

La Entrada Middle School



LE PTA'S FIVE PRIORITIES

- ❖ Family-School Engagement
- ❖ Supporting Education
- ❖ Children's Well-Being
- ❖ Promoting Parent Education
- ❖ Community Betterment

2200 Sharon Road, Menlo Park, CA • laentradapta.org

La Entrada PTA General Membership Meeting

June 5, 2019, 3:05pm in the Library

- I. **Welcome and Call to Order:** Heather Hopkins, President (3:05-3:15)
- II. **Volunteer Appreciations:** Heather Hopkins, President (3:15-3:25)
- III. **President's Report:** Heather Hopkins, President (3:25-3:35)
- IV. **Financial Report and Presentation of 2019-2020 Budget Draft** (3:35-3:45)
Saguna Malhotra, Treasurer (Vote)
- V. **New Business:** Special Projects Funding (3:45-4:00)
Heather Hopkins and Mark Jones
- VI. **Consent Agenda** (4:00-4:05)
 - Presentation of Bills
 - Approval of Minutes from March 20 General Membership Meeting
- VII. **Adjournment**



Agenda Item: Financial Report and Presentation of 2019-2020 Budget Draft

Action: Review for Vote

New Line Items for 2019-2020: Funding for ABC Readers and Safe Routes to School

Proposal: In an effort to **streamline parent engagement efforts** at La Entrada, the Budget Committee proposes the PTA fund the ABC Reader program and a portion of the Safe Routes to School program as part of our Children's Well-Being priority. Ideally, parent leaders from both programs will **liaison with the PTA Board to better coordinate communications and strategies.**

ABC Readers: This district-run, parent-volunteer program uses curriculum from Project Cornerstone, an initiative of the YMCA of Silicon Valley. During its launch year, the PTA covered program expenses (the school has covered them since). ABC Reader volunteers are one of the school's largest group of regular parent volunteers.

About ABC Readers (from the Project Cornerstone website)

ABC is Project Cornerstone's parent engagement program of more than 3,544 adults reading to 64,454 kids in 155 schools. Volunteers are trained in the developmental assets model for positive youth development, and prepared to read a specially selected children's book and lead related activities and discussions in classrooms each month.

The program's goal is to help school communities achieve the following:

- Create a common language and vocabulary about student respect and behavior expectations among all members of the school community.
- Help students develop skills to handle physical, verbal, relational and digital bullying and to STAND UP if they see someone else being bullied.
- Increase the number of caring adults on campus so that all students feel that there is at least one adult they can turn to if they have a problem.
- Contribute to a positive school climate where every student feels valued and supported to achieve and thrive.

The ABC reading list is on the next page. Sample lesson plan: bit.ly/ABC_Readers.

Safe Routes to School

La Entrada's Safe Routes to School program runs in partnership with Parents for Safe Routes, a local nonprofit that works with the cities of Menlo Park and Atherton as well as parent representatives from local schools to increase the safety of students biking and walking to school. This year, LE parent Hilary Stevenson worked with Maynell Palmer (District Wellness Coordinator) to plan and execute Safe Routes programs/events at La Entrada including bike safety assemblies and this Wednesday's Walk and Roll to School Day.

Project Cornerstone Asset Building Champion (ABC) Elementary Scope and Sequence 2019-2020

