

What: McCall Home and School Association Meeting

When: November 3, 2018, starting at 11:00 am

Where: Chinese Christian Church and Center, Philadelphia PA

Who: Attendee sign-in sheet available

1. Introductions facilitated by Anna Perng, HSA President

McCall Principal McKenna, assisted by Ruby as translator was in attendance to answer questions from the parent/guardian community in Chinatown. Some attendees had submitted questions and topics via WeChat prior to the meeting and the most popular questions/topics had been shared with Principal McKenna in order for her to respond in detail.

Topic 1: School Bus Issues

- Parents clarified that there are 4 buses, but only one bus has consistent issues. That is bus 922.
- Principal McKenna asked if bus 922 is more consistent this year than last year. A few parents volunteered that it is better but still worse than the other buses.
- The primary issues appear to be that the bus comes earlier or later than expected, parents are concerned that young children are being left at the bus stop by themselves, and the bus pulls away before children are safely settled.
- One parent said that there has been two times that their child missed the bus to aftercare, but the parent was not told until they attempted to pick up their child from aftercare. Principal McKenna explained that Mr. Sykes would call the parent in those cases. The Principal took the child's name so that she could investigate.
- Principal McKenna explained that the School District office responsible for bus management is not always responsive to questions.
- Principal McKenna and Mr. Sykes have set up a system where Mr. Sykes calls/texts Nancy Lin directly to report changes to the bus schedule and Nancy shares that information with the bus parent community.
- It was requested that if a student misses the bus, that Mr. Sykes contact both the afterschool program (if applicable) and the parent.

Topic 2: School Yard Safety during Recess

- The school yard has a large open gate that faces 7th street. Some parents raised concerns that students could walk out that opening during recess or unwelcome persons could come into the school yard through that opening when children are at play.
- Principal McKenna told the attendees that there are 4 adults managing the children at recess and the adults coordinate so that one is always monitoring that open gate.

Topic 3: Reading and Writing assistance for Students with English as their second language

- Several concerns were raised regarding the need for additional services for students who have English as their second language. Concerns included:

- Students “graduate” from ESOL program but are falling behind in reading and writing within the classroom.
- Starting this year, all K-2 homework is on the computer which parents see as an issue to manage and believe that it prevents the students from practicing their English writing.
- Parents don’t always find the parent-teacher conferences useful in solutioning concerns because there isn’t always a translator available at the conference.
- Principal McKenna first explained that she isn’t seeing a decline in the English reading and writing ability of students who graduate from ESOL, but understands the parents could be seeing the situation differently. She also explained that bilingual students will naturally develop their literacy at slower rate than monolingual students.
- Principal McKenna asked the parents what type of support they would like. Suggestions from parents included 1) after school English writing and reading help, 2) getting assignments from teachers on paper, and 3) more consistent use of translation services and/or language lines at parent-teacher conferences.
- Principal McKenna said that she would look into options for after school English writing and reading help and would reinforce with teachers the use of the District-provided language line during conferences. She encouraged parents to talk with their childrens’ teachers about individual concerns because each student is different and there may be individual solutions to best help.
- Principal McKenna asked if the parents would find a parent workshop about being involved in homework, especially as more of it has moved online, would help. All the parents expressed interest in attending.

Additional Questions and Answers

- Anna asked the parents if their children’s classes have class parents. No one raised their hands. (These are parents in K-8.) Additionally, the parents said that they don’t receive communications from teachers in Mandarin which would be helpful because they were all interested in better understanding how to support their kids’ learning.
- Peggy Banaszek stated that McCall and the HSA should look for more opportunities for these types of dialogues with Mandarin interpretation included so that families can gain the tools helpful to be more involved with the school and the community.

Meeting ended at noon.

