

PS 29 School Leadership Team Minutes

July 20, 2020

In Attendance:

Halee Hochman
Rebecca Fagin
Amanda Abry
Cara Turnbull
Dawn Pender
Elisabeth Stephens
Emily ?
Daniela Masciangelo
Emma Fitzpatrick
Jackson?
January Mark
Kim Brooks
Kristin Heavey
Liz Squadron
Marie Isner
Monica Gutierrez Kirwan
Neela Pania
Olivia Poor
Sara Thorne
Shannon Mulholland
Susannah Sperry

Rebecca & Halee presented the results of Family Survey #3.

A member asked:

- Have they told schools anything about the possibility of switching back to all remote if we start in a hybrid model?
 - No. We're preparing for hybrid but the "call" will be made by the governor, in August.
- Will the chancellor provide protocols for what they will do with positive kids/families?
 - We have not been given any of these yet. All we know is that we need to have an isolation room that is large enough for social distance. That started in March, but has been reinforced for September. This is the one thing that we have been told every school needs to have.

A parent member asked:

- What are teacher concerns about returning to school, and what is the position of the UFT?
 - Michael Mulgrew said he thinks there is a 60 percent chance schools will be remote in the fall.
 - There is a UFT town hall tomorrow which will be the first time we'll hear from him directly since schools closed at the end of June.
 - His position is that without more funding schools will not be able to meet CDC guidelines.
 - Member concerns: if a teacher tests positive, in a hybrid model, do those 14 days come out of your sick bank? Childcare for staff - does staff count as essential workers?

A parent member asked about staffing - will people be returning, what about staff members with health concerns, who will be teaching what?

A teacher voiced two concerns:

- Teachers are concerned about getting sick, and about their families getting sick.
- Another important concern - if PTA steps in and supports us with safety-related supplies etc., that raises a major equity issue. The DOE should be providing these materials but what if they don't provide enough to make us feel that we are safe?
- Right now there is no movement from 29's PTA on buying PPE or safety related equipment, but it is happening at other schools.

A parent voiced similar concerns:

- Parents are forming homeschool pods, with private tutors; parents are enrolling kids in private schools for a year - this is going to expand the opportunity gap exponentially

Other questions/concerns:

- Expanding the "germ pool" by having these homeschool pods
- What about when families travel? We're all trusting each other.
- Are subs allowed to come in to the building? What about when teachers/kids are sick with other non-covid illnesses? How do we know when it's safe for them to return to the building?
- Lunch - are we serving it? How does that look?
- What if we can't get subs, how will we cover those sections when we can't exceed CDC guidelines?

PS 29 School Leadership Team Minutes

June 18, 2020

In Attendance:

Olivia Poor
Emma Fitzpatrick
Karin Pavese
Sara Thorne
Halee Hochman
Rebecca Fagin
Thomas Cortijo
Cara Turnbull
Amanda Abry
Dawn Pender
Liz Dore
Neela Pania
Kim Van Duzer

The minutes from May were approved.

Principal Report (15 min)

- We surveyed families to see what was on their minds at this point in distance learning (DL survey #2) in early June.
- We surveyed our staff to see what they wanted to communicate to families.
- We held parent meetings, led by our ILT, on the following topics:
 - Distance Learning Feedback
 - Assessment during distance learning
 - Reorganization
 - Summer learning
- Last week we learned that there will be some form of blended learning in the fall.
- We can build off of what we've learned about remote learning, if we're all remote in the fall - but hybrid/blended learning is a different thing entirely.
 - We need to analyze square footage and our numbers, and use the CDC guidelines, to come up with a number for how many students can enter the building at a time, and how many people can be in a certain amount of square footage at a time...
 - Currently considering possibility of three cohorts, which would mean students have 1-2 days of in person instruction per week
 - There does seem to be a possibility that families could opt to do all remote, because of student/family health concerns, for example - in which case we may be able to have more in-person days
 - We sent out a survey to families to see what they think they would do, come fall, if we use this hybrid model
 - About 350 families have responded and about 70 have said they'd want to do all remote in the fall; but this is not binding in any way.
 - Schools that have lower enrollment will have more possibility for in person instruction

- Schools like ours that are over-enrolled will have less opportunities for in person instruction
- Unanswered questions:
 - How do teachers work with students in person, 5 days a week, AND support what's happening remotely at the same time?
 - Would some staff want to be remote only?
 - Is this actually even up to us? We don't know. We may submit plans and/or be asked to imagine this and find out later that the DOE will just tell us what we have to do.

Discussion of Principal's Report:

- A member commended the staff on how the spring has gone, and asked:
 - How cohorts might be organized and would families be allowed in the building, and
 - If there has been any discussion of temperature checks upon arrival in the fall
 - Answers: to the best of our ability, cohorts of students would be thoughtfully organized with families/siblings in mind, and, temperature checks - maybe? Unclear right now.
- Another member asked about the children of teachers - teachers are essential workers, if they have to work full time, what will happen with their own children?
 - The UFT rep said the UFT is definitely thinking about this but doesn't want it to be handled on a school by school basis but rather on a system wide basis
 - She shared info from her UFT meeting about the two stimulus packages from the federal government - if more money from the federal gov't doesn't come, UFT will have to start looking at layoffs, which is unprecedented
 - The HEROES act is what needs our support
- A member asked about what the advocacy ask is of the community to support the HEROES act
 - In NY our senators and representatives are fully behind this; it's really outreach to friends and family in other states whose pressure we need
 - Pressure on Mitch McConnell specifically to bring the bill to the floor for a vote
 - We can message this via PTA, via Education Action Committee, or both...?
- A member asked how we will make kindergarten classes for the fall since we haven't been able to do our usual in-person, play-based screening process
 - We may collect information from parents to at least give us some information to use when trying to balance the classes
 - We're planning for regular classes even though we will have cohorts within classes if we are in a hybrid model

Committee Updates (0 min, include below)

Discussion of Unfinished Business Agenda Items (5 min)

- SLT Elections - will follow PTA and take place in October. Current members will stay on through September/until the election.
- PTA budget update:
 - There will be a PTA meeting next week on Monday at 5:30 pm.
 - Impact of school closure - \$200K lost (no gala/auction, no block party, no after school, direct appeal did not meet goal)
 - There's been an economic impact on our own families AND people are choosing to donate to other very worthwhile causes
 - There will be an additional ask to parents to donate before the end of the year
 - The PTA does have a reserve fund - we can use money from there
 - Last year after school made more than anticipated so we can use some of that money too.
 - PTA budget is created in June in conjunction with administration, but this hasn't happened yet, because of all the unknowns
 - Plan is to vote to postpone line by line budget until fall
 - School will still receive some "program support" funding from PTA over the summer
 - This money will go toward specialty teachers, math specialist, and other support for things that we want to prioritize
- Questions about PTA budget:
 - How much will be left in the reserve after the support is given? (270K)
 - With the loss of the collaborations, will the "hole" not be as big as it might seem? (unclear)
 - UFT rep will reiterate that teachers should attend the PTA meeting to vote.

Discussion of New Business Agenda Items (30 min)

- Antiracist Commitment
- Update on IDEA Work
 - Earlier this year we did several whole-staff meetings and PLC sessions on anti-racist work
 - A member shared that for people of color, the sudden interest from and attention from white people in this work feels like "where have you been?"
 - IDEA worked with Rebecca to craft our school's anti-racist commitment
 - Members of our staff are going to be reading Me and White Supremacy by Layla F. Saad
 - Parents are invited to join us in this
 - What we like about this book is that it's not a book you read, it's a book that you do. It's a 28 day workbook in which each day you have a task and a challenge to examine an element of whiteness and white

- supremacy that permeates the culture, and think about our own roles in perpetuating these elements of white supremacy culture
- Greater awareness brings action
 - We got some feedback that non-Black people of color felt left out of the message; our work so far has been somewhat white focused (e.g. White Fragility, Me and White Supremacy)
 - We want to find ways to draw in everyone, not just White people or Black people
 - There is value in reading Me and White Supremacy, even for people who are non-white; people of color also hold anti-blackness (including Black people themselves)
 - A member said that the parent IDEA committee was discussing the idea of branching out to support other schools who are not having conversations about racism
 - A member shared his experiences that allowed him to learn about and respect other cultures; we have been talking about issues related to race and culture for a long time at PS 29, and more changes need to happen
 - A connection was made between issues of race and justice to educational justice - why are some schools “the good schools” and others not - how can we support those schools that need more of what we have
 - A member asked - what kinds of cohorts do these conversations come up in? For example - in classes, these conversations come up perhaps more naturally than among friends...what are the spaces in which these conversations can take place?
 - Could be spaces provided by the school (more formalized spaces)
 - Could be spaces that parents create for themselves, with people with whom they feel most comfortable
 - Maybe we can share this as part of our messaging

PS 29 School Leadership Team Minutes

May 21, 2020

In Attendance:

Olivia Poor
Emma Fitzpatrick
Karin Pavese
Neela Pania
Sara Thorne
Halee Hochman
Rebecca Fagin
Thomas Cortijo
Cara Turnbull

Amanda Abry
Monica Gutierrez Kirwan
Kim Van Duzer

Principal Report (15 min)

- So much has happened since our last meeting. The support of our families through the transition to Distance Learning has been amazing.
- Where are we now with Distance Learning?
 - At the beginning of the process - we started with Padlet, Seesaw, Zearn and Google Classroom; we've since added some other platforms and tools like Flipgrid and GoFormative. We've had to learn these quickly.
 - Our ILT has been guiding us through this process, as well as lead teachers on various grades.
 - We have live interactions, which are not required of DOE teachers. We are doing this because we believe it's really important. We also can't and don't want to be live all day long - we have to find the right balance.
 - We have live interactions across grades - morning meetings, choice times, live lessons, small group meetings; we also have recorded lessons across content areas.
 - All of these tech tools are so new. We are learning as we go.
 - We've been thinking about how we give kids feedback in this time.
 - The grading policy was released - meeting standards or needs improvement only for elementary grades.
 - Kids, depending on their ages, are more or less independent with their work in distance learning - so it's difficult for us to accurately assess what kids understand and can do.
 - In these last 5 weeks of the year, our professional focus is on engagement - what can we do to make our teaching more engaging in this remote time? What are the materials that the kids need? How can we make even recorded lessons feel interactive and exciting?
 - Thinking about the sometimes-conflict between engagement and equity (e.g. assignments that might ask kids to go outside and find bugs, plants, etc. when not all kids have access to the outdoors right now)
- Mental health is incredibly important right now. Academics matter, but the social emotional piece is even more important at this time.
- Fundraising for families in need: we raised over \$12K for PS 29 families in need in one week
- The unknowns that lie ahead:
 - We are in a financial crisis, as a school, and this will be the hardest time that we've ever had, ahead of us.
 - The DOE budget and PTA budget go hand in hand, and we don't have the DOE budget yet.

- Collaborations, professional development - PTA will have to pick up the slack more than ever before, but we also know that PTA's fundraising has been deeply impacted by the current situation
- Will we be back in our school building next year? We have no idea.
- All of our funding sources will be impacted.
- Our drama teacher will be on parental leave next year - we will not replace her for next year.
- **Reorganizing students (and teachers) for next year:**
 - Parents have asked if we can keep classes together for next year - this will be impossible because of class size changes, numbers of classes on each grade, etc.
 - We will be using a new software for us called Class Creator, which will help us to make the new classes for next year.
 - In other years, we encourage movement of teachers from grade to grade because it contributes to their understanding of child development; but this year we will likely keep our grade teams as stable and consistent as possible

Review and Approval of February Minutes (link below to notes)

The minutes were approved.

What's on Families' Minds? Discussion on What Families Ought to Hear About from Leadership Right Now... (15 min)

- One idea that has come up is an Admin & PTA Joint Meeting for PreK, K, & 1st and 2nd & 3rd, and then 4th & 5th - 3 meetings in total)
- 5th grade families are thinking about closure - it's painful for students and families to think that they will leave PS 29 without that closure; the academics have been rigorous and the kids are working hard, but the emotional component of leaving 29 in this way is difficult
- Another member shared that her 5th grader is checked out of academics; all of her family members are going through transitions; for them, it's all about September. One thought is potential reach outs to incoming K families ... there is a lot of nervousness about what that will be like for those kids who are starting new schools.
- An idea for the 5th graders - in August could we do some kind of a clap out? A faux last day of school for them.
- Is the graduation committee going to be part of the graduation planning or is that going to be handled at the admin level? We are still working on that.
- There will be a 5th grade dance via Zoom - some parents are working on that with admin.
- Another member spoke about 1st/3rd grade parent conversations. Initially there was a lot of talk about the stress of trying to maintain homogenized

expectations across the grade; they were relieved to hear “do what you can” but their experiences are now very different; some kids are doing everything and some only the bare minimum.

