everything was built with parents, community teachers - Families come in with biases too – and we’re truly a melting pot – depends on who’s looking at it and what they’re looking at - Depends on having an inclusive environment <p>Classroom management</p>

	<ul style="list-style-type: none"> - It's our job to build teachers – we have a melting pot of new and veteran teachers – there are teachers kids gravitate to or new teachers learning themselves how to deal with various levels - Up to the leader to provide professional development for child and teacher – it's not always easy, we don't always have a magic wand, main mission is to keep both interested – we work every day to keep it balanced - You don't want a school where everyone is leaving because it leaves your children without instruction – we try to find balance that we're working as one - We're all human, we all have imperfections, we try our best to make sure they have a better trusting relationship <p>Admission:</p> <ul style="list-style-type: none"> - 3 classes – Gen Ed and ICT – we're not a school where it's level 4 and you're in, it doesn't mean you're the right fit for the school – they could be a level 1 and struggling in reading and writing and they do a collaborative science project and they're the right fit - Not only SEMS with attendance, grades, portfolio, teacher comments - We have a conversation with them and watch conversation of the students and watch their collaborative skills – by the time it's all done we've seen the whole child
S 301	<ul style="list-style-type: none"> - Located on NY avenue - Very small MS, growing and currently 100 students - Serving our students, staff and community and making adjustments to meet the needs of the schools in the community - Need for second language and have Mandarin - Open door at 7am every morning for students that enjoy basketball - Set environment to support children with emotional development - Beginning Algebra club and beginning STEM and robotics club - Uniform school - Open door to parents every Wednesday morning
ical 6 th grade	<ul style="list-style-type: none"> - Doors open at 7am – there every morning meeting and greeting every student and neighbor - Our students go into the gym to talk to their friends, play basketball, breakfast at 7:30 - 7:57-8:03 in homeroom and school counselors will go into classes to greet them and set tone for the day - Core subjects: Social Studies, ELA, math, health, PE, Mandarin, Drop everything and read, science - Lunch - At the end of the day, back to homeroom to close out day with counselor - After school program with HW help and have opportunity to get support – may have dance, djembe drumming, cooking <p>Admission</p> <ul style="list-style-type: none"> - 4 classes - Growing our school and welcoming every student inside and outside the community - We invite parent and child in to have a conversation and we ask the student: would you like to come here? Why? - Goal is to grow
ts and Letters	<ul style="list-style-type: none"> - Designed to make sure students are seen and heard and known well - Elaborate advisory system for kids to communicate all things good and not so good - Make sure the learning kids are doing is highly visible

	<ul style="list-style-type: none"> - Builders of student voice - Multiple ways learning is exhibited throughout the year - Art Expo – kids develop a portfolio: visual arts, dramatic arts, dance or computer, just started film-making two year sequence - We are a space that’s intentionally integrated – we have a diverse student body that we’re proud of - Rigor isn’t more worksheets and more homework, it’s around revision revision and more revision – nexus of cognitive dissonance which is a great place for learning
<p><i>ical day for 6th grade</i></p>	<ul style="list-style-type: none"> - We start at 8:47 – morning meeting with a set of chimes, hit them 3x , morning meeting with different them - Minimize number of kids teachers need to know – it’s a way to make sure – revision is a big part of the work – I can’t possibly read and give feedback to lots and lots of drafts of work if I’m responsible for 100 kids, if I’m responsible for 60 kids, more likely - Arts and advisory - PE and go out at recess – every day – it was rainy today – we were outside – there has to be some kind of connection to the natural world, that’s a typical day <p>Community</p> <ul style="list-style-type: none"> - It’s about relationships and time - I need to maximize the time in which I’m talking with them in small settings – so I need a de-centered classroom environment, a whole host of engaging activities that keeps it real quiet and allows me to have individual moments with kids getting to talk to them and know them better, same thing with parents - We started listening conferences – just 15 min of parents coming in and teachers listening – we have to have that start of a relationship to get to know your child best we want to get to know your child; - Student-led conferences to build student voice – watch and marvel at kids together <p>Admission</p> <ul style="list-style-type: none"> - It’s very possible we will merge with another school – if that happens, we will add a 3rd 6th grade class - Last year we had 5 slots and 350 applicants – we have a screening process – we don’t look at test scores, we look at 4th grade report cards, we invite 1/3 of applicants from every school in the district to interview - Interview: we go in and do a structure to advisory, circle of respect, kids greet each other and answer a prompts (i.e. if you shrunk down to size of an ant, where would you go?), they then go off and do a drawing and writing piece – based on a Langston Hughes home – design a statue for Ft Greene Park, we are looking at the draftsmanship, not how good the drawing is, but the ideas that come from the kid – they write their interpretation of why it is what is it; while they’re doing that we’re having individual conversations with kids about favorite books or science project
<p>S 113</p>	<ul style="list-style-type: none"> - Located in Ft. Greene, short walk from here - Mid-sized school - we service all types of kids – no matter what type of child you have, your child can have success in our building – - 2 students who just graduated – came in in 6th grade he was a star the second week of school, so our mission was to foster his development and got him into a pipeline program for Brooklyn Tech and supported his family to make sure he could get into program, fortunately enough he was accepted to Stuyvesant in March; another student came in as 6th

