

2020-2021 SLT Minutes

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PS 29 School Leadership Team Minutes

June 17, 2021

In Attendance:

Rebecca Fagin
Halee Hochman
Emma Fitzpatrick
Marie Isner
Kim Van Duzer
Sara Thorne
Neela Pania
Amanda Abry
Emma Fitzpatrick
Thomas Cortijo
Kim Isserlis

Principal's Report

- This has been an extremely challenging year! Our teachers and staff are amazing. Our kids, whether remote or in person, seem to be generally thriving. We are so grateful for the partnership of parents through all of the challenges and changes of 2020-21!
- Chancellor's Day - June 3rd was a professional development day for teachers. Teams reflected on the year, discussed technology we learned and how we will integrate it next year, and learned about a social justice framework that will help us be systematic about the revisions to lessons and curriculum that we make next year.
 - "Justice" (one of the four domains in the Teaching Tolerance social justice framework) is one of the domains in which our teachers would like more support/professional development for next year.
- Hiring for next year: arts, PE, science, a few classroom teacher positions
 - Would like to hire more teachers of color but that has been a challenge so far in hiring this year.

- Something else to consider is how we can make PS 29 a more welcoming and inclusive place to work.
- Rezoning: our zone will get smaller, but we'll have more seats set aside for students across the "sub zone" in different categories determined by the DOE (free/reduced lunch, students in temporary housing, English Language Learners, etc.)
- COVID safety and guidelines: the recent changes do not impact schools. All of the previous restrictions (screening, masks, etc.) still apply.
 - COVID safety guidelines for fall have not yet been announced.
- A member asked a question about getting information from the team that visited our last meeting, on the way PS 29 is perceived outside of the school community.
 - Another member reached out to the PAR team to see if we can get that information.
 - This coming fall's open houses will be impacted as this is the group that will be applying under the new subzone rules.
- We are interested in potentially working with another organization, for example Bank Street or NYU, to more deeply pursue some of our anti-racist work goals.
- A member who is running for a position on the PTA shared that she is hoping to work on sharing PTA communications in multiple languages.
 - Several members agreed that we should do this for school communications as well; this is important not just for communication purposes but because it sends a message that non-English speaking members of our community are just as valued.
 - Another member voiced that having parents involved with the PTA who speak different languages is an important part of having communications translated.
 - The DOE offers translation services but there is a long wait time for that service. Maybe our PTA or parent IDEA committee could be pushing up at the DOE to ask for them to do a better job with that service.
 - Change takes time - systemic change takes 3 years or more. Some of the parents who are working on this now may not be with us when the change takes place, but you can play a role with the actions we take now.
- There will be in-person stepping up ceremonies for Kindergarten and Pre-K, and graduation for 5th grade, next week in the schoolyard. We are happy that we are able to do this this year!

CEP (Comprehensive Education Plan) 2021-22

- The CEP template changes every year, but always involves schools setting certain goals for the school for the following year. Required goals are math, ELA, quality IEPs, and social/emotional support for students.

- Math goal for 21-22 focuses on spiral review in grades 3-5 with the intention of improving students' retention of grade level content across the year.
- ELA goal for 21-22 focuses on supporting our ELL students with vocabulary and comprehension, increasing their reading levels by 40% by the end of the year.
- Supportive environment (social emotional) for 21-22 focuses on analyzing how discipline is implemented at PS 29 - is it implemented fairly? Does bias play a role? How can we use restorative circles as a tool for discipline?
- Quality IEP goal for 21-22 focuses on using a specific checklist provided to us by the DOE to give feedback to staff who are writing IEPs to make those IEPs more specific and actionable.
- A member shared that when students are acting out or creating issues that might be categorized as "discipline" issue - they need to be evaluated so that they can get the proper help they need.
- Another member shared that in the restorative justice process, when a child is acting out, it's because one of his/her needs are not being met. When that happens we are supposed to ask ourselves is "What do they need, that they're not getting, that is causing this behavior?"
 - Part of restorative justice is considering that someone caused harm in the community and that the community needs to work together to figure out how to repair the harm that has been done.
 - Behavior is communication - it's a message. They are trying to communicate something.
 - Restorative justice can also happen beyond the classroom
 - Every system that we build needs to be focused on serving the needs of the most marginalized members of the community, and then the systems we build will also benefit all of the other members of the community.