- The kids have really enjoyed seeing lessons from different teachers than their regular teachers.
- Grades are consistent with their flexibility so all kids are having the same expectations - families have a lot of diversity around how they are responding to the expectations.
- Parents want to know “what is the school thinking” and the school wants to know “what are parents thinking”...
- Administration would love to have more time with kids, themselves. Perhaps a virtual check-in with a cross section of the student population?
- The proposed PTA meetings could be well-attended, but people want to hear - what will school look like in September, and what will the budget look like? We don't know either of those things.
- PTA money comes from three main buckets: after school, events, and the appeal. It may be stressful for families who are struggling financially to hear that the school is also struggling financially and will be counting on the PTA more than ever.
- It will be important just to state this at the PTA meetings - there will be some families who are not aware that after school is a major source of funding, for example.
- We need to also get more guidance on what will be allowed in terms of external organizations coming into the building. That includes after school too.
- Teachers College Reading and Writing Project staff developers are planning on being remote for the whole year next year.
- What we spend money on next year may be so different, because our needs are going to be so different. Supply money, for example - supplies in a building are so different than supplies at home!
- What's hard is that we have to plan for both possibilities - being back with brand new restrictions, versus continuing remote
- The parent coordinator suggested that a meeting for parents about transitioning to middle school could be helpful - but wondering if that is something that parents would want.
- Question was raised about the middle school process for next year - no changes have been announced.
- A member asked if parents could help with collecting parents' thoughts and concerns via a survey.

SLT Old and New Business (30 min)

- CEP - DOE has acknowledged that many of our CEP goals cannot be reached or measured at this point; admins will get more information on this soon. Math and reading goals were both to be measured by end of year assessments which will now be modified or not given at all; Social Emotional learning goal is still relevant but will be continued into next year.

- SLT Upcoming Election - there are two spots open next year; we're not quite sure what to do about the election yet. The bylaws state that they have to follow PTA elections; the PTA meeting for elections will be around October 18th - should we wait until then? We will wait for further guidance.
- SLT Stipends - please respond regarding whether you want to receive the stipend or not.
- Committees (note to all Committee Heads? Give them some options for holding meetings and fall planning and say 2 available seats on SLT?) - co-chairs will send something out to the subcommittee after this meeting
- Plan for White Fragility work - we still have four chapters to go, and we had talked about having a summer read; how do we want to bring closure to that for this year? Do we want equity to be a continued focus for next year?
 - How are we meeting the needs of our most disadvantaged families?
 - How do we as a school community address that?
 - The gap is getting bigger and bigger with distance learning.
- June Meeting - 4pm start time works for everyone

April 23, 2020

Guidelines came out from the Chancellor on April 24th with regards to SLT stating that these meetings should now be held virtually. Dr. Fagin, Halee Hochman, and Karin Pavese reviewed the guidelines and are planning to hold the May and June meetings as planned.

March 19th, 2020

This meeting was canceled. School was closed for students March 16th and teachers were setting up distance learning this week.

February 16, 2020

In Attendance:

Olivia Poor
 Emma Fitzpatrick
 Cara Turnbull
 Karin Pavese
 Neela Pania
 Sara Thorne
 Halee Hochman
 Rebecca Fagin
 Thomas Cortijo

Liz Dore

Visitor: Anna Sathe

Review and Approval of the January Minutes

- We approved the January minutes.

Principal's Report

- We are a 2020 Move to Improve School.
- School surveys have arrived. We will hold them until after the break to send them home. Teachers will remind parents to fill them out and send them back at Parent Teacher Conferences. Last year we had 60% participation for parents and teachers. We are hoping to have more participation this year. It is always a challenge to have families complete the survey. We tend to be in 90% or 80% for most categories. We use this data to reflect and improve programs in our school.
- We have an ENL Think Tank to focus our attention on our 28 ELLs. They met today to think about how to better support our ENL students.
- We hosted our Youth Equity Conference for the district this week. We talked about Black History Month and fostering a space for students to talk about race within our school community. This went well. Students have become thoughtful when talking about race.

Unfinished Business from Last Month

- **Seminar/Workshop Planning for winter/spring update**
 - Neela reached out to Liz to see what the next steps are in terms of Healthy Relationships. Liz's office is very busy right now. Neela will follow up and include SLT on the email so that everyone is on the same page.
 - Sachi from Raising Race Conscious Children is open to come back and meet with parents again to talk about race.
 - Last PTA meeting was a great start with Cara and Emma facilitating. It would be nice to follow up with Sachi.
 - Sachi can teach the community about a protocol for talking about race.
 - We need to nail down the date still. Perhaps right after April break.
 - Neela mentioned that parents often ask for events like this to be in the evening. Perhaps, the PTA meeting would switch to the evening that month. This will be kept in mind when thinking about scheduling Sachi.

New Business

- Review and Discussion of Budget
 - Much of our DOE budget goes to our staff salaries. Our average salary is about \$90,000 because we have a high retention rate and more seasoned teachers.
 - NYSTL money is divided into specific categories that have specific rules.
 - Title III Immigrant and LEP funds go to our after school ENL program.
 - The budget needs to be done strategically because you can only use certain money for certain supplies, salaries, etc.
 - We are fortunate to have PTA raised money to supplement and pay for specific programming, teaching assistants, substitute teacher pay, supplies, etc.
 - We spend about \$150,000 on substitute teachers.
 - The budgets for most schools have the same categories but the amount of money in each category will be different.
 - Schools with more Title I money have some flexibility with the budget, but we pretty much have to use money in the budget as it is given to us.
 - Rebecca had to make a projected budget based on our numbers this year and projected numbers for next years. It's difficult to create when you don't really know how many students/teachers will come back for next school year.
- CEP
 - We looked at our school wide goals and Rebecca went over the goals.
 - Math has been a big goal for the last few years. We continue to work on last year's goal about discourse. This year's goal is understanding fractions in grades 3-5 because it has to be based on data. We are however also focusing math fluency school wide.
 - We had a school wide families as learning partners focused on fluency. Parents commented that it was one of the best FALPs that they've been to. This event was planned to support our school wide math goals.
- Bias Incident Reporting
 - We are still concerned about what to do when anonymous incidents or allegations that are reported about specific teachers.
 - If we have an online form, perhaps there can be 2 different forms.
 - One for incidents only involving students which can be anonymous.
 - One for incidents involving staff that would not be anonymous.
 - We've realized that there isn't a clear way for families to report certain incidents. If we present these forms it could be more open door feeling for parents to share.
 - We want PS 29 to be a community where everyone feels comfortable to share and come forward to report bias incidents.

- We will start with a more conservative approach where the google form will need people to sign their name using the forms created.
- White Fragility
 - Originally we planned to finish the book by April with the intention of having an event with the school communities.
 - However, we've thought about suggesting this book for summer reading for the parent community.
 - How does Race Shape the Lives of White People?
 - A member talked about white solidarity and how growing up in a mostly white community allowed a racist play to be performed without any questions.
 - Another member talked about colorism and white assimilation and how in an Indian Community their connection to the white community was important.

January 16, 2020

In Attendance:

Olivia Poor
Emma Fitzpatrick
Cara Turnbull
Karin Pavese
Neela Pania
Kim Van Duzer
Sara Thorne
Halee Hochman
Rebecca Fagin

Thomas Cortijo
Amanda Abry
Liz Dore

Visitor: Lauren Kessner

Review and Approval of the December Minutes

- We approved the December minutes.

Principal's Report

- 6 sections of K for next year; our K application process ends soon.
- School play rehearsals have started. There's a new format/structure. We're learning as we go. We've outsourced some of it to an outside organization - Brooklyn Acting Lab. We don't turn any kids away but that means it's a very large production. New structure - acting club, dance and chorus club. Brooklyn Acting Lab is running this part, with support from some of our staff. Then there's design club and production club (set design, programs, etc.). There is some divisiveness about the fact that kids are in these different "clubs".
- Members gave some feedback from parents they've spoken to - some positive, some negative.
- The fact that the process was happening at the same time as the middle school applications were due added some confusion/distraction/stress.
- Principal report ended after 10 minutes.

Committee Updates

- Service Committee:
 - Students whose families are from Australia wrote persuasive essays about the effects of the wildfires in Australia. The service committee is considering how we can respond as a school to the relief effort. Relief is an ongoing process so we don't have to respond immediately in order to be helpful. The school could also be a vehicle for choosing and promoting charities for disaster relief, rather than having kids make things (e.g. bracelets) that are sold with the money donated to disaster relief.
 - Member asked whether there would be a schoolwide education campaign around Australia; yes - and this may be combined with some efforts at Super Science Saturday and/or Earth Day/Work Day.
 - Teacher members discussed the idea of combining some of these efforts with the 3rd grade reading/writing units that normally involve Africa.
 - We discussed the idea of a change drive; this is hard on the back end, but supports the equity piece of kids being able to bring in their own money (rather than parents donating online).

- Member raised the question of supporting Puerto Rico as well; Australian students and families were driving the discussion of this at the service committee meeting, however, we don't want to forget that Puerto Rico has suffered greatly and is in need of disaster relief.
- Member shared the earthquakes in Puerto Rico are being caused by drilling for oil that is happening off the coast of the island; another member shared that similarly with Australia, the fires were caused by mining.
- Visiting Authors:
 - Kyle Lukoff - author of *When Aidan Became a Brother*, which deals with transgender issues - will be visiting soon. The illustrator is a black woman who only illustrates for inclusive books.
 - Biggest challenge is fees.
 - Would like to get one more upper grade author, which would mean we'd have four visiting authors in one year (2 upper, 2 lower)
- Learning Support:
 - Planning to reprise the meeting for parents that had low attendance; date TBD.
- IDEA Committee:
 - Youth Equity Congress met last week.
 - Just finished a 4 week cycle of Professional Learning on Mondays after school on anti-bias and equity. Not all staff members participate in Monday PLC so we still need to get to those staff members.
 - For next meeting - can we craft a system for reporting incidents of bias at 29?
 - Parent side of IDEA: there are a lot of new parents this year, so the committee is figuring out its role and focus.
 - One idea was a box that parents could use to anonymously give feedback on their experiences at 29.
 - There may be some legal issues around this.
 - There was some discussion about whether other committees might also want a feedback box.
 - How do we balance the desire for people to speak up and tell their stories honestly, and our need to know who is reporting things so that we can investigate them and get to the truth of the matter?
 - The anonymity feels important on the parent side, but on the side of the school if we don't know who submitted it, we can't investigate it.
 - There is also a concern about parents being privy to possible allegations or accusations against teachers, which is sensitive and a personnel matter that should be handled by the administration, not parent members of the community.
 - Member stated that her understanding of the intention of equity work is for us to do self-reflective work about the impact of our words and actions on those who have different identities from our own.

- The intention of the box would be to raise awareness of the impact of our words/actions; however, the anonymity poses some significant issues.
 - An electronic version of this box, which allowed for the possibility of tracking down the person who submitted it, could be a way to handle this.
 - A staff member would still probably need to read these first.
 - Another idea is a prompt - questions to ask parents like, "What makes you feel included in the PS 29 community? What makes you feel excluded?" - with an option to respond anonymously.
- Seminar/Workshop Planning for winter/spring:
 - Last year we did a series on healthy relationships; were there any follow-up workshops or seminars that we might want to do?
 - A member reported that she is going into 4th & 5th grade classrooms and using a protocol from Restorative Circles to talk about healthy relationships.
 - Possible new workshop/seminars for this year: consent/healthy relationship
 - Sachi from Raising Race Conscious Children will come back to school at some point this year and do a 2-part workshop for parents (morning or evening)
 - Member said that workshops that offer "coaching" type suggestions for parents on how to handle different parenting situations are most helpful
 - Visitor raised the idea of middle school integration as a possible topic for a parent seminar or workshop
 - Member asked if there is something we would want to do with the White Fragility book for a seminar/workshop; the idea of booking this for the fall and having a "summer reading" for the parent body of White Fragility - the group likes this idea, and we should remember to start planning this now!
- White Fragility book discussion
 - The Good/Bad Binary; the question of how does it function is a powerful one
 - Member shared a story about discussing tracking with another parent -the idea that tracking has racist outcomes (functions as racist) even if the intention of it is to "meet students where they are" or "give everyone what they need"
 - Member shared that her experience is to have always been generalized by race, where as white people are never generalized race; these generalizations are based on false stereotypes; society doesn't view us as equal even though we are inherently equal
 - Visitor shared that there are assumptions often made by our parent body about the idea that in "integrated" middle schools that the students their

kids will be in class with will not be as “high achieving” and that will hurt my kid; another narrative is that “a good teacher can handle that kind of diversity in a class” (meaning students at different academic levels).

- Member shared that on a middle school tour, a question like that was raised and the administrator said essentially, this is what we do
- Member shared that there is always a wide range of students with different needs and abilities, but it seems that there’s a perception in our parent body that all of our kids are high-performing because they’re mostly white and affluent.
- How can we examine the system that has created inequities rather than blaming the individuals? Our events around middle school integration shouldn’t send the message “your white kid is going to be fine around black and brown kids.”
- Integration and middle school events - maybe we need more historical context given on why our schools are so segregated, to help break down stereotypes that are feeding into people’s assumptions.
- What is the data that’s telling the story? Using test score data to tell the story of what a school is, is not giving a full picture.
- Parents also sometimes use test scores inconsistently - eg I’m opting my kid out of the test, but also I’m using test scores to judge a middle school.
- When you’re used to being a position of privilege, it’s hard for parents to see themselves being at a school where they and their kids are in the minority.

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PS 29 School Leadership Team Minutes
December 19, 2019

In Attendance:

Olivia Poor
Emma Fitzpatrick
Amanda Abry
Karin Pavese
Kim Van Duzer
Sara Thorne
Halee Hochman
Rebecca Fagin

Visitor: Serafina

Review and Approval of November Minutes

- We approved the November minutes.