grader had ADHD and parents didn't believe in medication so had to come up with plan to support him with teachers to allow him to take breaks every 15 min and later teachers were able to find what worked especially well (i.e. reading on the iPad instead of physical books) and find materials that he likes – over time and the work that he did, he was able to work and succeed and graduate this spring

- Our students come back and tell us that we do a good job
- Dual language
- Extra curriculars – sports, after school program with LIU, spending time supporting students socially and emotionally – it is important to us to provide supports to them – so they can learn effectively and efficiently throughout the day

day can start at 7, we still have homeroom where they have 10 min where teacher greets them for the day and get wise words of wisdom and encouragement for the day, 1 period of science, 1 period of social studies, then 1-2 periods of math or ELA – they get 8 periods of math and ELA a week, they have a talent period – performing arts and technology school – they get 6 periods of talent a week: vocal music, dance, ballet, traditional dance, technology; take 2 years of technology to learn basic computer and web-page design and in 8th take a visual arts course; we have lunch in middle of the day at 12 – students can go outside in the yard or sit inside and talk with friends and then we have a student life center we opened a few years ago which has video games, computers for work, and quiet meditation space – it's an alternative to spend lunch period; 3 classes to close out the day, return to homeroom and debrief the day; has a planner to help them organize their lives, students will listen to announcements, at 2:30 students are dismissed – walked down or proceed to afterschool program with LIU, snack and work time with HW assistance, followed by activity part of the day

Community

- We have a number of teachers and staff members who attended the school, who live in the community, who live in the community – positive relationship in the community

Classroom management

- Most important thing is that we support our teachers – students feel engaged when there's a good lesson they're focused
- Kids have to feel respected and loved and those two things circumvent a lot of issues – even for a typical MS student they're feeling evil for no reason at all or for a real reason, we've got to be able to deal with it
- Recognize when a kid is having a bad day for a real reason and be empathetic and have support systems to help that kid work through their challenges to re-engage