PS 29 School Leadership Team Minutes

May 27, 2021

In Attendance:

Rebecca Fagin

Halee Hochman

Emma Fitzpatrick
Marie Isner
Kim Van Duzer
Sara Thorne
Neela Pania

Guest Speakers:

Anita Skop (D15 Superintendent)
Maximilian Familian, Anne McGroarty (Brooklyn North Office of District Planning)
Maddy Fox (PS 15 parent and PAR team member)
Nancy Randall (PS 58 parent and PAR team member)

Rezoning Update from the PAR Team

- Participatory Action Research - those who are most impacted by the question/proposed change conduct research; these kinds of projects often take place with community groups, universities - purpose is to build a deep understanding when there are unanswered questions about a project
- The PAR approach has been applied to questions about rezoning and equity - what does educational equity look like in our district and how does rezoning fit in?
- The team first started meeting in May 2020, with an explicit commitment to being accountable to communities of color in our subzone area (NYCHA and other community groups).
- What the PAR team did to conduct their research:
 - Conducted a survey - 800 responses were received, 20 percent of each school's enrollment were reflected in the survey responses
 - Conducted interviews and had in person meetings with parents of the 7 affected schools
 - Collected data - trends they saw: how excluded certain communities (e.g. Red Hook) had felt for so long from the process of school rezoning; families wanting a great school, close to home - a feeling that the school is part of the community and can even serve to build community; Red Hook families also said that they liked having a school that was predominantly black and brown; also having enough kids at each school was noted as an important component of a "great" school close to home
 - Met with different organizations involved in conversations about integration in schools
 - Considered the idea of a "shared zone" with a lottery-like application and priority categories, but this didn't address the wanting a school close to

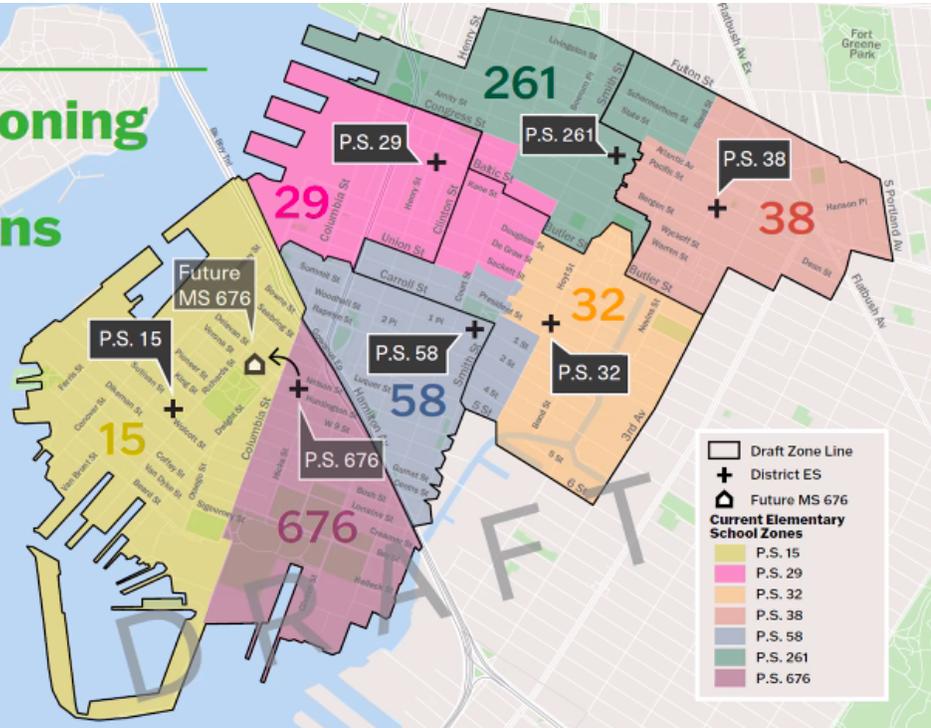
home - some families could have a 40 minute walk to school if we used a shared zone

- “Zones of Inclusion” idea - 30 percent of seats at all schools set aside for FRL, ELL, NYCHA residents, and STH
 - Restorative justice practices, culturally responsive curriculum, teachers representative of NYC’s diversity within the 7 schools
 - PAR team would continue in a new form to keep an eye on the process of building equity in the subzone
- Draft Plan Right Now - see slide images below:

Draft Rezoning Map & Admissions Plan

In addition to draft zone line changes, 30% of seats at each school will be prioritized for:

- Students in Temporary Housing (STH)
- English Language Learners (ELLs)
- Students who are income eligible for Free and Reduced-Price Lunch (FRL)
- Students living in public housing (NYCHA residents)



Rezoning Policies & Impacts

When might changes take place?

- Pending submission of a proposal by the DOE and approval by the CEC, proposed changes would likely take effect for the 2022-2023 academic year

Which students would be impacted by a potential rezoning?

- Incoming pre-kindergarten and kindergarten students
- New students to the system

Which students would not be impacted by a potential rezoning?