Principal's Report

- We had an open house for next year. It went well.
- Six kindergarten sections confirmed for next year, about 150 kindergarteners. This is with the postponement of the rezoning.
- There were some questions about safety protocols on the open house tours. There's a fine line about how to address it. We don't want to start an open conversation about safety that will invite more questions, but maybe in Monica's original paperwork, she can include a few bullets about it. And then if parents have individual questions, they can ask.
- We are going to have another open house information on January 6th for families that could not attend the first one.

Committee Updates

Service Committee

- Project Heart has been asked to participate in a competition, Heart Compassionate Communities, to highlight all of the service projects that we have do that show empathy. We will document these projects in a slideshow to present this information.
- A visitor suggested a nonprofit we may want to work with, Nabu.

Mission Statement Revision

- We reviewed a suggestion for revision by a member:
 - At PS 29 our mission, through a combined effort of staff, parents, students, and community, is to promote a safe and creative environment and a positive school culture. Our aim is to nurture and educate the whole child, providing the skills necessary to succeed in a changing society. We support our students in their development, while encouraging intellectual curiosity and empowerment through inclusive practices. The collaboration of our school community continues to promote the understanding of diversity, respect for all, and zero indifference.
- Code for Living language - empathy, respect, integrity, responsibility - do we want this in the mission statement?
- Mindset for learning ideas - flexibility, perseverance
- If we could gather more information from the different constituencies of PS 29 (parents, teachers, kids) on what people think of when they think of PS 29 ... what is the heart of PS 29? ... we could use that
- Some words that are coming up at SLT: community, student empowerment

- We want the mission statement to truly reflect who we are - and part of what's important is the process as much as the end result. We want it to be something that we live by. Therefore, we need a process that engages as many of constituencies of our community as possible
- Identity is another area that we may want to think about.
- Next steps:
 - Meeting with the staff
 - 5th graders - what do you think of when you think of PS 29?
 - Parent group - we need to think about how to get information from parents
 - We will move forward with staff and students and revisit in a few meetings about how to move forward with parents.

Pledge of Allegiance

- The resources look great.
- Members updated visitor on our history with the pledge and the rules around saying it in school.
- Teacher member will write a generic lesson plan to go with the resources, that can be applied to any grade.
- We need to send a message out to families that explains what the rules and our stance is about the pledge.

White Fragility

- One member shared that we are currently looking at a lot of data, and while we're a school that focuses more on qualitative measures, we also believe in quantitative and we want to look at our data specifically about our subgroups (ENL students, students with disabilities, Black and Latinx students, free/reduced lunch). We don't always know the racial or ethnic identity of all of our kids.
- Can we ask families to self-identify in the blue emergency information form that goes home in September?
- Another member reflected on when the principal of a local middle school described how all of the white students were the ones on the honor roll, and that the students at the school raised concerns about this to the principal.
- One member reflected on an experience in which she discovered that a student did not identify in the way that she had originally assumed she would; this led to some discussion about identity.
- The makeup of this community in particular does not encourage discussions about race and ethnicity, shared a visitor.
- One member shared that she would always like more concrete examples of how the whiteness that surrounds us in media, advertising, the political elite, the corporate elite - to help people understand where their racist ideas come from.
- The portrayal of whiteness in books, movies, etc. that are for kids is always positive.

- How can we equip ourselves with language to use in moments when people are making jokes that they would only make around other white people?
- One member suggested that from a PD she attended, you could say something like “this isn’t OK, but we’re not going to talk about it right now ... but it’s not OK, and we’re going to talk about it later.”

January agenda:

- Seminars and workshops
- Read next two chapters of White Fragility
- Look at the draft of the generic lesson plan around the pledge resources

PS 29 School Leadership Team Minutes
November 21st, 2019

In Attendance:

Olivia Poor
Neela Pania
Tomas Cortijo
Karin Pavese
Amanda Abry
Liz Dore
Sara Thorne
Emma Fitzpatrick
Cara Turnbull
Halee Hochman
Rebecca Fagin
Kim Van Duzer
Visitor: Serafina

Review and Approval of October Minutes

- We approved the October minutes.

Principal's Report

The Middle School Process

- It's not an easy process to navigate.
- Diversity has truly increased throughout the district; most people are happy.
- A member reported that there is a large uptick in PS 29 families applying to private schools - possibly as a backup.
- A member said that there was a static amount of attrition in the district as a whole in comparison to previous years.
- A member voiced that travel is a concern.
- A member asked whether the office of enrollment is open to feedback on the plan from families.
- DOE has admitted that the busing system was not good this year - the infrastructure was not in place to support what they were trying to do in terms of integration.
- Originally the DOE said that they might go to a complete lottery system with no parent choice/ranking - they also said they would re-evaluate in 2-3 years. This may still be the case.
- A member said that despite the messaging they have done at parent meetings about the fact that there is not a lot of parent control over which school your child gets, parents still seem uncomfortable with certain schools because of race.
- A member said the CEC is another avenue for giving feedback.

- A visitor said she met with Brad Lander and was discussing the middle school plan and teacher diversity at schools - he said this was “phase two.”

Committee Updates

- Author Visit Committee: We had an author visit connected to the book fair. We may have another one coming up in March.
- A member said that the book fair as “book week” was really great to see this year ... the way that author visits were connected to the book fair, Carolyn Strom coming to speak, etc. It’s felt very cohesive. The Book Fair starting on parent-teacher conference day was also a good idea. Kids asked great questions about the writing process, and were excited about getting the book at the book fair.
- IDEA committee: IDEA committee partnered with a parent from the book fair committee to have teachers recommend books - some teachers suggested 5 books, but the person in charge of ordering only ordered a couple of the books. A member asked for admin support in getting more diverse books that the IDEA committee is asking for, ordered for sale at the book fair. A member said that it felt like there were more authors of color and characters of color featured than in previous years.
- Book fair feedback - a parent told a member that the books at the book fair are too “dark” for young children; a suggestion is to have “recommended for grades 3 and up...” section as a way to gear young kids away from some of the graphic novels to more appropriate books. Maybe class parents can help.
- Super Science Saturday and IDEA connection - A member shared that at the SSS meeting she suggested that SSS feature women and people of color who have made contributions to STEM fields, and that will be happening in the experiment zone, where they will try to pair experiments with scientists/engineers who are women and people of color, and incorporate a “did you know” type element so that students can learn about this while doing hands-on science.

Discussion of Unfinished Business Agenda Items

- Mission statement revision
- Pledge Resources
 - Some people put resources in the shared folder.
 - There are books and articles for teachers, families and students.
 - We’ll all look at them before the next meeting to see what we like and what should be used in classrooms and what can be shared with families.
- White Fragility
 - Watched video clip
 - Guiding Questions
 - A member asked where we are in the process of talking about race with students in our classrooms.

- We are feeling more comfortable about having culturally conscious and hard conversations after working with Derrick Gay, Border Crossers, Raising Race Conscious Children.
- We need to keep moving forward and not stay in a place where we are just comfortable. It's okay to be uncomfortable. That is when the work happens.
- We are talking about the race of people and characters in people. We need to name race.
- We discussed how systemic racism has made some feel relieved that they are together in a group while to others it's a hard pill to swallow that one would be racist because they are white.
- "Naming who has access and who doesn't guides our discussions in classrooms."
- CEC Update

Discussion of New Business Agenda Items

Creation of Agenda for Next Meeting

PS 29 School Leadership Team Minutes
October 17th, 2019

In Attendance:

Emma Fitzpatrick
Karin Pavese
Cara Turnbull
Halee Hochman
Rebecca Fagin
Neela Pania
Tomas Cortijo
Visitor: Serafina

Review and Approval of the September Minutes:

We approved the September minutes.

Principal's Report:

CEC Rezoning Update

- Last week (10/10), there was a meeting of principals and some staff/SLT members from the schools involved in the re-zone (29, 58, 32, 38, 261, 676, 15).
- There is a feeling amongst some CEC members that the process has not included all voices; that it hasn't been authentic or transparent enough, or engaged all community members in generating ideas.
- At the community meetings that have been held, almost all of the attendees are from schools in Carroll Gardens and Cobble Hill.
- A member shared some information that community organizations have been circulating - integration is just moving bodies, and are we actually changing anything by moving kids into different schools, if we're not doing other work towards true equity? Some groups are advocating that the rezone be held off for another year so that more options can be explored.
- Some of the schools included in the rezone plan are segregated within themselves (e.g. G & T programs, etc.).
- A member explained how the "shrink the zone" proposal would work - some schools would have their zone shrunk in order to make space for a certain number of seats that would be available to students from priority groups (Free/Reduced Lunch, Students in Temporary Housing, and ENL students). Other schools would grow.
- This might mean that our school would have to excess some teachers - if we go down a certain number of sections on a grade.

- The second proposal is the “unzoned” proposal, in which the entire district would become unzoned and there would be a lottery with a percentage of seats set aside for those same priority groups.
- A member raised the point that schools like 29 don’t have a lot to lose in either plan, but schools like 15 and 676 have a lot to lose, potentially.
- A member mentioned that District 1 has a similar “unzoned” lottery based system and their schools are still very much racially segregated.
- A member asked whether the schools that serve students of color are actually seeking to integrate, or whether they are happy with the population they serve but would like to not to be seen as the “stepchild” of D15.
- A member emphasized the importance of the DOE being clear about the mission for this plan - if the DOE is not clear on what the goals are, then should the plan move forward?
- A member asked if we, as an SLT, could decide how we feel about the proposals and then make our opinions known to the DOE.
- A member explained that while the DOE has been going to the communities to ask for their opinions on the proposals, the timeline seems unrealistic.
- A member explained the impact that these decisions have on a school’s funding, hiring, etc.
- A member underscored another member’s suggestion to have a statement on behalf of the whole SLT that would support a delay in the vote and that we support hearing all voices especially those voices from schools who are most affected. A visitor cautioned in general how the word “help” is used when we draft this statement.
- A member said the process has felt very top down, “here this is what you need.” There is an underlying assumption that these schools need to be fixed, and the fix is getting more white kids into the schools. We are questioning this assumption.
- At the next CEC meeting (10/22 at PS 38), they are planning to discuss whether they should vote on the proposal.
- There is another rezone in Sunset Park that is being considered as well.
- Most people at the last meeting said they do not want a vote on these two proposals.
- The superintendent said there will be a rezone of our subzone, no matter what. So there could be a delay of a year, but some kind of rezone will happen next year.
- A visitor asked if we have any sense of what other SLTs are thinking/doing - could we have some kind of a joint statement.

CEP Goals

- The CEP is a document that schools prepare each year that names our goals.
- This year’s goals include goals around math, social emotional learning, etc.
- Last June we were told that the CEP goals need to meet certain new criteria (e.g. connected to testing data).
- Tying the work that we are doing to data is important.

- 3 areas of focus:
 - increase reading proficiency (students performing at or above grade level) to 90 percent (currently 83%)
 - Math: increase students' proficiency with fraction concepts
 - Increase pedagogy and use of materials in classrooms that reflect multicultural perspectives (looking at our classroom libraries, revising curriculum materials, work for staff with Raising Race Conscious Children)
- The CEP is supposed to be a living document. So as new things come up and we plan new initiatives that match our goals, we can add those in to the CEP.