Admission

- Screen school
- Audition students for enrollment – varies on program, if it's performing arts dance or vocal you'll do an audition in that period – you can audition without having prior experience, i.e. if it's vocal you're asked to follow notes, dance you're asked to do a prepared piece, we're looking at evaluating interest not proficiency; talent – writing prompt to write about technology that interests you and that's used to gauge their interest in technology – in addition to grades, ways we audition to bring students into the building
- 2 6th, 1 dual language – Spanish, 1 ICT, that makes up 6th grade – 125 students
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Greene Preparatory Academy	<ul style="list-style-type: none"> - We focus on your student and helping them to discover who they are as they move through the middle school experience - Expose students to all kinds of electives and experience – computer engineering, elective arts, etc. 6/7 they get experience in ALL - In 8th they get to elect into an exploration of all of those things – our students focus on investigative learning - Portfolios as primary basis of promotional criteria - Small and intimate environment, know all of our students and their families very well - After school and clubs - Proud of partnerships: theater companies to do develop of students to develop voice, help with their presentation skills so that they feel confident; - Serve a wide variety of students and proud of inclusion model to allow gen ed and sped to co-exist in the space together - Proud of the journey our students take and we can track the growth of all of our students no matter where they start with us - Offer a Regents program at our school – one in science and one in math, offer language proficiency so students can get advanced course work as they move through the experience
Typical day for 6 th grade	<p>located in PS 46 at 100 Claremont – day starts at 7:30 where myself or team is outside and greets our students. Check in with adult. Start class no homeroom – go right into class day where they experience core classes and work on deep investigation types of tasks – we have a grant partnership with our students partnering with theater companies building a black box theater; math doing projects on stock exchange; electives in technology they’ll begin coding in 6th grade and building game design; foreign language study in 6th grade, do investigative science in 8th grade – deep study on DNA and matching children based on genetics experiment; 45 min after they eat lunch to go outside- they have free choice in games and athletics, also have tutoring and clubs running inside, dismissal, 100% free after school program: sports, arts, tutoring, robotics, chess, 5:45 is end of the day and after school team makes sure they go home safe</p> <p>Community</p> <ul style="list-style-type: none"> - Important for our teachers and staff community to reflect in the school – 50% of staff is male - We spend a lot of time training our teachers in how to support social emotional needs of MS - Do a lot of brain theory - A lot of empathy for our children, they are our children – when my 4 yo is having a meltdown I don’t yell at her on top of it - Building trust helps us build trust in the classroom - In my 20 year career – if you’re connecting with students in the classroom, you’re connecting with parents at home – and that makes conversation really easy and have a conversation about the full spectrum of your child - Everyone in this district has similar things in our school – the D13 philosophy – the best thing to do is to come to the schools and visit and try us on: how do we speak to our students, how does it feel to speak to us; we’re shy on stage but please come and see us and visit our schools <p>Admission</p> <ul style="list-style-type: none"> - Screen school - 3 sections of 6th grade looking for matches with

	<ul style="list-style-type: none"> - We're interested in getting to know the students – invite them in for an interview, do a critical thinking activity to imagine what something is about, then it's a longer amount of time of getting to know the children and most importantly to us do they see themselves as a fit for the school – best version of themselves, discover themselves, are they comfortable doing that kind of work?
<p>assembly Unison school (PS 56)</p>	<ul style="list-style-type: none"> - One small school in one long hallway - 172 kids – every adult knows every child by name – parents and kids are greeted by name - Open door policy to parents and they can be true partners in educational experience for kids - A lot happening at our school happens with other schools: advisory groups of 12, advisor is their 'school parent' and they know that child so well, they're the ones that interface with the families – moving from interfacing with one teacher to interface with up to 7-8 teachers, so we like to mitigate that challenge by being main contact for families - Every child has a seat at the table – not academic screens, if you're interested in our school, we're interested in you – don't look at academic histories to see if your child will be a good fit, we purely look at whether you're interested in attending our school - Academic and leadership development of every child – we have students sitting on our SLT - Portfolios to determine promotion – we don't believe standardized exams tell the whole story of what children are capable of - Special programming for career and technology programs – similar to CTE HS, we have CTEP – hydroponics, coding, maker – all have special spaces in our school – maker lab, technology room, hydroponic room - Individualized academic classes in small groups – while some kids are in CTEP, others are getting extra skill-building time in reading or math, or we provide Regents prep (Algebra course) – kids cycle through classes so we don't fall into trap of having a young person who gets extra support in reading always gets support in reading – always gets access to maker lab, hydroponics, coding - You would be hard pressed to find a school in our district that wouldn't be a wonderful place – go visit!
	<p>starts with breakfast, can do fitness at 7:30 if they want, I'm there at entry because we have all of our children lock their cell phones away in pouches by Yonder, greet everyone in the morning and give love an dhugs, lock phones and go into breakfast or fitness, 815 make way out of cafeteria through staircase all together, straight to advisory, greeted by school dean, every advisor is in doorway and it's a sea of hellos – 6th grade all on one side of the hallway – our 6th graders need the time to make that transition and be careful with how quickly we make that transition happen – we can keep them all around each other and keep them younger for longer – not crossing paths with 8th graders they try to get cool for – 20 min advisory, ELA, math, science, social studies – each one is so fun – lunch at 12 – we also have open lunch for 8th graders for test run – they leave the school and come back upstairs – lunch is 6th and two more periods after lunch. During enrichment in academic enrichment or CTEP – we close our week with an extra period of advisory. All advisors walk our kids out – start and end day with a advisor. 2:40 dismissal or arts-based after school free for anyone interested – they come back up to 3rd floor for more classes</p> <p>Community and Classroom Management</p> <ul style="list-style-type: none"> - Want to honor the notion of students that are black and brown - I'm a white woman principal leading a school of black and brown children