- Currently enrolled students
- Siblings of zoned and enrolled students
 - Children who live where a zone is changing can retain their zoned sibling priority for elementary school, if they have a sibling attending that school in grades K-5, pending CEC approval

WHAT DOE HEARD	DOE RESPONSE
Ensure families have guaranteed access to a school close to home	→ Maintain individual zones (opposed to a choice/shared zone approach)
Support sustainable and appropriate enrollment at all schools	→ Increase the zone size of P.S. 15, P.S. 38 and P.S. 32; Maintain zone size at P.S. 261; Decrease zone size of P.S. 58 and P.S. 29
Increase and maintain access for historically underserved students	→ Institute Diversity In Admissions (DIA) at all schools; Further decrease P.S. 58 and P.S. 29 zone sizes
Honor the specific needs, diversity, context and history of Red Hook	→ Reconfigure P.S. 676 and ensure all of Red Hook has future priority to P.S. 15
Additional recommendations about further engagement, process for implementation, and DOE policies	→ Commit to continue collaborating with the PAR Team and CEC to help ensure success and equity in D15

- A parent asked whether there is evidence that families who live in NYCHA housing will be interested in access to the 30% priority seats at 29 or 58?
 - Families from those groups who have seen this plan are interested in the access but we don't yet know if they will make use of the seats.
 - Something the school should think about is "Who is PS 29 to families outside of its zone?" - what is our story, and how is it communicated to families who don't live in the PS 29 zone?
- A staff member asked whether the DOE will be providing training on culturally responsive and restorative practices?
 - Superintendent Skop said that District 15 has been fortunate to receive a grant that can be used for this purpose, and will be used for this.
- A parent asked when and how this plan becomes final?
 - Share this plan with the school community
 - There is a CEC Meeting on June 9th at which this will be discussed
 - After that there will be a vote
 - The team is still taking feedback and the community is welcome to respond by emailing district15parproject@gmail.com or BrooklynZoning@schools.nyc.gov
- A parent asked if there is a certain distance or number of minutes walk that each school is from any point in the zone

- The furthest distance is about 0.6 miles or a 13 minute walk
- The focus was not on creating the shortest commute but on reimagining the zones of the 7 schools with attention to educational equity

Principal Update

- 100 percent of our fair student funding is in place
 - Depending on what happens with covid this may have a big impact or may just help us maintain our existing class size following the 3 foot rule
- We will be hiring teachers for next year but it's hard to predict how many we will need based on uncertainties involving the 3 foot rule and covid precautions
- Teacher and Admin teams met with a social justice and equity staff developer from Teachers College Reading and Writing Project earlier this week
- Chancellor's Day (professional development) - we will use this day for June Planning as well as anti-racist work with some of the frameworks that were shared by the staff developer earlier this week
- New schoolwide read aloud launching this week: Outside Inside
- IDEA Committee put together a collection of videos in acknowledgement of AAPI Heritage Month - parents and teachers made personal videos telling their stories, and these stories will be shared with students this week and next week
- June Fun - having one schoolwide calendar is something we talked about at SLT on 2019; we are going to look into this

General Discussion

- The question of "who is PS 29?" is a really important one - how could we build a deeper understanding of our identity as a school, what the perception of us is, what our strengths and what are weaknesses are ... Maybe we can use the PAR process?
- Next year is our 100 year anniversary - these could go hand in hand
- This also ties in to the AAPI story project in that it's another opportunity to hear people's stories and build a greater understanding
- SLT Elections: we will hold these in September

PS 29 School Leadership Team Minutes

April 22,, 2021

In Attendance:

Rebecca Fagin
Halee Hochman
Emma Fitzpatrick
Marie Isner
Kim Van Duzer
Sara Thorne
Neela Pania
Kim Isserlis
Anna Janash
Cara Turnbull
Monica Gutierrez

School Rezoning Update

- Two possible ideas were a) create a lottery based admission process for the 6 schools involved, which includes PS 29, or b) looking at each school individually
- The DOE is now planning to do plan B.
- PS 676 is going to become a middle school; students who are elementary aged at 676 will go to PS 15 (also in Red Hook)
- The idea is that PS 29 and 58's zones may shrink slightly, and 25% of our seats will be set aside for FRL, ELL and STH
- This will be for September 2022.

Return to 5 Days in Person

- Blended learning students will return to school 5 days a week, beginning on Tuesday May 4th.
- We have come up with a plan for lunch, specials, inclement weather and other logistical elements that will allow for us to have all students in school while still adhering to social distancing guidelines (3 feet between students in classroom spaces; 6 feet during lunch).
- More details were shared in an email to parents on April 21, and we will present on this at the PTA meeting this evening as well.
- Remote classes have smaller numbers now. Only in PreK/K did we have one teacher who was remote who needed to come back to teaching in person. PreK has remained as two distinct cohorts and the two teachers will go back and forth between the two groups, which should help with continuity for the children.
- One 3rd grade class needs to move into a larger space, but all the rest of the classes will remain in their original classrooms.
- Morning Circles were a highlight for many kids of blended learning; teachers and students will miss this!