* Courtesy of Common Sense Media – www.common sense media.org

	SEPTEMBER	OCTOBER	NOVEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
INCLUSION Building Year (2019-2020)	Stand Tall, Molly Lou Melon	My Secret Bully	The Day You Begin	Today I Feel Silly	Long Shot	René Has Two Last Names	Enemy Pie	The OK Book
Asset Focus:	Support Positive Identity	Support Social Competencies	Positive Values Social Competencies	Positive Values Positive Identity	Support Positive Identity	Positive Cultural Identity	Support Boundaries & Expectations	Constructive Use of Time Commitment to Learning
SEL Core Competencies	Responsible Decision Making	Relationship Skills	Social Awareness	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Self-Awareness
Concept/Tools:	Stand Tall Positive Self-Talk Acceptance	Friendship Boosters Personal Power	Tolerance Accept Differences	Name and Accept Feelings	Discover Sparks Short & Long Term Goals	Positive Cultural Identity Stand Up Name Identity	Recipe for Friendships Types of Relationships	I Can't → I Can Dare to Try!
Bully Behavior(s):	Verbal, Relational	Relational	Verbal, Relational	Power of Words	Show Respect Online	Verbal	Verbal, Relational	
* Digital Citizenship	Rings of Responsibility	Screen Out the Mean			Super Digital Citizen	Talking Safely Online		
EMPATHY Champion Year (2020-2021)	Friends to the End For Kids	Giraffes Can't Dance	Big	When Sophie Gets Angry Really, Really Angry	Through My Eyes	How Do I Stand in Your Shoes?	Sebastian's Roller Skates	Thank You, Mr. Falker
Asset Focus:	Positive Values Social Competencies	Empowerment Positive Identity	Empowerment Social Competencies	Support Social Competencies	Social Competencies Positive Identity	Support Social Competencies	Constructive Use of Time Positive Identity	Boundaries & Expectations Commitment to Learning
SEL Core Competencies	Relationship Skills	Social Awareness	Social Awareness	Self-Management Self-Awareness	Relationship Skills	Social Awareness Self-Awareness	Social Awareness	Self-Management Self-Awareness
Concept/Tools:	Treat All With Respect	Tap into Your Power! Dance to Your Own Song!	Big Is Being the Biggest YOU That You Can Be!	Stop, Think, & Choose How to Act!	Accept Differences	Stop, Breathe, Listen, Respond Walk in Someone Else's Shoes	Pursue Your Spark Stand Tall & Bloom	Supportive Adults Personal Power!
Bully Behavior(s):		Verbal, Relational			Verbal, Relational			
* Digital Citizenship	Talking Safely Online	Show Respect Online		Power of Words	Screen Out the Mean	Power of Words	Group Think	
GROWING UPSTANDERS Asset Year (2021-2022)	Have You Filled A Bucket Today? and Buckets, Dippers, and Lids	Simon's Hook	Say Something	Trouble Talk	Nobody Knew What to Do	The Empty Pot	ONE	The Recess Queen
Asset Focus:	Support Social Competencies	Positive Identity Social Competencies	Support Positive Values	Boundaries Social Competencies	Boundaries & Expectations Empowerment	Empowerment Positive Values	Boundaries & Expectations Social Competencies	Empowerment Social Competencies
SEL Core Competencies	Relationship Skills	Responsible Decision Making	Relationship Skills Social Awareness	Relationship Skills	Self-Awareness Responsible Decision Making	Self-Awareness Responsible Decision Making	Relationship Skills Responsible Decision Making	Self-Management
Concept/Tools:	Be a Bucket Filler Use Your Lid Don't Dip	Don't Take The Bait Ways to Avoid Teasing	Bystander → UPstander SAY or DO something	Promote Healthy Talk Make a Genuine Apology Stop and Think	Identify Caring Adults Tell and Make a Report	Courage, Honesty, Integrity, Responsibility, and Perseverance (CHIRP)	Everyone Counts! One Can Make a Difference!	Caring School Climate Conflict Resolution Skills
Bully Behavior(s):	Verbal, Relational	Physical, Relational	Physical, Verbal, Relational	Verbal, Relational	Physical, Verbal	Physical, Verbal	Physical, Verbal, Relational	
* Digital Citizenship	Screen Out the Mean	Power of Words	Group Think	Staying Safe Online	Group Think	Staying Safe Online	Group Think	My Online Community
Kinder ABC	Listen & Learn	Join In & Play	Talk & Work it Out	Cool Down & Work Through Anger	Understand & Care	Accept & Value	Be Polite & Kind	Reach Out & Give
Asset Focus:	Commitment to Learning	Boundaries & Expectations	Social Competencies	Support Social Competencies	Social Competencies	Positive Values	Positive Values	Positive Identity
SEL Core Competencies	Self-Management	Relationship Skills	Responsible Decision Making	Self-Management Self-Awareness	Self-Awareness	Responsible Decision Making	Responsible Decision Making	Self-Awareness
Concept/Tools:	Listening	Friendship	Peaceful Conflict Steps	Work through Anger	Empathy	Acceptance of Differences	Respect and Caring	Acts of Kindness
Suggested Supplemental Books:	Have You Filled A Bucket Today?	Friends to the End For Kids	ONE Enemy Pie	When Sophie Gets Angry - Really, Really Angry	How Do I Stand in Your Shoes? Today I Feel Silly	Stand Tall Molly Lou Melon Giraffes Can't Dance	Simon's Hook Say Something	Sebastian's Roller Skates The OK Book



Agenda Item: New Business - Special Projects Funding

Action: Review for Discussion

Background: The California State PTA directs local parent-teacher organizations to plan for zero-based budgets (income = expenses). In other words, **funds raised at the beginning of the school year should be spent by the end of the school year.**

In the past, the La Entrada PTA has gifted excess funds (less carry-over funds for summer expenses) to the school for “special projects.” Over the years, **\$41,000 in unspent, excess** funds have built up as membership income exceeded operating expenses.