- My staff is diverse
- We talk about race all the time – every single American shows up with bias, right? We have a long history in this country of racism and what has happened to black and brown people and what has happened to them – if we’re not talking about race in our schools, we’ll perpetuate the same issues
- We talk about race in our professional development, we talk about implicit bias, the bias people are carrying, we talk about the bias we carry toward our children – and I treat children like they are my own
- Families and classroom management and trust – they’re all connected – if we don’t build a school where families feel welcome and centers THEM not US, you won’t be able to build a trusting relationship with the kids – and vice versa – building trusting relationship comes from building a school environments where our children are seen for everything that they are- including race – color-blindness only perpetuates more color-blindness
- How do we serve our kids in a way that’s better than how they’ve been served? It’s about shifting instruction to center the kids you’re serving,
- My PTA president and parent coordinator are here if you want to hear from them

Admission

- 250 applicants and 72 students last year
- 4 sections of 6th, 3 sections of full classes, one is ICT (integrated co-teaching, full time special education teacher and full time general education teacher) – in that class students who have IEPs are integrated; 2 other sections of 6th grade are Gen Ed; 1 self-contained class – by the end of 6th grade students who enter with self-contained setting be integrated into ICT classes so we don’t carry students up in self-contained class – start with the year and shrink it
- We’re unscreened - we have our own access to MySchools that you apply on – there’s a date after which you’re done with your application that all of the applicants that’s sent to us, depending if you’re screened or unscreened, you get academic history – if you’re unscreened, you just get students’ name and sending school – that’s what my school gets –
- Principals based on selection criteria, you select students and rank them – you don’t accept them, there’s a whole back room with mathematical algorithm that matches them – we don’t accept students, we just indicate it
- If you’ve come to our open house or shown interest in the school, I click off your name

rk Place
Community MS
6

- Right on the edge of Park Slope on the edge of Barclay’s – 20 min from here at PS 11
- I would send my own child to my school – and that’s the type of school that we’re building every day and we keep getting better every day
- 8:15 in the morning (we’re in an old St Augustine church from 1873) – from 8:15-8:30, we run something called morning circle to set the tone for the day – you get the tone from the front door. It’s open mic – a teacher running it but students have a big voice in that and they’re debating and discussing
- I can see growth – you walk in this way when you’re in 6th, 7th, and 8th
- Systems-thinking – parts working together to serve a function – everyone counts, crossing guard, safety, parents, students – what’s the function? To make sure each student gains the competitive edge – going the extra mile and being that person who can express what they’ve learned in a certain way
- December 13 – Showcase – you’re all invited – we’ll be doing a showcase What Is An American? A charged and important term right now considering what’s going on in the world, looking at it from multiple perspectives, can’t just look at NYT you need to look -