- The NYS math test will be moved to the week of May 10th to ease the transition to 5 days a week.

Creation of Agenda for Next Meeting

- SLT Committees - Discussion around developing bylaws
- SLT election for next year

PS 29 School Leadership Team Minutes

March 18, 2021

In Attendance:

Rebecca Fagin
Halee Hochman
Emma Fitzpatrick
Shannon Mulholland
Kim Van Duzer
Sara Thorne
Neela Pania
Kim Isserlis
Anna Janash
Thomas Cortijo
Cara Turnbull

Nice White Parents Podcast, Episode 5

- The idea of meritocracy came up in this episode - e.g. “my kid worked hard, they have earned going to this certain school” - we have seen this line of thinking and talking at PS 29
- We discussed the connection between this myth of meritocracy, the strength of individualism as a value in our culture, and the way these ideas play out in schools and in our city and country.
- The pushback by people in power against the privilege of the organizers featured in the podcast - was this a way to continue to marginalize a movement to desegregate the schools?

- The things that are priorities for white families are not the same things that are priorities for BIPOC families - whether in the pandemic or around desegregation of schools.
- Acknowledgement that institutions that have operated in racist ways have done so, is important.
- Interest convergence - do the interests of BIPOC and white families converge in NYC schools? When/where do they?

Discussion of Inclusivity and Diversity in Hiring (10 mins)

- What is the right language that would engage more people of color and interest them in working at PS 29?
- Is PS 29 truly a safe space for BIPOC educators to work, socially and emotionally?

Principal's Report (20 mins)

- FAQ coming from parents
 - Instructional Leadership Team will put out an FAQ soon since so many things have been changing (vaccination of staff, CDC guidelines), but some things have not changed within the DOE/DOH rules
 - Important to emphasize that we are required to follow these rules - and within that, we have a unique situation because of the elements of our own context (e.g. square footage of our building, how many of our teachers are remote, how many students we have in person, etc.)
- State Testing Update
 - ELA and Math will be one day per test
 - 4th grade Science will only be one day also (just multiple choice, not performance)
 - Kids will take it on their in person day
 - Only multiple choice, no field test questions
 - There is a testing window, but we don't yet know whether we will be told to administer the test on specific dates, or if we have discretion to give it on a day within that window of our choosing
 - Parents have the right to opt out of state testing with no penalty
 - The test results will not be used against any school or student
 - Remote students will be offered the option to come to school on a separate day to take the test if they desire, but they are not required to take it
 - A message will be sent to remote families specifically

- If a child attends school in person and they opt out, what will they do during school that day?
 - The multiple choice portion usually only takes students an hour or less
 - What will happen with those opting out students during that time will be determined by how many students opt out in a given class
- Virtual Superintendent Visit will take place on 3/23
 - She will visit remote classrooms as it is a remote visit
- Pandemic Parenting Talks Series (hosted by administration and parent coordinator) started last week
 - Discussion of mental health of families and children was supportive
 - Series will continue in future weeks

Agenda for Next Meeting

- Discussion of School Survey Results
- Discussion of Nice White Parents (entire series)
- Choosing an article or podcast to discuss for our final two meetings

PS 29 School Leadership Team Minutes

February 25, 2021

In Attendance:

Rebecca Fagin
 Halee Hochman
 Emma Fitzpatrick
 Marie Isner
 Amanda Abry
 Kim Van Duzer
 Neela Pania
 Kim Isserlis
 Anna Janash

Nice White Parents Podcast, Episode 4

- A member raised the idea that this episode hit close to home because she knew someone in the podcast; we need to acknowledge that this is part of our community not just “somewhere else”; for white parents, perhaps our voices should not be the loudest but rather we should follow the lead of people of color in our community
- The focus of the episode was on taking power away from white parents as being the true “equalizer” for public school communities; what is each of our personal role in claiming space/voice as white parents in a predominantly white school? How do we do something, without taking up too much space?
- What does this mean, beyond PS 29? As members of the larger NYC public school community? Millions of dollars are being spent on opening school buildings when only 20 percent of NYC students are going to school in person. How can we recognize the things that are talked about in this podcast, in ourselves?
- The role of fundraising in schools with white parents - why are we not just giving the schools the funding they need so that we don't need to fundraise?
 - Part of this is - what is a “good” school: some of what makes people think a good school is “good” is ... money. This is a myth that we should try to get underneath. Even if the bar was raised at certain schools, white parents might still be asking for/demanding MORE for their kids.
 - It's both/and - schools need to be fully funded AND the demands of white parents need to be questioned.
 - Fundraising at PS 29 - some parents have voiced that they feel uncomfortable about HOW they can give, and to whom - why don't parents have the option of giving to schools that need more than our school? Do we have a responsibility to bring this up and/or create ways to make this possible?
 - It's important to be able to create space and a sense of safety so that these conversations can take place.
- CEP Update: Two members gave an updated on the action steps that have been taken so far towards our CEP goals for this year, which focus on English Language Learners in 4th and 5th grades.
 - The instructional leadership team met with the teachers of 4th grade and 5th grade ELLs.
 - Students were screened in both ELA and math and will be screened again to see if they have made progress at the end of the year with their oral language development.