Proposal: To spend down excess PTA funds while maintaining a reserve fund.

Projected End-of-Year Balance	\$ 42,000
Less PTA Reserve Fund	\$ (10,000)
Funds Remaining to Gift to School	\$ 32,000
<u>Special Projects Funding:</u>	
2019 LE Principal Fund - Technology	\$ (25,000)
Service Learning Library	\$ (500)
Display/Art Placards	\$ (2,000)
Safe Routes to School Walk Audit	\$ (3,400)
TOTAL	\$ (30,900)
FUNDS IN EXCESS OF RESERVE	\$ 1,100

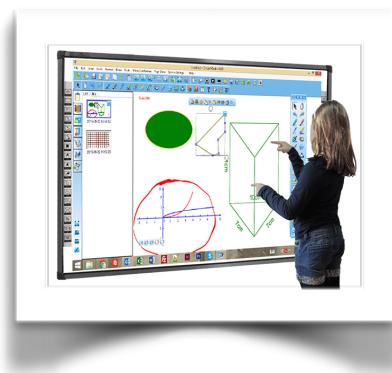
Proposed Special Projects:

1. LE Principal Fund - Technology (Chromebooks and Promethean Board): \$25,000

La Entrada proposes to use this gift to augment learning opportunities with technology in the library and classrooms. In the library, we would like to install a Promethean Board, and in the classrooms, we would like to add Chromebooks to support students’ learning through providing access to—among other applications—digital projects, additional avenues for class review, and a place to read text sets (supporting Readers’ and Writers’ Workshop), which can be in the form of articles, podcasts, documentaries, and/or infographics.

A **Promethean Board in the library** supports learning in Grades 4-8 in the following ways:

- La Entrada’s librarian will use the Promethean Board daily for library lessons, teachers will use it for classroom lessons when bringing students to the library, and administration will use it for staff meetings. (We piloted a Promethean Board in the Library in fall 2019.)
- From Caitlin Davis, LE Librarian: *It's a great way to present*



and share information with the students. The white board feature is nice, especially since the library does not have one. There are some interesting interactive features with the white board that several teachers have used with their students. They are features a Smart Board doesn't have. We are able to move around and manipulate our own writing to model editing/revising. The students are able to use this feature to practice revising.

I also created some interactive lessons for the fourth graders. One was a matching game for students to come up and match books to the Dewey Decimal Number. This was also something that my library pages would be able to do as I work with them at the beginning of the year to teach them shelving. Some teachers have also expressed an interest in integrating their textbooks with the Promethean interactivity that isn't currently compatible with Smart Boards.

Chromebooks support learning in Grades 4-8 in the following ways:

- Many classrooms use Google Classroom as an assignment/workflow tool to post and accept assignments. Some teachers use this forum to provide feedback to student work.
- Content produced with Chromebooks can be easily shared through Google Drive or mirrored through our Promethean Boards.
- Writing Workshop: Information and argument writing text sets (i.e., climate change, teen activists, abandoned pets, bullying, etc.) as well as literary analysis (text sets of literature). “Text sets” represent texts provided by Teachers College online to support the Units of Study as well as other recommended texts to promote critical thinking, research, and analysis within the writing genres.
- Creative Writing Units: Public Service Announcements, book trailers, podcasts and/or documentaries from articles that we read (about social issues, for example).
- Reading Workshop: Access to a variety of text sets (fiction, non-fiction, poetry, websites) to support students with their independent reading time.
- History: Access to history book, classroom digital review games, research opportunities (i.e., read about the Ganges River's pollution, research polluted cities/countries around the world, and then use the computer to give a presentation using Google Slides and/or a Podcast).
- Science: A variety of web-based applications to support the Next Generation Science Standards, such as coding, physics, and life/earth sciences.
- Math: A variety of web-based applications to support Mathematics, including adaptive concept reinforcement, modeling, and enrichment.

2. Service Learning Library: \$500

This year's PTA staff survey indicated an almost universal desire for more service learning opportunities. LE teachers on the district Wellness Committee indicated that funding for a small “library” of service learning curriculum materials would be greatly appreciated.

3. Display/Art Placards: \$2,000

The district currently owns a set of display placards, used for mobile art displays around campus, science projects, and other student



work or school information. Earlier this year (in preparation for the Visual Arts Showcase) it became clear that La Entrada would benefit from having its own set of display placards to be used regularly throughout the year.