	<ul style="list-style-type: none"> - they're collecting information and data right now, it's the kind of thing that if it's not used it's useless, we take that data and see what their interests are – social media, celebrity – but we'll be talking about Cutie Pie in a way that a writer from the New Yorker would – why is Cutie Pie a celebrity? - I don't run PD every day – teachers have been doing that – we're spinning many plates at the same time - How to use systems thinking to think of the function, the competitive edge – it's not tra la la have fun, it's looking at different parts of the system and give an honest look at what's not going right: why are there so many people in the hallway? (kids and teachers discuss) - We're growing every day – if your child comes with us – your child can experience and feel that empowerment as well
<p><i>ical day for 6th under</i></p>	<p>– morning circle, get together as whole group 8:15-8:30 sharp – your child may be giving a presentation on Yale and fielding and posing questions between classmates, morning chant 'good better best ...' by 8:31 the entire auditorium is empty and they walk out and up the staircase and then they do targeted reading in small groups with different teachers; tailor-made tech sets at their reading level – some are reading independently, some are reading with small groups that speaks to their interest – when they go to ELA it's a whole class novel or book club, then Algebra 1 regents class, then building something in science, then lunch, then they're able to exercise, then we come back into the auditorium at 12, by 1202 it's empty, working on meditation, finish up the day – on Fridays we have electives – there's meditation/mindfulness, art appreciation, building a greenhouse with a grant from PTA President; band/chorus – support them in music, do two concerts a year; dismissal</p> <p>Classroom management</p> <ul style="list-style-type: none"> - Ability to assess someone's face, ability to connect with students on an individual level - Going through the whole process and seeing our students and valuing their voice - Systems thinking says every voice counts – you get a feel for what we're about tonight, that's what our students and our parents and community get every single day - I live in community, came up in community, PTA president and teachers from the community, my kid gets his hair cut in the community, I worked in the community - Run the 7 systems and model for staff and students every day - Strong instruction is the best classroom management – culturally sensitive curriculum is the best management because it's relevant, and they'll be engaged and empowered and there won't be management <p>Admission</p> <ul style="list-style-type: none"> - Online shopping is terrible 😊 I love sneakers. My feet are very wide. Those are my three things – before Amazon, I would go into a sneaker shop and put it on. Pumas, too narrow, adidas pretty good, new balance good but I don't like the style - Come and visit us and see if we fit for you – see what it feels like – you won't know unless you feel it. The advantage is you can come and see us at 4th floor penthouse with view of city and Brooklyn - See what teachers feel like and see if it fits – meet and interview with the teachers what they feel like and what their philosophy is – as much as we're interviewing you, you're interviewing us – your fit might be with my colleagues, there's nice sneakers all around 😊 - We have 68 kids in 6th grade – we have room for you

<p>Susan S Kinney School the Arts – Team Kinney SSA</p>	<ul style="list-style-type: none"> - I'm the new principal - D13 only 6-12 school – you send your kid to us, this is the only time you have to go through this process - Small visual and performing arts school – we have a full black box theater, dance studio, visual arts room, fully updated auditorium that was recently redone by Bette Midler foundation - One of BK largest schools with a D75 inclusion program – we have students designated in D75 settings, included in every single class in 6-12 - We are a team – kids will because of what I do, kids will because of what we do - What we're going to be – imagine for a second Nas' If I Rule the World <i>Imagine schools where kids be walking through the halls</i> -
	<ul style="list-style-type: none"> - science and social studies, ELA and math; 6th and 7th graders rotate every day through visual or performing arts through those 2 years to see how they interconnect and find their passion; 8th grade they declare a talent and are programmed into their specific discipline in daily arts <p>Admission</p> <ul style="list-style-type: none"> - I am a public school principal – last time I checked it meant everybody and everyone, my job to make sure everyone who comes through our door is the best they can be - We're looking for 60-90 6th graders with families that are committed to 6-12 models, there are very few models like this across the city – something special about going through pre-adolescence with kids walking the same journey; looking for kids, parents and families considering that - School of the arts – any kid that's interested in developing that part of who they are – everyone has an art side, finding a true passion around one of the disciplines
<p>S 915</p>	<ul style="list-style-type: none"> - Formerly MS 8 – part of K-8 school – chose to separate so we could focus on middle school child – came together as a group as parents, teachers, children - We chose to focus on our diversity – we are diverse racially, economically, academically – we also have a D75 program in all of our classes and we take great pride in knowing you cannot distinguish one child from another, 2 students in every class with a para and paras work with all of our children - 240 to 300 students this year and we're continuing to grow – - We are part of RIDE initiative – team of community, parents, teacher – what does equity look like at our schools? Let's look in our classrooms and if it's not, what do we need? - No textbooks, the teachers write their own lesson plans – if our curriculum doesn't show diversity, they chose to look at different authors across different cultures to make sure they're having a diverse representation - Math and science – looked at the data – we need to improve our math – we have all of our students taking Algebra 1 and Algebra Regents – we go from 6th to 7th to 9th, so we decided to change our math program to use Illustrative Math with high technology component to support students in 6th – second teacher used as intervention/enrichment class – constantly assessing students to see if they're ready for the next unit, if they are – she goes ahead and teaches next unit - The goal is to teach in 6th and part of 7th and in 7th teach 7th and part of 8th math - Amplify Science – more hands-on, problem-solving, lab-based and technology based – 8th students take Living Environments students - I come from a dance background, so we included a lots of arts – Weds 8th period students are in elective enrichment class – student select it and do it for 3 cycles, we have African