- Teachers will be implementing a variety of strategies including explicit vocabulary instruction, word walls, math language routines that emphasize making language public, visible and more precise.
- It's important to also think about and value the strength and language skills of ELL students. Teachers being public learners of another language is a way to show that the students' home language is valued and valuable.
- State Testing: the Biden Administration said this week that state tests must be administered this year. There is not much more information than that. We know that the tests can be shortened, administered remotely, and otherwise adjusted, but they must be administered. Schools will not be held accountable for the results.
 - Opt out is an option and has been suggested by the chancellor.
 - In the past our Education Action Committee was active towards the opt out movement, but this committee is mostly dormant at the moment.
 - We need to think about what is within our control as a school and what we can do to minimize the "cost" of testing (e.g. lost instructional time due to test administration, lost time teaching new content spent teaching how to take the tests, etc.)
 - The EAC could focus on:
 - Raising awareness of what the tests are and what options parents have in terms of opting in or out
 - Laying out the facts related to testing
 - Next steps:
 - ILT/Admin sends a message to parents explaining that testing is happening
 - After that meeting, we can send a message about meeting of the EAC to follow a few weeks later/PTA can send a message to parents to see if there is interest in joining the EAC
- Principal's Report:
 - Enrollment projections for next year are underway. Right now slated for 5 kindergarten sections (usually have 6). There is a planned rezone for September 2022.
 - Results of Fall Learning Experience survey from DOE - 217 people completed the survey; principal will share results with team at our next meeting

- Question for next time: if the fall still requires blended learning, is live teaching on remote days an important concern for people that would sway families to stay at PS 29?

January's Meeting- 1/21

In Attendance:

Tomas Cortijo
Anna Janash
Amanda Abry
Neela Pania
Marie Isner
Emma Fitzpatrick
Cara Turnbull
Halee Hochman
Rebecca Fagin
Monica Gutierrez
Sara Thorne

Call to Order

Review and Approval of December Minutes

- December minutes have been approved.

Nice White Parents-

Episode 3 Observations

- Different moments of white flight fear that led the city to create programs like Gifted programs to make white families happy and willing to stay in the city.
- It was interesting to think about gifted programs across the city and how they were a way to create a new wave of segregation.
- The parents “wanted” diversity but the planning committee was all white.
- Anything created to appease white families end up being racist. If it benefits white people, it will put all other people at the bottom.
- Racism has an effect on these programs. To think that white people would know what’s best for black and brown families stems from ideas from slavery.
- PS 29 has changed a lot in the last 20 years. The gifted and talented program played a role in this. The program brought white families to 29.
- It seems like the school in NWP could represent schools across the city.
- The city wide gifted program may be faded out. Already parents have started to panic on parent message boards.
- Are dual language programs also serving this purpose when they offer European languages or languages mostly spoken in NYC?
- Could charter schools create spaces that might be beneficial for certain populations? Can equal segregation be beneficial? If black students were given great opportunities with black teachers and role models.
- What is a good school? We can come back to this next week.

Committee Updates

IDEA Committee

- Developing resources for Black History Month to start on 2/1
 - Focusing on Black Joy
 - 6 week commitment to anti-racist work
 - EJI fact of the day
 - Instagram accounts to follow
 - Articles to share
- Will there be an in school BLM movement?
 - Equity Congress would like something to take place in all District 15 schools
 - Are we ready as a school to do something BLM with all grades K-5?
 - Maybe this year’s work will prepare us for next year.
- Parent Connection

- The Parents on IDEA would like the PTA to have designated spot/position and goals dedicated to diverse projects, community outreach, communication.
- The PTA responded with offering positions to anyone that would like to be a part of it and bring these ideas to the table.
 - There's a position open in VP communications. This position could be crafted and molded to what they would like to do.
 - This could be a perfect way to integrate ideas.
- There was discussion on whether the PTA should not only be a fundraising committee but more of community outreach.

