



Enrico Fermi School #17  
158 Orchard Street  
Rochester, NY 14611  
(585) 436-2560

<b>SBPT Meeting</b> Date 11/24/2025		
<b>Attendees:</b> Members: <b>Scaccia X</b> - PreK & Kindergarten <b>Miranda X</b> - 1st & 2nd grade <b>Demario X</b> - SPecials & and ASD <b>Gonzalez X</b> - 3rd & 4th Burns- - 6th/Speech/Social Workers <b>Marseglia X</b> - 5th & Psychologist Parent Rep: Jessy Tacuri- Parents	Note Taker: Melissa Gonzalez Facilitator: Saltares Timekeeper: Process Guide:	<b>Visitors Attendees:</b>
Agenda	Minutes	Action items
10m -Bright Spot	<ul style="list-style-type: none"> <li>Marseglia-Working on the parade and the excitement for the students learning about the different aspects of the parade. Then today's parade</li> <li>Mirada- They learned theater and movies and that was exciting as they were very curious</li> <li>Scaccia- Kinder feast in the dual classrooms they ate then they wrote about it</li> <li>Demario- 3-6th shared History of the parade and the facts. Showed them the different balloons</li> <li>Saltares- increase in our over all attendance</li> <li>Gonzalez- tomorrow is friday!!!</li> </ul>	
20 min- Reps share out- Information from Constituents	Gonzalez- sent an email to constituents the day after the last meeting, 2 weeks after, and the day of the new mtg. No responses from constituents. DeMario- followed up with an email 2x, Constituents asked how could older grade levels be more involved in school wide activities rather than sitting on the side lines-watching. Saltares' responses- this last event	



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	<p>was an event planned by 1st grade teachers- not the building committee.</p> <p>Marseglia- 5th grade team is not stable right now; new teacher began today (11/24)- Ms. Puentes-DLS; no concerns right now from the team.</p> <p>Scaccia- spoke to Kinder-no concerns. Was unable to reach out to the PreK team; will now be sending an email to check in.</p> <p>Miranda- Teachers are concerned with the Spanish side (intervention). Saltares' response- was told she could not hire for that position; she had to put in a "request to hire" for it. However, it has taken this long to find a Spanish (bilingual) teacher for 5th grade that if a bilingual teacher is hired they would want to put them in the classroom.</p> <p>Miranda- Teachers are concerned about the MTSS process and the lack of Spanish intervention data.</p> <p>***Saltares will reach out to see the status of the "request to hire".</p> <p>Burns-absent; unable to report on 6th grade team concerns.</p>	
20 mins- District Writing Checklist and Writing Clarity Walkthrough Rubric	<p>SCEP goal update: Ortiz-Viera used the checklist based on the formal observations she has already completed to get updated results on walk-through data. Admin will discuss further.</p> <p>Writing check-in checklist:</p> <ul style="list-style-type: none"><li>• Marseglia- District has not provided PDs on this. Where is this coming from? Where did the district get this from?</li><li>• Saltares- school has increased writing in the classrooms and being displayed on the wall.</li></ul>	



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- Marseglia- is the district putting out a district-wide rubric for writing; Saltares' response- no; the school/teacher uses their own.
- Bump-it up walls- Ms. Saltares will look more into what this is and how it is used.
- Marseglia- It is one more thing for teachers.
- Marseglia- the walkthroughs are not to be disruptive however how would all this information be seen/collected without interrupting. Who is pushing this out? Maybe all the evidence is not seen on the wall and should not be evaluative.
- Saltares: some writing that is displayed school-wide have rubrics and others don't.
- Marseglia- Teachers need clarity; if a rubric is what is expected then it needs to be told to teachers. Maybe we need to think about publicly displaying ALL work that has been graded with a rubric (privacy for those who are not performing as well as others- this could have students feeling embarrassed).
- Marseglia- if everyone has different rubrics they are grading differently on the report card.
- Marseglia- Can there be one focus in the walkthrough instead of 10 different categories. It feels like the district is pushing things out for the teachers to do/have with no training/support on how to get better.  
Saltares' response; I agree; this was brought up in the last principals meeting.
- Saltares- we have shown growth in writing. We have been able to launch the writing workshop this year in classrooms.



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	<ul style="list-style-type: none"><li>• Marseglia- What is your expectation with this writing checklist, from you, for teachers? Saltares' response- I wanted to share with the instructional team, to get thoughts. This will not be shared with teachers.</li><li>• Marseglia- being able to see how each grade builds up to the next will allow us to see the progression in writing.</li><li>• Miranda- Can we condense the expectations for writing by each grade level?</li><li>• DeMario- feels confident that teachers have been given the right tools/training by Admin. this year with what has been expected.</li><li>• Marseglia- if the district wants this then the district needs to provide training on it. The checklists/rubric should be attached to the documents/pacing guides shared by the district and needs to be developmentally appropriate.</li></ul> <p>**At this point, D. Saltares was just sharing as a point of information not expectation.</p>	
10mins-Open Forum	No concerns to discuss at this time.	