PS 29 School Leadership Team Minutes
SLT September 19, 2019

In Attendance:

Emma Fitzpatrick
Matt MacIntyre
Karin Pavese
Liz Dore
Cara Turnbull
Halee Hochman
Rebecca Fagin
Amanda Abry
Sara Thorne
Tomas Cortijo

Co-chairs: Halee and Karin

Secretary: TBD (Emma scribed this meeting)

1. Introductions
 - a. Parent Members
 - i. Tomas Cotijo: first year, father of twins in 2nd grade
 - ii. Amanda Abry: first year, mother of a 5th grader and pre-Ker in another school
 - iii. Matt McIntyre/Olivia Poor: PTA Co-Presidents
 - iv. Karin Pavese: second year, mother of twins in 5th grade
 - v. Neela Pania: first year, mother of 3rd grader and 1st grader
 - vi. Liz Dore: first full year, mother of 4th grader
 - b. Staff Members
 - i. Rebecca Fagin: School Principal
 - ii. Halee Hochman: Assistant Principal
 - iii. Cara Turnbull: School Counselor - first year of term
 - iv. Sara Thorne: 3rd Grade Teacher - second year of term
 - v. Kim Van Duzer: Math Coach - first year of term
 - vi. Emma Fitzpatrick: UFT representative
2. Committee Assignments
 - a. STEAM - Amanda
 - b. Tomas - IDEA
 - c. Neela - Authors
 - d. Liz - Wellness
 - e. Karin - Service/Learning Support
 - f. Cara - IDEA
 - g. Sara - Authors/Education Action
 - h. Kim - STEAM
 - i. Emma - Service
3. Review of Bylaws

- a. No question about Bylaws
- 4. Committee Nominations
 - a. Co-charis
 - i. Karin and Halee approved
 - b. Secretary
 - i. Asking Kim and Neela
 - ii. Sara and Liz willing to share responsibilities if needed
- 5. Minutes Approved
- 6. Principal's Report
 - a. Sub-zone 3 Rezone
 - i. CEC Meeting Tuesday at PS 32
 - ii. Community Engagement has been difficult
 - iii. Potential Proposals
 - 1. Map that shrinks zones of overcrowded schools (including 29) and setting aside priority seats for ENL/Free-Reduced Lunch/Temporary Housing within subzone 3
 - 2. Unzoning Subzone 3
 - iv. CEC would like to meet with SLT representatives from every school with possible date of Thursday, October 10th
 - b. Climate Rally 9/20
 - i. Upper-grades rally in the school yard with signage, chants, and sing-along
 - ii. Reading Buddies are educating lower grade students who won't attend the rally
 - iii. Facebook Presence
 - 1. Should this be posted on Facebook?
 - 2. No; videos/pictures could be shared through private PS29 channels ie Parent Coordinator Newsletter
 - c. Year of Equity
 - i. Review of Vision Statement - homework: looking for opportunities to have our mission statement reflect our goals around equity and inclusion
 - ii. Pledge of Allegiance: SLT working on materials for how teachers are expected to teach into the pledge/flag
 - 1. Messaging to Families about what we do and why
 - iii. Checking in with sub-committees to have their efforts thinking about equity
 - 1. Getting this messaging to committees
 - 2. What supports can we offer committees? Is this year a reflective process to look for opportunities? Crafting guiding questions?
 - iv. Guiding Text for the Year: possibly White Fragility by Robin DiAngelo
 - d. CEP - tabled for next month

**PS 29 SLT Minutes
2018-19 School Year**

SLT September 20, 2018

In Attendance:

Andrea Colvin

Emma Fitzpatrick

Matt MacIntyre

Karin Pavese

Amy Leffert

Liz Dank

Halee Hochman

Rebecca Fagin

Hillary Fernandes

Monica Salazar-Austin

Co-chairs: Halee and Karin

Secretary: Hillary, Liz and Amy

Committee Chair Meeting – bring them together with SLT to set vision for the school and events. Service is a big part of what we do, so we like to add in a service, code for living, or diversity component where and when possible. It was held at lunchtime last year. We can set up a conference call, and introduce the SLT representative to the committee chairs.

Proposal – do an update for the committees at the beginning of the meeting, if there is one, or they could email their meeting notes to the SLT chairs.

Class Parent Meeting – co-vps can address code for living at that meeting

Art committee – not much action, not much support needed, art auction help is through class parents, and 5th grade play is through 5th grade parents – is there

something we are doing as a school to move community in a certain way. What would the goal be? It is sometimes the vehicle to bring something else about. We can always reintroduce it if there is a need.

We have asked committee chairs to have a goal for their committees.

Cool clusters – under review, as there is a lot of inconsistent quality from group to group. A large percentage of the staff and instructors have not been trained, so it is not necessarily an authentic enrichment activity. There is also a lot of logistical work needed to make it happen. Perhaps we could do more STEAM in the classroom instead, or re-vamp it adequately. Perhaps we could include it in choice time options. The staff will discuss and get back to us.

Book Fair: book bucks are done. It worked really well for Pre-k/k, also erased economic differences, which was the goal. Ideas – just give \$20 to kids on frl list. The PTA will fund it. They will need the list the week of the book fair. Gray area for who the city lists and who does not have the money. If we give the teacher the list in advance, they can add names. Teacher book bucks are easy, and Andrea will keep those. Do we need to message the donation to parents who aren't sending money in. We could communicate it to those families and give them an opt-out option. There is another question about change, and whether we give change to anyone. The general consensus is that there would be no change given to anyone, and the difference would go back to the PTA. Parents will get a note that the change will be used to sponsor books for students who cannot afford them. There will be a communication by Monica to identified families who will be supported by the PTA for the book fair. Books range between \$4-20.

Potlucks – want to find an option beyond bar/drinks for families who are unable to participate or are uncomfortable with that kind of event. Can we think of doing park playdate without food? What can be communicated to class parents as another option? Class parents should be mindful of hosting events that create inequity. It will be communicated that they can plan other events since the potluck is cancelled. There is a concern that this being messaged from the class parents is not appropriate as this is moving away from a classroom related activity and more just about playdates etc. Ensure that messaging around 29 Cheers is separate and apart from the messaging that the potlucks are cancelled.

SLT bylaws – will discuss next time.

CEP – can review the attachments in email. The is math goal being shifted now toward student discourse and questioning in math. Need to have a District 15 diversity goal. Right now we are broad ones but don't have it targeted enough. We have had IDEA for many years and other 15 schools do not. We've always had a diversity goal in CEP. Need to discuss whether we need to revisit this and have something that comes out of SLT/IDEA.

Will discuss Cool Clusters further next time.

Seminar series name – we can just keep it seminar series as other names can be confusing for people about whether children can go. PS261, 58 and 29 are participating.

Mayor announced District 15 middle school admissions decision. Will have a meeting soon for 5th grade families and need to decide whether to invite 4th grade families too. Might be beneficial to do 2 separate meetings as they grades will have different questions with different levels of urgency. Best to keep just 5th grade and then do 4th grade separately.

October 18, 2018

Attending:

Karin Pavese

Halee Hochman

Rebecca Fagin

Sara Thorne

Kim Van Duzer

Hillary Fernandes

Amy Leffert

Elizabeth Dank

Emma Fitzpatrick

Monica Salazar-Austin

Olivia Poor

Minutes from June and September meetings approved.

Principal's Report

--“Nurturing Our Quiet Students” event is confirmed; it’s in line with a lot of the presentations and workshops we’ve been presenting. We talk so much about student voice with the launch of the newspaper club—celebrating our voice. So much of voice can come out in quiet ways, like writing/article-writing. We need to get the word out about the event since it’s coming up so soon. It’s part of our CEP and aligns with what we feel is important: to learn from experts in these areas. We usually get 30-40 attendees, due, in part, to competition for attention. Messaging went out through PTA, so hopefully we will get more. There’s also a Staff component, professional development, from 3-4pm. For families the talk is about strategies for supporting the introverted child. For teachers it’s about engagement and what engagement looks like.

--Water filter system: water flow started to dwindle around 30 days. Water filters were purchased to replace them. We are discovering that the installation might have retrofitted the filter. It’s not seamless to change the filter, taking 30-40 minutes to figure it out. We spent \$25,000 on this system so it is a priority that this is resolved. Someone came to work on it and we’re figuring out how to troubleshoot. A BNS robotics teacher can make a schematic drawing for how to change the filter. No need to message this out right now, but just a heads-up.

--Test scores: score reports were printed to go to families. Envelopes will be backpacked home and Monica will message out to families. It will come with a little more info than NYC accounts, but not particularly in depth. Science test info is not included.

--related to testing/action committee: Board of Regents is addressing schools with high opt-out numbers. They’re lessening restrictions on charter schools. Testing scores were previously tied to funding; low performing schools with high opt-out rates can be penalized. PS 321 might write letter to oppose the plan. Schools are still being penalized if families decide children should not take test. It’s the low performing schools that seem like they will be impacted the most. Opt-out rates are higher outside NYC. We as an SLT may want to write a letter or the Education Action Committee, or even IDEA committee, may want to do something or something jointly. If it’s not fair that teacher evaluation be tied to test scores, then should testing numbers be tied to funding? PS 29 is somewhere in the middle regarding opt-out rates. How will the new MS application process impact the opt-out movement? PS 29 opt-out numbers have dwindled.

--Discussion of the experience of taking the test without a time limit. Much more challenging, and that experience was consistent across schools. Time management becomes an extra challenge and burden on students. Halee will send out an article for discussion.

—Cool Clusters: met with 2-5 grade team leader to brainstorm pros and cons. Susannah Sperry deals a lot with the negative and challenges. Admin team and Susannah are figuring it out. There was a decision to eliminate 1st grade and condense the number of weeks. Second and third grades will be together and fourth and fifth grades, for 6-week cycles. Some of the November 6 PD will be devoted for teachers to plan for Cool Clusters. What about resources for parents? Last year there was an overview, but there could be something more in-depth to give, including tutorial and tools. Idea for a parent-to-parent talk Parent to talk to parent. How to improve cool clusters and so it aligns with our goals and CEP? STEAM cool cluster ideas will be presented at the PD.

Committee Chair Meeting Debrief

--Should we be thinking about synergies between the committees more and less on the nuts and bolts?

Some of the best moments at school have been when committees align. There should be more discussion of what the committees have planned and see areas that overlap. Use the time to find synergies. Important to see meeting notes so we can find those commonalities. Suggestion that the committees meet first, ahead of the Committee Chair Meeting.

Wellness Council Grant Granted through DOE, \$2,500 for first year and \$1,500 for second year. Only 30-40 schools have a wellness council. List of requirements, including newsletter, info about resources that the city offers. PS 261 has the grant and PS 58 is applying . Oct 11 email to Rebecca, thought Tina already applied but she didn't. Community Service committee is thinking about sending a committee newsletter, perhaps can do in conjunction with Wellness.

Bylaws

Karin highlighted changes, including addition about having one year of committee experience before running for an SLT seat and have elections in June. Note at beginning of year to introduce SLT. Focus more on committee organization/chairs check-in; updated names of committees (taking off Arts, changing STEM to STEAM, adding Visiting Authors).

Names of events updated.

Vote to approve updated bylaws

--10 approved; 1 abstained

CEP

CEP should build off of what we learn from one year to next, but these are very different goals.

Administration talked through big buckets of ideas in June, worked on it over summer. Halee and Rebecca have been trying to clean it up and make it more accurate in the past 6 weeks which is helping to shape where we want to go for the year. Kim is working on math goal.

Framework elements (or Pillars). Rebecca will give us some guiding questions for our review of sections.

--Math Goal=Rigorous Instruction (students taking more ownership)

Thinking about measures and increasing math discussion; how often are kids talking with other students and through the teacher? Qualitative component is measured through observations. Not just about more talk, but productive/quality talk. Purpose of goal is to deepen student understanding.

Action Plan section: 1) things that we're doing (PD sessions), for example.

For Progress Monitoring section: anecdotal reflection, qualitative observation (by administration?).

--Effective Leadership Goal—distributing leadership among staff members. Team leaders, math leaders....we're going to engage with our math leaders to collect data about what our students are doing and that will be a nice baseline to measure what happened at the beginning and end of the year. Math goal from last year was about tools and visuals and we're still working on that.

Question: DOE still do Quality Reviews? PS 29 has not had one since 2014. It's one day, similar to standardize tests: less time but more intense.

Breakout into Framework Groups to review language.

Reporting back:

--make goal easier on ourselves

--hone in on empathy and integrity; all children feel successful

--diversity element should be included to hold ourselves accountable

--Word diversity? Or inclusivity?

--Action plan can be fleshed out to include goals of inclusivity; goes well beyond Code for Living.

--Gender inclusivity, talking about race

--Service—minimal changes

--STEAM—changing goal so the focus is more on framework of Collaborative Teaching

November 8, 2018

Attending:

Karin Pavese

Halee Hochman

Rebecca Fagin

Sara Thorne

Kim Van Duzer

Hillary Fernandes

Amy Leffert

Elizabeth Dank

Emma Fitzpatrick

Monica Salazar-Austin

Olivia Poor

Minutes from October meeting to be approved next time, after they are distributed for review.

Principal's Report

Chancellor announcement: a \$17 billion capital plan (2020-2024) for building new schools; including an A/C for all initiative. There's a press release that Monica will share out to everyone.

Survey results are in measuring the school climate and perceptions of staff and parents. PS 29 does really well and it's interesting to look at. It's online and accessible to all, but we'll send a direct link to discuss for the next meeting. The survey is one of the few measures that comes directly from the school community so larger numbers of responses are important to get as much data as we can. That's why we push for everyone to respond. Some areas (student behavior) are something to note. With the rollout of the "Code for Living" we wonder if that will improve. Another area with lower marks: teachers working with teachers in other schools. We were supposed to do a school-to-school visitation...the other schools wouldn't commit. With teachers out of the classroom, there are a lot of logistics involved. It's been noted that "the answer is in the room," so teachers having an opportunity to observe other classes is important. We have structures in our own building for that, but it's important to get out of our building.

Principals conference at Teachers College to share practices. Instructional rounds was a topic (called a learning walk)—get teachers into other classrooms and looking at trends and patterns. We did a learning map for math. One principal at the conference did learning walk around equity and that could be interesting. We could limit that type of walk to a certain grade—it could just be a slice of the school. An equity lens was done at other schools (including PS 11)...very eye-opening. We're about to have an affinity group launching, but something like a learning walk with a specific lens could be helpful. The math learning walk was school-wide and resulted in a bit of data overload; we still need to regroup to discuss all that we saw. But it's great for teachers to be in other classrooms. A learning walk can be used to help inform goals in the CEP. IDEA Committee and CEP goal regarding diversity—could be in alignment with this type of walk, but doesn't have to be.

Affinity group supported by a grant. What are the big goals as a school? Perhaps the affinity group can be part of it. We have 8 families signed up so far. There's been some confusion about who can participate. In a school that's predominantly white, we see the affinity group for families of color. But perhaps it could eventually extend to others who feel like they don't fit in? Divorce has come up as an area that could be supported by a group, but it's difficult for our staff to support this.