	<p>drumming to yoga to student gov't to soccer to flag football – students get to choose it and have fun with it – 8th grade has African music</p> <ul style="list-style-type: none"> - 7th grade is part of college access for all – - We offer 7th and 8th Spanish – to take load for HS credit – - Extremely proud of after school program – huge initiative by our parents and teachers last year – we had a paid and free – it was segregated based on who pays and doesn't pay – we have one program that's completely free and they can stay until 6pm – ballet, instrumental music, fashion institute, you can stay one day a week – 5 days a week until 6pm - We are in a building with 3 schools – Westinghouse campus HS – only MS on top floor with two HS on the bottom: how does that work when my 6th grader is this big? 😊 I have a really good rapport with those principals and we meet every single week to talk, meet monthly, meet with security to talk and we're all on the same page. When I didn't have supplies in the beginning of the year, they gave me paper – it's where our students feel safe, we're the only ones on the top floor, and even when we're in cafeteria, they're not there with us at all.
<p>typical day for 6th grader</p>	<p>– they say hello to me, go through scanning, AP is in cafeteria and meets with them, 8:15 students go upstairs, go to lockers and straight to class, periods roughly 45 min each and they transfer class to class; 8 period day, 6th period at lunch – they have an out lunch (Metrotech area, they don't have to cross any streets) – they have recess where they swap between HS gym</p> <p>Admission</p> <ul style="list-style-type: none"> - We're unscreened and we have no ranking - All I'm asked is 'how many seats are you offering?' - Because we split from PS 8 this year and for next year, it's the last year that PS 8 5th graders have priority seating - What does that mean? This year is our largest 6th grade – we have 140 6th graders – 5 classes, 4 are Gen Ed and within Gen Ed is an ICT, all are maxed out at 34 students at a class, 1 self-contained class - Work closely with welcome center – they got a lot of calls from me this year – 50% of PS8 students come to us, other 50% is other students in D13 - Work with parent coordinator to call students over the summer: are you definitely coming to 915? If not, we have people on the waiting list we'd like to offer the seats to - There was a waiting list, there were people we turned down

7:26 Ayanna took questions from the audience, notes are included above so that they're grouped by the school

- What does a typical 6th grade look like?
- On average, how many applicants do you have coming or are interested in your school? How do you make that choice if you have 500-600 applicants? How do you pick 100?
- Concern raised by Faraji about black and Latinx students in the district – notes importance of visiting school in person. What is your relationship with your school community? Do you know what their needs are? How do you handle classroom management? How do you deal with poor classroom management and what are the consequences?

II.) Approval of September Meeting Minutes – 3 minutes

II.) President's Report – 5 minutes

IV.) CEC Calendar & Meeting for November and December- 15 min

VI.) Adjournment

Calendar Meeting (7pm-8:30pm)

- I.) Call to Order & Roll Call – 2 minutes
- II.) Superintendent's Report - State of the Middle Schools in our district - 25 minutes
- III.) Meet District 13 Middle Schools

FORMAT: Each school leader (Principal, AP or Parent Coordinator) will speak for 5 minutes about what makes their school special, and what they are looking for in students. After everyone has spoken (if there is time), Ayanna Behin will moderate questions from the audience and CEC members.

ATTENDING SCHOOLS: Arts & Letters, Dock Street, Ft. Greene Prep, MS113, Park Place Community Middle School (MS 266), MS 915, MS 301 and Unison.

- IV.) New Business
- V.) Adjournment

Upcoming Events

CEC 13 Business and Calendar Meeting
November 12, 2019
Dock Street School 25 Dock Street Brooklyn, NY 11201

CEC 13 Business and Calendar Meeting
December 10, 2019
PS 46/Ft. Green Prep 100 Clermont Brooklyn, NY 1105