Discussion of DOE Mandated CEP Training Video

- Everyone watched this video prior to the meeting.
- Roles were clarified.
- CEP Goals from last year have carried over to this year because of the pandemic.
 - Supporting ELLs
 - Math focus

Principal's Report

We ran out of time. This will start our next meeting.

Creation of Agenda for Next Meeting 2/25

- CEP Goals
- Principal's Report
- Nice White Parents Episode 4

Adjournment

December 16, 2020

In Attendance:

Rebecca Fagin
Halee Hochman
Emma Fitzpatrick
Sara Thorne
Marie Isner
Amanda Abry

Kim Van Duzer
Neela Pania
Kim Isserlis
Anna Janash

Nice White Parents Discussion - Episode 2

- We discussed episode 2 of the Nice White Parents podcast. Some elements that were raised:
 - The DOE in the 1950s and 60s actively educated black and brown students LESS than white students (shorter school days, shifts, etc.). This inequity is foundational to the school environment in NYC today.
 - What makes a school a “good school” in the eyes of white parents? Many times it is mainly about the number of white students at that school. This is something the white parents in our group/our community should be aware of and consider as they make choices about their children’s school choices.
 - In the podcast a number of white parents petitioned for a school to be built in a certain location because it was more convenient for them, but then none of those parents sent their children to the school. We see this same thing happening decades later in our community. Why do white families do this, and what can we do to disrupt this pattern?

Committee Updates

- IDEA committee - had last book club meeting for Me and White Supremacy. They plan to meet again to discuss next steps we can take as a school community.
- Service committee - in the planning stages for some future initiatives.
- CEC/Rezoning update - rezoning will be postponed again; some talk of PS 676 being turned into a middle school.

Principal’s Update

- Principal’s read aloud event was well-attended and kids were engaged and excited to be there.
- New Families coffee via Zoom was held today - this was also well-received.
- Kindergarten Open House was attended by 66 families; it was a nice opportunity to reflect on who we are as a school and share that with families.
- Project Cicero is a service project our kindergartners do each year, in which we collect books for schools that need books. This project is connected to our social studies curriculum. Because of all of the challenges of learning during the pandemic, we have to make an extra effort to make sure these service projects are happening, as this is an important part of who we are.

- Right now leadership is working on trying to figure out how we may be able to bring in a small group of our students who are most in need, 5 days a week. We are working on developing the criteria for this and determining whether we can make this happen, and how.
- It's the holidays; many families are traveling; we have tried really hard to stay up to date on the latest rules for quarantining after travel. How do we as a community make sure that everyone who is traveling is taking all of the steps that are necessary to keep the community safe?
 - Discussion:
 - Sending multiple emails about the quarantine policy was helpful and clear.
 - The guidance is changing frequently; it may change again in the next few weeks. You can't assume people know anything. So, we just have to keep communicating the information we have about travel safety again and again.
 - The school is a trusted source of information.
 - Whatever is asked of the families should also be asked of the staff.
 - There is information being shared among the parents. Parents then share that with the parents they talk to.
 - Standalone emails about travel and quarantining are important and helpful. Sending a few of these mid-break, towards the end of break, etc.
 - Emails coming from the classroom teacher are especially meaningful. Maybe we can have the teachers schedule send a message over break.
 - A parent asked about parent response to the weekly testing - has there been pushback?
 - A few families have moved to all remote as a result of the requirement for testing.
- Next Meeting: Nice White Parents episode 3 discussion

PS 29 School Leadership Team Minutes

November 18, 2020

In Attendance:

Rebecca Fagin

Halee Hochman
Cara Turnbull
Emma Fitzpatrick
Sara Thorne
Marie Isner
Amanda Abry
Kim Van Duzer
Neela Pania
Kim Isserlis
Anna Janash

Nice White Parents Discussion

- We discussed Episode 1 of the podcast series “Nice White Parents.” Some elements that were raised:
 - What are the ways that our PS 29 parent community functions or behaves similarly to the “nice white parents” function in the SIS community?
 - How do we disrupt the fact that we benefit from the money that “solves” a lot of the problems in our community?
 - The issue of fundraising also raises the question - why does the DOE allow schools to be so underfunded that fundraising is even necessary?

CEP Goals for 2020-21

- Our CEP goals continue the work we started last year around better supporting our English Language Learners.
- We are only required to have two CEP goals this year - one for ELA, and one for math.
- Our ELA goal is “By June, 2021 our Grade 4 and Grade 5 English Language/Multi Language learners will improve their oral language vocabulary skills by 2 levels as indicated by the FLOSEM (Foreign Language Oral Skills Evaluation Matrix) screener.
- Our math goal is, “By June, 2021, 75% of our Grade 4 and 5 English Language Learners will demonstrate mastery of 4th and 5th Grade “priority” fraction standards (4.NF.A and 4.NF.C and 5.NF.A and 5.NF.B), as measured by interview assessments and end of year math assessment results.”