Youth Equity Congress is a new initiative by District 15. All schools were called upon to select a student representative and PS 29 found a 5th grader rep who is interested in activism. Additionally, we are being tasked to form a youth equity congress within our building—like student council which we don't have. Nov 26 is the first District 15-wide meeting. Perhaps we identify one student per class in 4th and 5th grade for the school-wide congress. What does this look like? Once a month lunch meeting? Important to put students of color into those roles to have more equal representation. What is the goal of the group—does it represent diversity in the school? If there is one student per class, student reps can report back to the classrooms. Rebecca will send an email to 4th and 5th grade teachers. District 15 did not give parameters or define what the goal is. Who is running this group within PS 29? Tristram Carver teacher rep (on IDEA committee) is a good thought.

“Equity and Excellence for All” discussion
Congress to share concerns, ideas, and perspective. Teachers can pose

question to students about what can we do to be more equitable. Get student feedback. Tie this in to Code for Living (create a Code for Living Committee?). That way we can continue work whether or not District Congress pans out. IDEA is focusing more on curriculum-based initiatives. Can Code for Living be used to help solve problems? Should we add equity to Code for Living? It's not a trait. Could it fall under respect? Should it be more explicit? We could weave the word equity into one of the definitions. You can be inclusive and equitable. Could Code for Living be used to promote Equity for All? Better to embed it instead of incorporating it in the title. Show examples of equity within each of the definitions. Perhaps two representatives per class for the Congress would be more inclusive and equitable. Use the student reps to promote conversations. How do we use the Code of Living to be more equitable?

CEP Goal: Highlight efforts to revise curriculum to make sure different perspectives are represented. Or further discuss affinity groups?

Bulletin boards—Could Congress be used to do these bulletin boards. They are a lot of work but not sure how it's impacting classes. Is it being used? Is it being discussed? Each class could be assigned a month/week? There are different themes that the IDEA Committee decides. There's been discussion of creating a Social Justice Week (Harvest Week style). If it's connected to Code for Living, then will we dilute the opportunities to talk about race? How to instill diversity in the classroom? That's why the focus for the IDEA Committee has been on revising curriculum. We had Border Crossers PD, a talk about raising race-conscience children, but this isn't transferring to the classroom.

Discussion of Code for Living as a curriculum. It's been a while since we revisited 4Rs curriculum. A 4Rs revamp or some other program would be worth considering. How are we teaching empathy? Fourth grade wrote their own "4Rs" pulling from many different resources. "We're learning about being social thinkers"—we use 4Rs, but it's not all the 4Rs curriculum. We haven't given teachers tools to teach empathy and respect. Another goal is revamping social-emotional learning program. There is money that has been included in the budget for this from District 15. RULER is a program from Yale that District 15 is rolling out to all District 15 schools. It may be a requirement...not sure.

Ideas/goals:

Weave Congress into CEP

Border Crossers in all grades

Integrate inclusiveness and diversity into the curriculum.
Rebecca to take a stab at making a goal that's more coherent.

Committees Report

Wellness Council Grant—Tina Reres applied, but didn't get it. We think this is due to applying too late—we will reapply earlier in the year next year.

Visiting Authors Committee—Sara and Molly. She will send out message to parents to see if there are connections to authors; Sara is polling teachers about what genre or curricular connections are preferred. Molly has connection to Jessica Love—author of "Julian Is a Mermaid"; could be possible school-wide read-aloud as it's all about inclusivity and individuality. Could culminate in a Visit from author. Would like to have one more Visiting Author. Will try to meet this month; 4-5 parents interested.

SLT—Mike Errico will be stepping down due to conflict with work schedule. We will have an election in December to fill the position. Karin will write something up to send to PTA for elections. It will be a 1.5 year position. Will announce at PTA meeting tonight. Discussion of criteria about a year of service...usually not an issue since elections have been moved to June, but this time it's mid-year. Decided that we need to hold to the criteria because it's in the bylaws. Need explanation of that in the messaging.

FALP

This year we have some guidelines about siblings attending performances and FALP and decided not to take siblings out of class. Are there too many FALPs? Is it too much for parents? The following outline was suggested for each school year:

Welcome breakfast (end of Sep/beg of Oct)

FALP (Fall: or this could be combined with Welcome breakfast)

Winter celebration

FALP (Winter: Feb)

FALP (Spring: Apr/May working around testing and spring break)

End of Year celebration

Let's revisit this year's calendar and look at whether March FALP should be cancelled. Just remember that there is a Super Science Saturday connection (5th grade science projects).

Note that Pre-K Welcome breakfast should possibly be on a separate day from

rest of school since all pre-k students have siblings and it would be nice to have their families be able to focus their attention on them during this time of transition.

Talks

Child Mind Institute NYU: for families it's \$250 for a talk. Speaker from Common Sense media panel is coming Nov 28. Screen Time and Social Media topic. Discussion of a "Healthy Relationship" talk, which is different from screen time/social media and very pertinent. It's about consent, how social media has a play in relationships, dating. Workshop for parents and staff, 1.5 hours—they can cater to your audience, they can commit to evenings.

Rebecca suggested creating a goal—is there a role PS29 can play in conversations about screen time (promote screen-free Fridays, for example)? A parent expressed concern about why PS29 is promoting screen time with games such as Sum Dog. What are the school's rules around screen time?

Our school is very thoughtful about the integration of technology. It's used as a tool and a resource to support learning. A screen in a classroom is a tool—it is not screen time.

December 20th, 2018

Attendance:

Halee Hochman

Rebecca Fagin

Olivia Poor

Karin Pavese

Monica Salazar-Austin

Kim Van Duzer

Sara Thorne

Emma Fitzgerald

Hillary Fernandes

Liz Dank

Liz Dore Napoli

Principal's Report –

First Youth Equity Congress meeting happened, and our student rep and Mr. Carver went and met with others. There has also been a second meeting since. The idea for the school is one person per class, and it is still

being defined. It has been cool to see what the students have brought to the conversation and what they see about these issues. A student has suggested surveying students to see what they believe.

Tuesday we had a talk with Lori Riddick about raising race conscious children, she had trained our staff on having conversations in the classroom and worked with our parents in a workshop. She talked with our team leaders. The question is what is the next big step with this work, and how we can align it to the CEP. She might be able to help revise the curriculum to be more culturally representative. This is also a larger conversation about giving students the opportunity to be successful in a lot of different arenas. The question now is where to go from here. The parent share component is a really important part. The arts are an access point in terms of equity, and it is even more powerful when you have an end goal or purpose in mind.

SLT bylaw revision approved, election for Liz N tomorrow

Committee reports:

Karin asked committee chairs if they are feeling supported, and has not had responses that there are any issues. She is also not receiving any of the minutes from the minutes.

New Business:

Healthy relationships/social media – there was a lot of positive feedback for the social media event, and Alexandra Hamlet (the speaker from NYU Child Mind Institute) is wanting us to be involved in setting best practices and recommendations. Two goals would be to be a community think tank around these issues. Parents with older students could share a tip or a strategy. We could also pose some guiding questions that we could facilitate. The other goal would be that at a later point, we would produce a set of best practices. We are also thinking about having grade specific conversations, and we will invite families in for this. There is a need to talk about things such as cyber bullying as it will be an issue in later years, if it isn't now. We are hoping to support families through this.

The idea is that in January we will offer an additional seminar, which can serve as a foundation for the roundtables. We will then have three Friday roundtables that Susannah will facilitate, and she would love to have the parent reps come and support those meetings. Roundtables will cover

what Susannah is doing around responsibility with the students, we would then pose questions around screen time in general, cell phones, safety online (including content of what they are looking at), exposure to other family's rules that might be different. There are on-line contracts we can look at and promote.

Healthy Relationship Update:

Day One will be giving a talk for parents on March 6th, they are providing educational workshops for elem school parents and kids. There will be talk about social media and communication about these issues. They are seeking to give foundational skills around consent and relationships. They will get tools for speaking up for themselves as well as the help and resources available for them. We will introduce the topic to parents before giving it to the students. There are also options for 5th grade workshops for students.

January 17, 2019

Attending:

Emma Fitzpatrick
Olivia Poor
Monica Salazar-Austin
Rebecca Fagin
Halee Hochmann
Liz Dore Napoli
Hillary Fernandes
Amy Leffert
Sara Thorne
Karin Pavese
Liz Dank

Minutes from December approved by all.

Principal's Report

Raising Race-Conscious Children work continues through a leadership consortium: a small team from PS29 administration, Monica, Sara, and volunteers. We'll continue to work with Lori Riddick, who met with team leaders (from each grade) to talk about school issues. Where are we going with our diversity initiatives? We're thinking a lot about applying a diversity lens when planning curriculum and meeting with other schools to share observations.

PS321 has a similar community, similar demographics to PS29, so some conversations have started there. Talking to a lot of principals about how to engage in this work more deeply. Meeting again next month to flesh out ideas.

CEP is still being revised as goals have shifted. Will send to SLT to review next time. February is a check-in time to ask ourselves where we are. Service learning, for example, is taking it one step deeper from last year and will begin to measure impact of service. The 4th grade will probably do a service project around Syrian refugees in Jordan again.

Kim and Rebecca have been working on the math goal, making it stronger and more authentic. Supporting teachers and strengthening content is a goal, in order to foster student talk and enhance student outcomes.

Cool Clusters started yesterday.

Informational meetings about testing for parents are upcoming and will be announced.

Middle School update. Middle school principals seem to know what's happening, they're on track. Acceptances still on track for mid-April. Rebecca was recently visiting BHS, a great example of a school that has changed drastically in the past few years.

Kindergarten registration going on, with about the same number applying as last year and perfect for 6 sections. Still gauging if there will be an ICT class.

SLT Committee Reports

An opportunity to check in on committees and find synergy.

Community Service

Grade projects up and running:

Kindergarten: Project Cicero

1st grade: Conover House (gifts for families in need; food drive

2nd grade: Cobble Hill Health Center visit. Height and Hills, another local organization, is scheduled to come and present on preparing kids on what they might see and how to interact with seniors.

3rd grade: raising money for animal adoption (South African penguins). Are there ways to connect this project more to the community? Earth Day, Rummage Sale, and the Annual Block Party are opportunities for kids to promote projects.

4th grade: Service Learning Project is a 14-week program; class decides on service project. Possibly participate in Star project, again. Idea to include Yemen, connecting to Yemeni student population.

5th grade: each class will have a project within the building this spring—to partner with a teacher or Kindergarten class—and their work will be done during the day. Community Service Committee meeting next week, Wed, Jan 23 at 3pm: food waste is one topic on the agenda.

EAC

Haven't yet met, but probably closer to testing. Q&A's session for parents will be set up and information about opting-out will be presented.

--legislation about testing no longer being tied to teacher evaluation scores is coming up to the floor of the state assembly. The previous bill was thrown out because it included raising the charter school cap. This could be an opportunity to rally for parent support (call your representative messaging circulated).

Grants

Not active. Donors Choose has filled the gap—teachers can go directly and get what they want. We could use what the PTA is already spending money on to find grants that align—this might be easier and more streamlined than trying to identify new projects. Also match grants to CEP goals. Therapeutic supports for students is a possible area. Sensory supports with consultation from professionals. It's been a couple years since the spreadsheet with needs was updated.

IDEA

Professional learning cycle: 2/4 “Envisioning Integration: the Future of NYC Public Schools” is being held at PS 29; panel of speakers—open to the public. Send an invite to PS261, 32, and 58? Have a parent be the moderator is an idea. Panelists include the DOE rep who came to talk about MS admissions and an attorney specializing in educational law. If panelists are set, then Rebecca can send to the superintendent and principals at schools in the community.

Learning Support

New chair—Caitlin Choi. Dawn comes to all meetings. Speaker on learning and attention issues 1/18; Executive Function topic for May 9. Meeting regarding IEPs—if you need it and if you have it how to read it: a workshop (have a translator there, Spanish and Arabic—Monica can set that up). March 22, 28, or 29 an overview of resources at PS 29 (what to do when you sense something is

wrong). Interested in setting up a talk about reading and how it connects different areas of the brain (it's been several years since a talk like this has been presented). Do it into fall when reading routines are being established. Establishing a quiet area at recess will begin (quiet activities in a quiet zone).

STEAM

Cool Clusters have begun. A few offerings did not have enough student interest—focus on titles and descriptions to make them more enticing. Cool Clusters for 3rd graders will begin in the fall. Several roundtable discussions upcoming “Managing Student Behaviors and Experiences with the Digital World” with Susannah and Rebecca. Susannah has developed five questions to anchor each roundtable. Will consider a survey in real time to take the pulse of the room and see what issues most concern parents.

Visiting Authors

Meeting tomorrow, 8am in room 400. “Julian is a Mermaid” could be school-wide book as it touches on diversity in many different forms. Parent connection to the author.

Wellness

Subcommittees are actively involved. Green Team needs more parent involvement; spring garden cleanup is scheduled for Apr 13, 10-2; Food waste—what do we do with it? Possible garden exchange with PS 169 in Sunset Park. Wellness Award: need to apply for it by March 1—valuable in that recognition could lead to more grants in the future. PS 676 in Red Hook interested in partnering with our school—is a garden exchange or garden event a possibility? We should get in touch and see what they might be interested to do.