主题: 麦考尔家庭和协会会议

时间: 2018年11月3日上午11:00开始

地点: 费城中华基督教会中心

谁: 参加签到的活动人员

0. 由HSA主席Anna Perng主持的介绍

麦考尔校长麦肯纳, 校长在Ruby的翻译协助下, 回答华埠家长/监护人的问题。部分问题在会议前家长通过微信提交了, 其中最受关注的问题/主题已与麦凯纳校长提前分享, 以下是麦凯纳校长做出详细回应。

1: 校车问题

- 家长澄清有4辆巴士, 但只有一辆巴士有一致的问题, 那就是922校车
- 麦凯纳校长问922巴士今年是否比去年好一点, 一些家长自告奋勇地说, 比去年好但还是差。
- 主要问题似乎是校车比预期的来得早或晚, 家长们担心年幼的孩子被独自留在校车站, 还有就是其中一辆校车在接孩子时候, 学生们上车还没坐好之前就开车走了。
- 一位家长表示, 他们的孩子曾两次错过了去课后补习学校, 他们去课后补习学校接孩子时, 家长才知道孩子错过了校车。麦凯纳校长解释说, 在这种情况下, 赛克斯会给家长打电话。校长记下了孩子的名字, 以便她能调查。
- 麦凯纳校长解释说, 负责公共汽车管理的学区办公室并不总是对问题做出回应。
- 麦凯纳校长和赛克斯先生建立了一个系统, 赛克斯先生直接给南希打电话/发短信汇报校车时刻表的变化。
- 家长提出要求如果学生错过了校车, 请赛克斯先生联系课后补习学校(如适用)和家长。

话题2: 课间休息时校园安全

- 校园有一个大的开放大门, 面朝七街。一些家长担心学生可能会在课间休息时走出校门, 或者不受欢迎的人可能会在孩子们玩耍时通过校门进入校园。
- 麦凯纳校长告诉与会者, 有4个成年人在休息时管理孩子, 成年人相互协调, 因此总有一个人在监视那个打开的门。

题目3: 英语为第二语言的学生的阅读和写作帮助

- 对于将英语作为第二语言的学生是否需要额外的服务提出了一些担忧。问题包括:
学生从ESOL课程“毕业”, 但在阅读和写作方面在课堂上落后。
从今年开始, 所有的K-2作业都在电脑上, 家长们认为这是一个需要管理的问题, 并认为这会妨碍学生练习英语写作。
家长们并不总觉得家长会解决问题有帮助, 因为家长会里并不总有翻译。
- 麦凯纳校长首先解释说, 从ESOL毕业的学生的英语阅读和写作能力并没有下降, 但她明白家长可能会以不同的方式看待情况。她还解释说, 双语学生自然会比单语学生的读写速度慢。
- 麦凯纳校长问家长他们想要什么样的支持。来自家长的建议包括: 1) 放学后的英语写作和阅读帮助, 2) 从老师那里得到书面作业, 3) 在家长会上更一致地使用翻译服务和/或语言。
- 麦凯纳校长表示, 她会考虑在放学后为英语写作和阅读提供帮助, 并会在会议期间与老师加强使用地区提供的语言界线。她鼓励家长们与孩子们的老师们谈论各自关心的问题, 因为每个学生都不一样, 可能会有个人的解决方案来提供最好的帮助。
- 麦凯纳校长问家长们是否能找到时间办一场家长培训课程让他们参与到家庭作业中来, 尤其是在作业越来越多地转移到网上的情况下。所有的家长都表示有兴趣参加。

其他问题及答案

- 安娜询问家长, 他们孩子的班级是否有班级家长。没有人举手。(这些是K-8的父母。)此外, 家长们表示, 他们不接受老师用普通话授课的交流, 这对他们很有帮助, 因为他们都想更好地了解如何支持孩子的学习。
- 佩吉·巴纳斯泽克表示, McCall和HSA应该寻找更多的机会进行这些类型的对话, 包括普通话翻译, 这样家庭就可以获得有助于更多参与学校和社区的工具。

会议在中午结束。