Principal’s Report

- We had 210 people tested on Friday, 11/13. We received a report of a positive case on Sunday, 11/15. Subsequent private testing revealed four additional cases between Sunday and Tuesday, 11/17.

- The contact tracing by Test & Trace has been slow because of the rising number of cases of late. We did a lot of contact tracing ourselves via our notification of families.
- Our focus now is on shifting to remote learning. While we are prepared, it is a change - our specialty teacher schedules have to change dramatically, our service providers may need to change schedules, and we have to coordinate our remote classroom teachers' live teaching times with those other schedules.
- We have been working on having our academic program up and running remotely, but also want to make sure that we stay focused on the health and social emotional needs of all of the members of our community (staff, teachers, students, and parents).
- A parent reported that at the HHC testing sites they are collecting data on the students who get tested - which schools they're from - as part of the city's contact tracing efforts.
- A parent asked about her child's schedule this week - will students' fully remote schedules be basically the same as they are this week, or will the schedule be different in the future?
 - Students need time to adjust to fully remote so they will be ramping up to more live time.
 - We have shared expectations for fully-remote learning with families and the DOE has shared guidance on this and teachers are creating their weekly schedules based on those expectations and guidelines.
- Parent teacher conferences and report cards are still happening. Report cards will be distributed the week of 11/30 and conferences will be held that week as well.
- The window to opt-in to blended ended on Sunday, 11/15. 23 students opted in. We are on pause with this right now - no class changes will be made until the city's school reopens.
- That number would not push us into 3 Cohorts.

Agenda for the next meeting:

- Nice White Parents episode 2

PS 29 School Leadership Team Minutes

October 15, 2020

In Attendance:

Rebecca Fagin
Halee Hochman
Cara Turnbull
Emma Fitzpatrick
Sara Thorne
Marie Isner
Amanda Abry
Kim Van Duzer
Neela Pania
Kim Isserlis
Anna Janash

Principal's Report

- Successes right now: blended learning is off to a good start, as is fully remote; we've put together a good program for both types of students; kids are happy at school!
- Challenges: stretched thin, staff-wise; being prepared to pivot from one thing to another (teachers that might get medical accommodations and need to move to fully remote, families choosing to opt in to blended learning from remote, school closures, etc.). We simply don't have the number of staff members that we need to do all of the things we want to be able to do.
- Some things that we are working to resolve: fully remote classes that are too large, live support and or more instruction for blended remote students and families, hiring substitute teachers who can provide more support and instruction on blended remote days
- Trying to focus on the silver linings!
- A member raised parent concerns about teachers being overburdened; can the group be a source of some ideas on how to support teachers, or support communication between parents and teachers?
- Second question: what can PTA funds be used for, in terms of staffing? Answer: More qualified candidates who are full-time teachers are looking for full-time positions, and those need to be paid with DOE funds.
- A member asked about class parent roles - could the class parent help in some ways with either the technological aspects (where is this posting, link, etc.) or other ways? The typical class parent jobs are not part of this school year. On the other hand - feedback from teachers is that no one is volunteering to be a class parent!
- A member shared that next week at the PTA meeting in addition to a version of a "volunteer fair", they will also share some information about what it means to be the class parent - hopefully more people will volunteer for the job at that point.

- Other ideas for class parent roles: could there be a cohort A/cohort B class parent for each grade who is the first point of contact, and then that person contacts the point person on staff? That person would need to be available on the remote blended days to field emails; tech-savvy is a plus.
- If staff members could gather resources for the grade and share them with a parent (handwriting book PDFs, math workbook PDFs, writing paper, etc.) then that parent could help other parents get those materials.
- A question was raised about communicating end of year expectations for each grade, and curriculum night - will there be a curriculum night this year? Answer: certain grades or teachers might have their own parent meetings, but there is no formal curriculum night this year. The Instructional Leadership Team will host a parent meeting (date TBD) that gives an overview of the end of year expectations for each grade in literacy and math.
- A member shared that teachers on her team want to meet with parents to share information that will be useful, but they're also concerned about how many questions there will be from parents, and how many they won't be able to answer.
- Another member shared that it's helpful just to hear from teachers and PS 29 administration about the things we don't know, where we are in the process, etc.
- Half day for parent teacher conferences: if that half day is rescheduled, a member suggested that parents would like to know ASAP, even if it's a possibility.