There's so much work going on and so many events to keep track of. Combining events is helpful; less is more. By finding synergies and holding fewer events but with more content, we might reach more people. Perhaps combine PTA meetings with talks.

Closer look at “Managing Student Behaviors and Experiences with the Digital World”

Possible poll/survey questions:

Does your child have their own device?

How much time do they spend on devices?

Do you allow devices during playdates?
What kind of conversations do you have about safe interactions or inappropriate content?
What conversations/rules do you have before you give out devices?
The goal is to use one another as resources to develop best practices.
Follow-up to questions would be resources, including Susannah's website.
Change language to "toolkit" from "best practices" (to ensure it sounds non-judgemental).

February 14, 2019

Attending:

Liz Dank

Olivia Poor

Monica Salazar-Austin

Karin Pavese

Amy Leffert

Liz Dore Napoli

Seminar Planning Process

There's a general feeling that it's so wonderful to have so many different events, but it can feel confusing to parents. Things happen because it's a well-oiled machine, but we need a place to reflect.

--who owns the process?

--should we create a calendar so committees can plug in those talks they know they're having and where to fit in the others?

--need to have more flexibility with trying to find speakers since some of the talks develop organically—how to fit them in?

--who's role is it to set up talks?

--we keep hearing from parents that there are too many emails—how can we streamline?

--possibility to opt in to a shared calendar where you get pinged with updates. Get notifications through the calendar.

--Shutterfly: when you input an event, you can click to share the event/send email notifications

Other thoughts:

What do we want to communicate to all the Committee Chairs? Committee Chair meeting at the beginning of the year to go through nuts and bolts and

find synergies between what is planned. Have an additional meeting? Or create a year-long theme that each committee could explore. Introduce the theme at the Committee Chair meeting, or before the meeting so they come to that meeting with preliminary ideas/plans. In the Spring we push out the theme and in the Fall they plan.

Merge efforts and have seminars at PTA meeting. Use the PTA meeting dates as fixed dates for seminars. At the next PTA meeting, someone will talk about executive functioning strategies—can we do that more?

SLT's role: send SLT more dates and ideas. SLT wants oversight over seminars. What about events? We would do better to coordinate these seminars/events. A lot of things happen organically, but there should be priority on booking things early.

Updates on Seminars

IDEA Committee Diversity Panel:

Postponing to ensure that the panel reflected more voices. Would be good to have a conversation in SLT about this. Every event or seminar represents who we are and should be aligned with the school's values. Seminars send a message about the school.

Healthy Relationships (March 6):

Literature to be distributed, not to be backpacked home. Pamphlet and letter to be distributed at parent-teacher conferences.

Getting Young Girls Interested in STEM (March 20) with PS 58:

Discussing a safe space for making mistakes

Sexual Health Talk:

Ashley Patillo from Packer to give Health talk for 5th graders, March 29 for families and then April 15, 16, and 18 for students (2 sessions with the students). Fourth grade talk is more health and hygiene and separated boys and girls. Fifth grade talk is co-ed.

--You shouldn't be talking about changing bodies without discussing healthy relationships and consent—the two go hand-in-hand. Can Ashley attend Healthy Relationships talk? Talking about these subjects early enough it becomes comfortable to have those discussions. Possible Healthy Relationships talk for students to complement Sexual Health talk.

--We don't have a health educator or a diversity coordinator to navigate these conversations and so we've brought some of these people in. Hard to balance with the other curricular requirements.

--Peer Mediation—consent is an element of the conversations.

SLT Elections

How to engage more people of color in our school? When we send out notices around elections, mention that we encourage diverse voices and unique perspectives. Making that statement is a start.

SLT candidate profile to have messaging about diversity.

School Surveys

Measuring school quality and culture. Usually given out at parent-teacher conferences. Will distribute them the week we get back from vacation.

State Testing Opt Out Info

If you do have great opt out numbers it impacts your school's performance

--no impact on the child/family to opt out

--how does this impact the school?

--why are people opting out? It used to be more political message because of high-stakes testing/impacts on teacher evaluation. Now more child-focused, that children were anxious and parents didn't think it was developmentally appropriate. Perhaps case of students with an IEP and parents worried it might not be reflective of them as a student.

We see value in looking at our standardized test data as we might identify trends or patterns that can inform our instruction the following school year. This is limited as sometimes questions are not written well and/or we have students who don't take the exams and thus the data are distorted. Something new this year was that we ALSO added end of year internal (school-created) assessments last school year that we used to inform math instruction this school year. We saw tremendous value in using these particular assessments to inform our instruction.

March 21, 2019

Attending:

Karin Pavese

Olivia Poor

Monica Salazar-Austin
Emma Fitzpatrick
Rebecca Fagin
Halee Hochman
Hillary Fernandes
Kim Van Duzer
Sara Thorne
Liz Dank
Amy Leffert

January and February minutes were approved.

Principal's Report

--CEP: it's shifting and shaping itself; the year-long focus on "healthy relationships" has given it shape. Rebecca will send out updated version for everyone to see.

--Raising Race Conscious Children: continuing work with Lori Riddick about having proactive conversations about race at home. She came back for another cycle of professional development with teachers building off work happening monthly in a smaller team. Leadership cohort including, PS 321: Problem of Practice about engaging people of color within this community (staff, students, family). Working to develop a culturally sensitive tool; a common understanding to apply to classroom structure, curriculum, delivering content.

--Restorative practices: a notice from the superintendent today requires attendance at a training on the RULER program (social-emotional curriculum) May 13-14

--Kick Butts Day: we are looking for an athlete to speak at Kick Butts Day, which might be moving to May 17. Please let Rebecca know if you have any connections.

--"We Got This" author Cornelius Minor—a former teacher at Global Studies. He agreed to be on the panel about Diversity in District 15 which had been postponed. May 23 or 28 are possible dates.

Other Announcements

--Kindergarten registration: 170 offers were sent out for 150 seats. All zoned students were offered spots.

--ELA Testing begins April 2. Schools cannot send information out about opting out. Had information meetings for parents: 3rd grade well attended, 4th and 5th grade only a handful of parents.

--4th grade National Assessment (46 were randomly selected)

--5th grade selected for field test for constructed response (sample questions to see if they'll be used in the future).

--Earth Day Event, April 13: Wellness and Community Service Committees to collect toiletries. Students will decorate canvas bags and send to CHiPS women's shelter. 3rd grade will have a table about their animal charity, too.

--STAR project for 4th grade will happen again. This year, we've asked to collect adult clothing and pots and pans to benefit Syrian refugees. Service learning project starts now—10 to 15 sessions will be conducted. Each class develops an action plan. Some of the topics that classes selected include: homelessness, water pollution, animal shelters, gun violence, puppy mills.

--Wellness Committee: dates needed for Learn to Ride, when schoolyard is available. May 18 a possible date for one. Staff Wellness scheduled for June 11. There's an ongoing discussion about food waste. We don't know what the policies are in the lunchroom right now regarding food waste and need to understand that before we make suggestions to change it. How are selections on menus made? School Food food distribution, there are a lot of regulations. How can we work with families on packing lunches so that they're eaten? Could we use a "Parent's Cooking Circle" session to discuss food packing ideas?

--Learning Support Committee is talking about next year and mapped out a loose skeleton.

--STEM for girls. Girls are afraid of making mistakes and the biggest discoveries come from mistakes in the lab. Women have to get over being perfect to succeed in STEM. NYT Magazine had an article on the topic with a statistic that in India 40% of the computing industry was made up of women, which they attributed to father figures pushing daughters into the field. Girls National Chess Competition video. Is there a place for girls' math enrichment in a public school, in addition to the regular math enrichment? How would that be received? Kathy Noble's Girls Sports after school course is really popular, perhaps an indication that girls-only opportunities would be well-received? If you get girls into math and science in elementary school they will stick with it. But can we allocate resources for just girls? Perhaps, yes, if we indicate that there has traditionally been a disadvantage. Goal to bring together some equity work and STEM work and math work for next year.

--"Equity": a possible thread for all SLT committees next year.

--Try to have a slide for each of the SLT committees at the first PTA meeting.

--Healthy Relationships: Jett connected with Ashleigh Petillo on a conference call so they could use shared language. Possible workshops with staff and students.

SLT Business

--April 11 meeting rescheduled to April 10

--Elections for next year—idea presented to not require that they happen in person. Can they happen online—introduction of candidates and voting? First step is to get the applicants. Maybe doing them online would appeal to more people. There should still be an opportunity to vote in person. The earlier we start to advertise, the better. We haven't announced the process, yet.

--Recruit candidates from current SLT committees

--possibility of creating anonymous nominations (or is there another word for it? Maybe "recommendation"). "In an effort to be more inclusive, if you know of someone who would be good for SLT, let us know so we can reach out to them." Karin will reach out to committees to put out the word.

--Everyone, please take a look at language for solicitation for members and send any comments to Karin.

--we will move forward with June election, even though Karin will not be there (Liz Dank to help).

Youth Equity Congress

--they want to do a survey to see how they feel about things: friendship, recess, to what extent students feel like they belong and feel connected to the school community.

-- possible survey questions/topics: what time of day do you feel most connected? Do you ever talk about your home life in school? Home self vs. school self. Negotiating partnerships. Kids who are left out because they're not anyone's first choice or best friend. Is it important that someone is similar to you? Connection to teacher and classroom environment. Do you see reflections of your culture in the school community? Messaging: we want our community to feel inclusive.

--Everyone, please send a question or two to the SLT email.

--We can use some of the data from the survey to figure out if there are needs for other affinity groups.

April 10, 2019

In attendance:

Rebecca Fagin

Monica Salazar Austin

Sara Thorne
Elizabeth Dank
Karin Pavese
Hillary Fernandes
Olivia Poor
Kim Van Duzer
Amy Leffert

Principal's report:

Middle school letters might be sent next week. Everything is now via myschools. The school can print out letters for those who cannot access a computer.

Bathrooms – capital improvement plans have not yielded results. There is not hot water in many of them. Perhaps we can get involved in the participatory budgeting or grants. 51 applied for participatory budget funds.

Raise Conscious Children – 3rd week professional learning cycle to adapt lessons we already have to be more culturally conscious. There are likely ways that we could weave particular ideas into curriculum, such as bias, or stereotype.

Social Emotional Learning – district wants consistency, Rebecca, Halee and Dawn will be going to a training. We have social thinking and 4Rs, this would be adding in ruler.

Next year's goals – restorative circle training across the school. There are a lot of different pieces. There has been success among staff members in other schools.

Health education – Ashley Patillo is coming to work with 5th graders. We are talking more about how to bring this to the earlier grades and integrate with other program offerings. We are looking at our PE program, where it is hard to get the minutes even. The other movement programs we have do not count for PE minutes according to the district. We would have to hire another PE teacher, and figure out the gym space issue. The health standards are also pretty outdated. The goal is to streamline all of this more effectively. Is it classroom teachers, PE, Science that takes on additional health teachings. We have a lot of conversations coming up with our 4th graders around relationships. We have divided some of it up amongst the science teachers, but there is probably some good content we could be bringing in earlier. Rebecca just did a panel on transgender students, and how we have supported our students through that

process. There is a question around where those kids go if we separate the genders, which we are not supposed to do anymore. We could do break out groups, but need to plan that well. There was just a revamped recommendation of the health ed teachings through the DOE. We would like a structure that allows students to meet and ask questions more regularly, like a monthly advisory small group session. We could consider adding in a part time health educator.

Goal is to put in place pieces of this that would be good to work on for next year by June.

Youth Equity Council Survey:

We have compiled a group of questions so that the YEC can select the ones they want to use. It would just be 4th and 5th grade taking the survey. If it is younger students, we should use the smiley face scale, but the YEC is for fourth and fifth graders, which is why we are starting there. We want to connect some of this to race and gender to see if there are certain groups of students feeling one way or another. We are still debating whether to ask students to identify race or gender. The goal is to see how connected their peers are to school. The survey will be informative to the teams of teachers to look at collectively. The class could submit the surveys and look at the data in their google classroom. We can have the YEC talk about these questions with one another and refine them. They could then message to the students that they want to learn what we can do better. Certain takeaways will be shared with the YEC, once the results are in. We can provide them with the findings, and hopefully find a concrete topic or project that they can work on from these findings. If we find a group feeling less connected, we could form an affinity group for them. We could also include a prompt where they could write how they feel about connectedness to school.

May conferences:

These have been used to talk about the upcoming year but they are not well attended. If we do not do this, it could be an optional conference for parents who want to discuss something with their teachers. We could message it that way and then offer an opportunity to come on a first come, first served approach, notifying the teacher that they plan to come. We could also do an open house opportunity with their current year teachers, with their kids. This increases equity and access.

SLT parent elections :

Limitations might be coming to the PTA meeting and/or having to do a presentation at the meeting. Outreach is also really important. We will email the committee chairs and nominate people. We will message the positions with the open PTA positions as well. The last question is whether we do an online ballot. We can do a survey monkey link, and offer kiosks at drop off/pick up. Monica will run this idea by the IDEA committee. It is simple to set up and Liz will send a sample out.

May 23, 2019

Hillary Fernandes
Olivia Poor
Monica Salazar-Austin
Rebecca Fagin
Kim Van Duzer
Sara Thorne
Amy Leffert
Karin Pavese
Emma Fitzpatrick
Halee Hochman
Liz Dank

Minutes from April approved by all.