4. Walk/Bike Audit: \$3,400

A walk/bike audit identifies safety “hotspots” for students arriving at/departing from school and recommends infrastructure and programmatic improvements to increase student safety. A walk/bike audit was performed at Las Lomitas in preparation for construction. An audit has not yet been performed at La Entrada.

This year, LLESĐ received a grant from Sequoia Healthcare District to launch our district’s Safe Routes to School program. \$3,600 in grant funding is still available to pay for the \$7,000 bike/walk audit. To date, the City of Menlo Park has not funded any Safe Routes projects at local schools.

Pending funding from the La Entrada PTA, the district will contract with Parisi Transportation Consultants to perform a **walk/bike audit on Friday, June 7**. As part of the audit, Parisi will provide a final report, including an inventory of recommendations.

To see the proposal from Parisi Transportation Consultants (which will be signed by a district representative), visit bit.ly/ParisiProposal.



Agenda Item: Consent Agenda - Minutes of March 20 Membership Meeting ACTION: Review for Vote

La Entrada PTA Executive Board Meeting

March 20, 2019, 7:00pm to 8:00pm in the Library

Attendees: see attached

I. Welcome and Call to Order: Heather Hopkins, President (7:05pm)

II. Votes (7:05-7:10)

- 2019-2020 PTA Board Leadership (Vote): Heather presented the following for election:
 - Heather Hopkins (President)
 - Artis Montague (Secretary)
 - Saguna Malhotra (Treasurer)
 - Ifat Gutmans (Financial Secretary)
 - Kirsten Cahill (Student Events Chair)
 - Maggie Oren (Communications Chair)
 - Reena Agrawal (Family Engagement Chair)
 - Melinda Nielson (Staff Appreciation Chair)
 - Elizabeth Morton (Community Partnership Chair)
 - Cynthia Solis (Wellness Chair)

Heather Hopkins motioned, Molly Drewes seconded. All in favor.

- Consent Agenda:

- Approval of Minutes from November 27 General Membership Meeting
- Contracts for Approval: Let's Party and The Wong Photo Booth (8th Grade Graduation)
- *Motion: Heather Hopkins, second: Julie Chandik, all in favor.*

III. Financial Report: Saguna Malhotra, Treasurer (7:10pm)

IV. President's Report: Heather Hopkins (7:10-7:30)

- Update on programs/events since November General Membership Meeting
 - Winter Service Project: all-school, one-day event during which students staff and parents packed 33,480 meals for people experiencing food insecurity through Rise Against Hunger. (Co-chairs Elizabeth Morton and Catherine Wilson)
 - Nominating Committee: chair Jeremy Gundel, recruited for 10 Executive Board positions
 - GeoBee (Rebecca Deutscher), Spelling Bee (Jon Venverloh, Shea Browne), STEM/Science Fair (Chris Jones: 4 years)
 - Ongoing: Lunchtime Enrichment (Jen Coleman), Hot Lunch (Patricia Villareal-Wong), Leopard's Spot (Silvana Chang), District Directory (Heather Hopkins), District Wellness Committee (Cynthia Solis and Heather Hopkins), funding for volunteer coordinator for the Homework Club
- Planning: 8th Grade Graduation (Julie Chandik), Staff Appreciation (Sarah Chai), budget and programs
- Funding to school for: Library, Field Trips/Enrichment, New Teacher Supplies, Parent Ed
- PTA Annual Surveys (Families and Staff)
 - Major takeaways: Parents and staff asking for more service learning; parents asking for more student wellness, particularly around stress/mental health.
 - Suggestion (Mark Jones): prepare a PTA slide for Parent Information Night

V. Adjourn: Heather Hopkins (7:45pm)

SIGN IN.

GENERAL MEMBERSHIP MEETING MARCH 20, 2019

*Quorum = 16 members

- | | |
|-----------------------------|----------------------|
| 1. Heather Hopkins | 16. Mark Jones |
| 2. Teagan Webster | 17. Maggie Oren |
| 3. Saguna Malhotra | 18. Linda St. Martin |
| 4. Adam Hopkins | 19. Jennifer Thrall |
| 5. Patricia Villarreal Wons | 20. |
| 6. Saguna Malhotra | 21. |
| 7. Julie Chaudhry | 22. |
| 8. Elizabeth Morton | 23. |
| 9. Ifat Gutmanns | 24. |
| 10. Molly Drewes | 25. |
| 11. Lisa Puccetti | 26. |
| 12. Maria Mendez | 27. |
| 13. Laurie Sobeil | 28. |
| 14. Mindy Nelson | 29. |
| 15. Allyson Penner | 30. |