Committee Updates:

- IDEA committee: had a welcome meeting for parents on September 30th, giving an overview of goals and plans for work for the year
- Staff cohort read *Me and White Supremacy* by Layla F. Saad over the summer; IDEA is focused on aligning what staff learns with parent group's learning so they've just launched a parent *Me and White Supremacy* book club that had its first meeting last night
- Service Committee question: 3rd grade usually raises money for each class to adopt an animal; is that something they can still do, vis a vis the PTA donation policy for this year?
- A member answered that there is not a conflict here; 3rd grade can continue to raise money for that service project as in past years.
- On a related note, we are partnering with PS 24 in Sunset Park. A few ideas for what this partnership could look like:
 - Classes could partner and be pen pals or other remote forms of communication

- Our PTA and their PTA can work together; if we raise funds, their school can also benefit from what we raise; our PTA will also help them get set up to fundraise for themselves, long term
- What other service projects can happen this year?
 - 1st grade food drive
 - Can we try to find 2-3 other projects that are specific to COVID related issues, and engage multiple grades in them?

CEC Update:

- A member shared an update about the rezoning. Participatory Action Research is still happening, they're still planning for a rezoning to happen in the fall of 2021.

Suggestions for anchor texts for our SLT this year:

- Nice White Parents - listen to episode 1 for November 19th
- Start with the discussion of this first on the agenda

Agenda for next meeting:

- Nice White Parents podcast discussion
- CEP
- Parent Code for Living

PS 29 School Leadership Team Minutes

September 23, 2020

In Attendance:

Rebecca Fagin
 Halee Hochman
 Cara Turnbull
 Emma Fitzpatrick
 Sara Thorne
 Shannon Mulholland
 Amanda Abry
 Liz Door
 Elisabeth Stephens
 Thomas Cortijo
 Kim van Duzer

Neela Pania

Halee opened the meeting with a welcome and approval of the minutes for the June 2020 and July 2020 meetings.

There are two open SLT parent positions that will be voted on at the October PTA mtg. Voting on the SLT internal positions of Chair/Co-chairs and Secretary were postponed until our October meeting. Co-chair positions have traditionally been one parent and one staff member, whose primary jobs are to set the agenda, be in charge of internal communications and committee messaging to the larger community, and liaising with the principal. We discussed the question of getting representation across grades in the parent membership. We will also set our SLT goals at the October meeting.

Principal's Report and Discussion:

-Rebecca discussed the start of in-person school with the pre-K students who started in the building this week. She reported that entry, health screening and parent dropoff transitions went smoothly. Overall, she feels it has been a really good start.

-The in-person schooling delay was a disappointment, but the additional time has allowed for even deeper discussions about the alignment between hybrid and remote educational models--with special attention to standards and pacing. School and staff are prepared with supplies (like PPE) and the family meetings went well.

-We have yet to see how family shifts between hybrid and remote learning models over the course of this fall will affect current organization and alignment.

-Rebecca spoke about approaching our goal to be an antiracist school with renewed purpose, including her desire to lead with that focus. As an example of this, she discussed working on the school website to have language that effectively reflects our emphasis on being an antiracist school. She feels that the SLT can continue to be a source of work on that front, and a space to remind one another of that continued effort.

-Rebecca spoke about the unique and even stronger focus on social/emotional learning as we start this year given the diversity of kids' experiences with all that has been happening over the last many months.

SLT Goal Setting for the year

-Halee started the discussion about setting our SLT goals for the year by revisiting our focus on antiracist work at the school. She spoke about how helpful it was to ground our work in a text--White Fragility. She invited the members to share their thoughts about continued work on this goal, any other goals, books or literature that members are thinking about.

-One member brought up a question about school health and safety protocols at the school, and how parents and the SLT can best support the needs of the school in this regard.

-Rebecca spoke to the current protocols in place for staff, students and requests made to the larger school community regarding testing now and over the school year.

-This started a multi-member discussion about the current masking protocol at the school, and potential conflicts with the current DOE rules and regulations regarding this. Policy discussion internally and with the DOE is continuing.

-Several members spoke to adding the idea of defining community, community responsibility, community resilience, community reactions to trauma to the list of potential goals for the year for the SLT.

-Member brought up the idea of encouraging greater understanding and support/ a closer community alliance between parents and staff in light of the current challenges.

-Several members spoke about the bridge between ideas around building community and its impact on ongoing antiracist work.

-Member brought up concerns about trying to keep the social/emotional focus of community resilience work and responses to trauma as general as possible so as to avoid the great differences that can exist in individual reactions and family preferences.

-Halee suggested that we all work on further formulating our thoughts on antiracist work and community alliance building, community resilience, and community responsibility work as potential goals for the year. She also suggested that we look into articles or books we can use to anchor our goal development and discussions.

-Members agreed to think about text resources and bring them as suggestions to the next meeting, and the meeting was closed.