Principal's Report

Courageous Conversations

--Rebecca attended a principal's conference in Sunset Park. The professional development focus was on "courageous conversations"—how to establish a protocol for our school to help parse out the emotions students are having. Conversations about integrating schools, for example, would be divided into: emotions, beliefs, thinking, and action. Identifying where you are in the conversation is important; you can get centered by noting all four areas. This can be applied to conversations in the classroom, and discussions about race-consciousness and re-zoning.

Re-zoning of PS 32

--Re-zoning meeting report. Over 400 seats are opening at PS 32 in 2020 and that's why they're rushing it; a map should be out by June. Trying to mirror the middle school admissions process for elementary schools. This would impact a sub-district of District 15 and the schools impacted would be PS 261, 38, 58, 676, 15, 32, and 29. Are BNS and Children's School a part of the rezone? Those schools do not seem to be subject to the re-zone. They want to make sure that voices from all schools are being heard. PS 58 and PS29 are recognized as being over-enrolled. PS 676 is well under-enrolled. One idea is to narrow the zone and allow for admissions priority in order to increase diversity. Everything is on the table right now. In general there is a feeling that diversity is a priority, but there are reservations about the idea of families having to travel far to get to school. There would be sibling priority (ie siblings of current students would be grandfathered in). So if they are looking to begin in Fall 2020, incoming Pre-K families this fall would be impacted. The DOE has not reached out to current Pre-k families, yet. We need to start dialogues to get people comfortable. This is going to happen in service of diversity and integration, but families need to be a part of the conversation. We need to do outreach to incoming pre-k families that are in PS 29 zone—this re-zone may impact the school they will attend.

Additional thoughts about Re-zoning:

- the integration panel ("Envisioning Integration," May 28, 6:30pm) is very timely; there should be special efforts to promote it
- PS 29 is already doing a lot of the work; excited about the idea of diverse classrooms. It's a different kind of challenge to do this work in classrooms that lack diversity; this is an opportunity to get ready to serve a more diverse student body
- Raising Race Conscious Children curriculum is already being implemented: we're already doing the work; there's been a focus on diverse learners
- PTA inequity—schools in the sub-district have wildly contrasting PTA budgets: how/is this being addressed?
- It's a conversation about diversity and inclusion vs. segregation and integration.
- Community Education Council of District 15 May 20 information meeting: included feedback from people being upset, citing high real estate prices should mean you can buy a good education

--What can SLT do to support outreach and get families/community stakeholders to be a part of the conversation? It's hard to message out when there isn't a coherent, DOE-generated message. There should be shared language so it's consistent from school-to-school.

--Tonight: CEC (Community Education Council) of District 15 meeting at PS 29; Anita Skop (District 15 Superintendent) will be there. The DOE presents the re-zoning plan and CEC votes on it.

--This diversity/integration plan falls under the "Equity" theme for SLT next year—committees will focus on the topic. IDEA Committee is in discussion about a Social Justice Week, for example.

Healthy Relationships/Sexual Health Talks

--Sexual Health talks for 5th grade and Health and Hygiene talk for 4th grade have happened over the past few weeks. How can we begin these conversations earlier? Ashleigh Petillo has been helpful in navigating discussions about gender expansiveness and other sexual health topics. This led to an excellent classroom discussion about gender transition and also concerns about women in some countries without adequate access to sanitary pads. Cara Turnball has spearheaded topics of conversation with 5th graders. The goal is to have facilitators school-wide to support more conversations, almost like Advisory in middle school.

Committee Reports

Just one personnel change for Committee chairs; Equity focus for the year has been confirmed with everyone; we will reconvene in the fall (maybe October)

--we should continue to be more strategic about PTA meetings, to combine with a talk so you don't have to choose between events

--Visiting Authors: *Julian Is a Mermaid* book author cancelled. Will reach out to a few people to align with Book Fair/promotion

--idea for SLT or PTA book club to align with equity focus—post around about reading the book, community-wide, and meet to discuss. Ideas include: *Stamped from the Beginning*, *Blindspot*, *White Fragility*.

--Learning Support planning 3 talks in fall. 1.) Include which is open to the whole community 2) a coffee hour after drop off addressing, "What do you do if you feel your child is at risk?" 3) Speaker about reading skills to be timed with Book Fair.

--Community Service: June 5 is the last meeting. How to leverage 5th graders for Super Science Saturday, since goal is to have more student led events. How can we bring kids into events? Engagement will increase if students are involved. Service Project survey/reflections are happening.

--Rummage sale connected all the dots between the work being done in various committees, with its focus on sustainability, refugees, service...

--2nd grade: Cobble Hill Health Center has not been very responsive (plus the stomach flu outbreak at school put a damper on things).

SLT Elections

- new solicitation language was distributed to parents and also teachers: through class parents, committee chairs, PTA, and Monica's weekly notes.
- haven't received official nominations, but 4 people expressed interest
- date for election timeframe confirmed: June 10-14. This will coincide with the book fair (should we set up a voting kiosk there?)
- change the headline of the message so it doesn't sound like Committee work is required
- we will need to confirm staffing for morning, after school, and after after school voting kiosk

June 20th, 2019

Attending:

Halee Hochman

Olivia Poor

Monica Salazar-Austin

Emma Fitzpatrick

Hillary Fernandes

Amy Leffert

Rebecca Fagin

Sara Thorne

Liz Dore

Liz Dank

(Amanda Abry)

May minutes approved.

Principal's Report

Pledge of Allegiance (background for more in depth conversation at end of meeting)

--A parent has expressed concern about the time taken to say the Pledge of Allegiance daily and that it's not inclusive.

--Since 2001, it is required by law, though it may not be practiced by all schools in the area.

--PS 29's approach is to present it as an opportunity. Instead of requesting that everyone say it or stand, we simply introduce it, "And now for the Pledge..."

--By having it over the loudspeaker it takes the obligation away from the teachers

--Perhaps we should present the option to kids and give historical context for it

Budget

--There was Budget meeting with District Office; DOE budget—our budget covers our staff (there's no budget for OTC, per diem for substitutes, OT, etc) so we are fortunate to have PTA funds.

--There are several resignations and a retirement which takes a long time to process. We can't hire until that process is done. There's a district hiring freeze for general ed and hiring outside the DOE. You can still hire special ed and ESL. The hiring committee put in a lot of time, doing recruitment and looking for candidates of color. We're looking at numbers for next school year. Right now we don't have enough funds to increase a section. We're funded for 32 kids per class, but we don't like to go beyond 30; the sweet spot is 27.

CEP

--Now a whole new CEP to start off the new year. We'll need to consider if there's a group of students that we want to focus on, plus a literacy and math goal. We want to continue to build on equity work in regards to SLT, committees, events...to weave that theme throughout the school for the year. Specialty teacher planning is tomorrow and we will look at how to thread that theme through.

Wellness Day

We had an amazing Wellness Day, June 11. There was a focus on taking care of ourselves as educators. Teachers signed up for acupuncture, meditation and there was a beautiful lunch and a lot of gratitude.

Committee Reports

--Diversity Committee: Potluck tomorrow, can still sign up. A parent is performing with his band. Live music is a welcomed addition to the potluck.

PTA

--Executive Board is talking about simplifying the number of events/meetings and how can we streamline to make it easier to attend everything

--Budget: looking at the budget for the past year to keep it to things that we are using instead of growing and growing. Trying to be more thoughtful about the resources and how they are used.

--Events: try to align SLT committee speakers and PTA meetings

--Book Fair: thinking about going down to one Book Fair. Spring is hard to fill with volunteers. Instead, move the Fall fair into November towards holidays. We don't make a lot of money in the Spring. Try to make more in Fall instead. Two fairs also feel like a lot for the classes/teachers. Amazon Associates could recoup any lost income.

--trying to expand exec board roles into committees so exec board roles are not too much work

There will be a PTA Co-President election for Spring. Combining Exec Board and PTA meetings to make it more manageable next year.

Rezoning

--CEC is trying to flesh out the goals and the communication piece of it. Principals think it should be reframed: not a rezone but increased diversity and renewed learning. One idea is to set 30% of spots aside at each school for English Language Learners, Free and Reduced Lunch, and Students in Transitory Housing. Another is to decrease 29 and 58 zones because they are 2 schools that are over capacity. On paper 29 is over capacity even though there is room. Another idea is to redraw the lines with diversity in mind. Or to share a zone and create a process similar to the new District 15 middle school admissions (controlled choice admissions).

Youth Equity Council

Thinking about how the reps from the classroom are selected. Monthly meetings were difficult as they were across the district at noon and a challenge to get our student rep there.

SLT Election

The uncontested election could have been confusing to do online. But for future reference, there are documents about the online election process.

June Fun

The entire School Leadership Team is in agreement that one uniform, school-wide June Fun Calendar should be considered. This would help to

eliminate confusion and the burden, especially in families with siblings, and make us consider the value of each of the days. It could also be used, then, to promote school-wide spirit. Possibly keep it to one week in June. Team leaders to get together to decide what goes onto the calendar.

Pledge of Allegiance

Presented by parents of a Kindergartner and 1st grader

--If there's one thing that students do every single day, what is the best thing for them to be doing? What's the best thing for every classroom to do to focus and start the day? According to other schools it's flexible: school songs, bells ringing, meditative breath. There has to be an intention and a choice. If we're going to say the Pledge it should be done intentionally, teach it and the history. If you want to explore other options, how do we do that? Suggestion to survey parents or students, do research to see what to do. So it's about two things: do we start our day this way? And if so, what is the intention? And if it's a choice, students are not told that it's a choice and not taught the words. Concern that the message of the Pledge is at odds with people who are not US citizens or that students who want to opt out will feel embarrassed to do so.

Response

--teachers don't necessarily think of the Pledge as the start of the day. The day starts with morning meeting—a calm, centered way to build community. It might be a logistical start to the day, but it hadn't been thought of as a symbol to start the school day. The school day starts with sitting in a circle and building community.

--There are over 1,000 people in the building that we're managing so there is consistency by having the Pledge daily at 8:35am. We're taking the pressure off of the teacher by making it a practice of the school over the intercom. Mindfulness or meditation or circle is happening as a way to start the day. Having a more uniform way to talk about the Pledge or introduce it is something we can consider.

--At PS 29 so much attention is given to building the classroom community, supporting one another, and accepting everyone's differences, like whether or not they participate in the Pledge.

--perhaps use the Pledge as an educational tool; a civics lesson.

--The Pledge over the loudspeaker works for us. For the first time in several years it's clear when school begins

Final Notes

Starting to put dates on the calendar for the Fall. SLT dates will be sent over the Summer.

Sep 12: Curriculum Night

Sep 19: first SLT meeting

September 14, 2017

In attendance:

Hillary Fernandes

Monica Gutierrez Kirwan

Sara Thorne

Rebecca Fagin

Monica Salazar Austin

Karin Pavese

Kim Van Duzer

Shannon Mullholland

Amy Leffert

Mike Errico

Andrea Colvin

Ellen Lafferty

Observers:

Devina Foley

1. Welcome & Introductions
 - a. Team members went around the table and introduced themselves.
 - b. Rebecca gave a brief explanation of how an SLT meeting generally works, and the types of things we generally do and talk about at SLT.
 - c. We have an SLT email address - ps29SLT@gmail.com. This is a way that parents can contact the team.
 - d. The minutes from each meeting need to be accessible to parents and community members.
2. PS 29 Big Picture
 - a.
3. PS 29 School Leadership Team
 - a. Meeting dates
 - i. October 19,
 - b. Responsibilities: we need co-chairs (one parent and one staff), a secretary, someone to check the SLT email account - maybe this could be the chair.
 - i. Shannon and Sara volunteered to be co-chairs.
 - ii. The co-chairs will also be timekeepers for our meeting.
 - iii. Kim and Hillary volunteered to be co-secretaries.
 - c. Goals
 - i. Mike asked if Rebecca could give some examples of past years' SLT projects or goals. One example was a parent handbook. Another example was a diversity-related goal that led to starting an after school program for our ENL (English as a New Language) students. A third example was a conversation around homework - this led to us studying (as a team and staff) our beliefs around homework. This led to us clarifying our beliefs about homework and changing some of our homework policies across the school. Class size was also a topic of conversation at SLT last year.
 - ii. Kim shared the idea that SLT is a place for a group of representatives of different constituencies (parents, teachers, administration) come together to voice issues or concerns for their particular constituency. We talk about these issues in SLT, but after the discussion, other groups (subcommittees,

PTA, staff and administration) do the work of moving projects or policy changes forward.

- iii. Rebecca suggested that SLT can serve as a sounding board and also a way to determine whether ideas/concerns are representative of a larger feeling.

d. Subcommittees of SLT

- i. Karen explained the subcommittees and that we need to update each committee's representative to SLT.
- ii. Community Service: *Monica Salazar-Austin*
- iii. Wellness: *Shannon*
- iv. IDEA: *Monica Salazar-Austin*
- v. Education Action: *Sara, Kim*
- vi. Special Education: *Karen*
- vii. Grants:
- viii. Arts: *Amy*
- ix. Technology: *Sara*

4. Other Agenda Items

- a. "Book Bucks" in lieu of money at the book fair
- b. Recess update

- This weekend there is a conference in Park Slope addressing the new Equity for All agenda. 8am-3:30pm
- Our goal is to have more events that connect multiple committees ideas. For example, a cultural potluck might also talk about a wellness topic.
- Add a service piece to events. Have people bring donation items to movie night or other events.
- We want to stay mindful and aware of making events accessible to everyone.
- As a school we are thinking about having a Code for Living for PS 29 that would align with 4Rs and include discipline and behavior aspects. We want to have a collective set of values that can be applied to all parts of the school.
- Special Education committee is proposing to rename as Neurodiversity Committee.
- Book Fair
 - Currently, some students that get Free/Reduced lunch get vouchers to get a free book. Often, it is obvious when kids have money from home and others have vouchers

- Perhaps all kids could have a voucher or book bucks so the book fair will be cashless.
- It could be a paper voucher for everything. Or maybe a spreadsheet. Could it all be digital?
- Some concerns
 - Will there be different increments?
 - How much would they be?
 - Will this be easier?
 - What will the turn around time be?
- Rebecca will meet with teacher leaders to talk this idea through.
- We want to move quickly as the book fair is approaching soon.
- Recess
 - Last year we surveyed teachers, parents and students about recess.
 - A team of Dawn, Marianne Buzzetta, and others met with people from KING (kids in the game)
 - KING said that we have a good structure in place.
 - Offered some packages that they offer.
 - Dawn emailed back to have a more tailored package that would meet our needs.
 - Staff and volunteers will wear vests so they can be seen more easily.
 - We want to get more parents that will be consistently volunteering to help at lunch and recess.
 - Rachel will connect with Dawn for next steps.
 - Plan out what parents can do
 - Work with monica to create a parent volunteer meeting
 - Create the plan for KING
- Overcrowding
 - Shannon reached out to Brad Landers to talk about class size and the issue of families coming to 29 and then moving out of the zone therefore creating overcrowding.
 - Politicians do not want to touch this issue.

DRAFT Minutes: October 19, 2017

In attendance:
 Hillary Fernandes
 Sara Thorne

Rebecca Fagin
Monica Salazar Austin
Karin Pavese
Kim Van Duzer
Shannon Mullholland
Amy Leffert
Mike Errico
Andrea Colvin
Halee Hochman
Elisabeth Stephens
Roseanne Bigleo (sp?)
Elizabeth Dank

Minutes approved, add monthly to google doc

1) Principal's Report

There have been highs and lows so far, PTA tomorrow is a budget discussion covering how the DOE budget is in a harder place due to lower enrollment than typical. We are 55 kids under, which makes some classes 24 kids. There is a projected budget in the spring based on historical enrollment, and that is how much they give to start the school year and we have had more kids leave than start this year. We are funded for 32 kids in each class. Some attrition is due to moving, others for private school and not as many over the counter students enrolling as expected.

In order for things to continue to run smoothly, will need to ask PTA for some funds and there will need to be a vote. There are good programs and positions that have been funded already and class sizes are okay, but we will need more funds for absences and for professional development. If those funds could not be approved, would need to split classes or get creative with a teacher being absent, or professional development. What we don't want to do is collapse a class with 23 kids and instead of covering a maternity leave, take those kids and move them into different classes. Some funding can only be used for certain things, problem set math book funding and title three for ENL students. The gap is 200 to 300k – it is roughly 4000 per kid. Each child with an IEP is roughly 7500, which is how we pay for ICT teachers. In other schools there are no extra funds, here we have best practices that we prefer to do if we can. The PTA meeting tomorrow will give an overview of the plan and the situation. Immediate money is needed for absence coverage and supplies. There will be a vote on the funding situation at the November PTA meeting.

We try to plan for this, by asking people their plans so we can schedule in advance. Pre-K is different money, so this is only for K-5 enrollment. Pre-K does limit flexibility on space usage. A 7th kindergarten would create a problem moving forward, as it increases the number of classes needed down the road. The decision we faced were giving up a music room who would push into classrooms, but that changes the way the program is taught. Relative to other schools, that is a luxury.

Survey results came out and they are really positive. The results are from 2016-17, but families feel engaged, excellent communication and a safe environment. The lower scoring areas we are thinking about. Peer mediation starts soon and Roseanne and Rebecca are working with a professional mediator parent. The running club is up and going with 115 kids. Chorus and green team are all running as well and band starts next week. Today Asphalt Green came to observe our recess. They are a free program. We are thinking about where we can save money and there are opportunities within the DOE. We have an upcoming professional development session on 11/7 that we are thinking of paying to send our school leads to.

Harvest week has been amazing. The activities and lessons have been very strong and meaningful for the students. Tomorrow is the harvest lunch. We are doing a lot with diversity work, next week is a talk on raising race conscious children, they will come back and work with staff in January. There is an intro to special education meeting next week with an outside organization called Include. We have also had amazing homework support sessions with Kim. Math is a big focus this year.

2) School Communications –

We had a situation occur with a parent posting something on facebook and a response to her post. We think about messaging so much and in this case, most people did not know that much about it. This had nothing to do with our school aside from it being a parent at the school. It is so hard to know what people are reading and paying attention to, and so hard to know what everyone cares about and where other people don't care as much. One person – hard to tell how many voices that represents. A parent came to say they felt their child was not safe here. Rebecca called the NYPD as we had heard there was an investigation. The entire day was spent on this issue as they were vetting what could be said. We want to stay in control of the message and ahead of it. There are so many people involved in all of these situations. It is unknown whether sending a letter made people more anxious. Tomorrow's PTA meeting will cover the safety plan that the school creates every year. There is a parent component to it, and Monica has that portion in her office. It would be helpful

to have a guide to what the security protocols are. There may be a place for this in the parent's handbook so that people are reassured. In urgent situations, not all of these steps would be necessary. This case is not representative of other times when we have needed to get a message out.

Something that tells people what drills are practiced, as well as what happens in each of the events would be helpful. It is documented on the website under the October notes. We can also put on the website the handouts from the safety portion of the meeting tomorrow. There needs to be more messaging around what will be done in the instance of a situation.

3) CEP and Math Goals –

There are so many goals, and CEP has 5 or 6 that need to be aligned with pillars, framework for great schools. Chancellor Farina shifted the goals when she came in, they are schoolwide, big things being thought about that are aligned with great schools framework. That does not mean that we do not have other goals. Some years the CEP goals change radically, some years they are tweaked slightly. Now with Kim as math coach running meetings with teachers, we are in a better place to decide what we think is the most important area to focus on. Last year, a lot of teachers said they wanted to work more on math talk and communication. Drafted a goal on that, but now that she is in the classroom meeting with people and working with students the need for visual tools and models is becoming apparent. Teachers are asking for ways to help students see the math. They are thinking about going back to other grades to utilize those tools. We might need to revise the goal to be about that, as it cuts across grades and could support teachers and students. Teachers are increasing their comfort with visual tools that best match the concepts they are trying to teach. We had first/second and third/fourth and fifth grade parent meetings. In the first and second grade meetings, we gave out bars of cubes and the parents were really excited. The feeling from parents is that it was helpful to see the tools being used at school.

Math readers rep from each grade, talking about other goals – instructional round, CEP is a living document, so we can go back in and make changes. Idea of doing instructional round with math leaders, modeled after team of doctors going to do rounds in hospital, looking at patterns and trends. Comes out of Richard Elmore's work. Idea is that a team would take low inference notes on what the teacher is doing or saying, and what the student is doing or saying. Put it all on post its, and look for patterns around what teachers and students are doing, what is working well and what could be reshaped, and then use guiding questions around the tools that students are using. It is useful to have other eyes on these goals, one is around diversity so every child feels they belong and

can thrive, and how we support every kid. We are looking at partnerships, such as what can we do in other ways to work towards that goal. In the main office, there is a project connected to all of this work students designed panels with different words around community that represent PS 29 in all the languages that represent who we are.

Things like the Buddy bench, which needs to be reintroduced, as we need to go back to it again and again. We have done things we need to remember we have done. Perhaps there is a way that Music/Arts/ could help with this goal. The goal is ensuring that our students feel they belong. Buddy bench and panels were efforts made in that direction. Maybe a theme song, event, common song that the music teacher is doing.

There is a school song that was found for the 85th anniversary. The school building is coming up on the 100th year. There are venues that are free during the day, like Jalopy, they have days free and span a lot of different genres. Michael has done events where he has gone room to room singing, so perhaps travelling singing with few different songs from places where our students are from. Musicians on call. There may be a way to plug into local booking agents. We have a relationship with BAM, so there may be something to explore there too. That goal needs to be reshaped, and it would be nice to bring music or other arts into that.

Book Fair –

Is happening next week. Andrea runs that. There is a question about selling PS 29 merchandise when kids are in class. There are pros and cons – some people feel they are sending money for books, others are fine with their child buying PS 29 merchandise. If book bucks work, that is sponsoring free merchandise, as we are not distinguishing between free bucks and sponsored ones. Change left over rolling over into books for classroom is perhaps a better use than hats and pencils. It would be mornings and evenings when parents come in. Con also is that we make money on the merchandise for the PTA. We could restrict it to a few items, notebooks and pencils.

4th grade -book bucks extra money will come back to the classroom and no one has seemed bothered by it. Cash – extra dollar for a pencil is fine. Not selling merchandise during the day makes sense, it is a book fair promoting reading. Toys have been banned. Previously, there was no merchandise. The PTA is working hard to set up an on-line store by December. Alex, who runs the book fair, is a former parent and he puts out the toys and that is what he makes money on. He does make a percentage of the dollar amount of the books and we get 35% of that. Money out of the PTA purchases the merchandise. This is not an economic decision so much as an educational philosophical issue. There

seems to be consensus about no merchandise during book fair hours. There will be shelf toppers with teachers recommending books for each group, which came from the IDEA committee. They will be for books tied into social justice, social emotional learning. There is a fear about hosting evening events such as read alouds or author visits, as they are not as easy for students who are bussed in.

Visiting author Question:

Peter Souza, Obama's photographer, wrote a children's book. A parent come in and offered up an author. It's hard, because it is a great opportunity, but we have given thought to these things and it takes oversight. Author visits tied into the book fair in the future could be a good opportunity. Outside of a book fair, we cannot be involved in the sale of their book. The question is whether to open it up to a presentation, but where do we draw the line? It is supportive of that writer, but it is a risk. There is a way to have the bookstore do the selling, but that is just too hard for us to coordinate right now.

Curriculum Nights – Double Presentations -

For parents who have kids who do not have a large age spread, could teachers do a 5-6pm and a 6-7pm presentation so every parent could see both? This would be for next year, so parents could go to both presentations. You have more opportunity to interact with teachers of younger grades, so it is an important night for the interaction with the teachers. It also could be helpful to the teachers, as parents who miss are asking a lot of questions about things they missed. It also would help parents who work and need to come later. There are some teachers who really hate speaking in front of parents and find it anxiety producing and would be very upset about doing it twice. It is also exhausting to do twice. It might work with a break in between. It is exhausting to repeat it twice. Could it be a make-up on a different night? What if the PTA offered a dinner for the teachers who stay? Parents also ask a lot of questions which make the evening longer. There is also a handout about what is covered. There have been a lot of configurations about curriculum night and sneak peek in May, what's coming next. The teacher is not known, so teachers talk in groups in a room about each of the grades. That is how it will be this year. There are times when two sessions are offered and people do not come. If we did it where it was each grade a different night, that issue would need to be voted on under a new contract. It would have to be passed by the staff. Some parents do not want to come back multiple nights. We could video it.

PS 29 School Leadership Team Minutes
November 9, 2017

In attendance:

Hillary Fernandes

Sara Thorne

Monica Salazar Austin

Karin Pavese

Kim Van Duzer

Shannon Mullholland

Amy Leffert

Andrea Colvin

Halee Hochman

Elisabeth Stephens

Elizabeth Dank

Also attending - Jamie Zellmeyer

Future Meeting Dates

December 14

January 18

February 8

March 8

April 19

May 17

June 21

Book bucks:

- Worked well. Very smart to only pilot the idea in one class. There is a lot of spreadsheet work involved, but it accomplished 95% of goal of equalizing the field.
- The worry was parents not paying back the money for their book bucks, but a lot of people did come in to pay.
- 4th grade teachers overall liked it better than cash, as easier to handle, and eliminated students sharing money. There was some confusion around how much money they had if it was purchased electronically.
- Some of the class lists had students missing. A few kids got to the book fair and did not want to buy books. The money went back to the teachers but the teacher felt the money should go back to the parents. There was still some comparison about the amount, but that is likely something that can never be eliminated. Is there a way for parents to opt out, not an issue. In general, really positive experience. The process was really easy. The average that went back to the 4th grade classes was around \$60. In general it is likely to end up being more.
- A lot more early messaging to parents would be really helpful. The box of books that parents used to buy books from was a help before.

Do differently next time:

- We can add on grades next year rather than going to the whole school. The younger grades would be a good place to start as dealing with money with them is complicated. The class lists were not right, same with the ones for photo day. The class lists were from Monica, and likely from before the first day of school. Teacher wish lists need a different form so parent's feel they are buying a gift certificate. There is no reason to not give the money back to the parents if a student does not buy something. Andrea will add a line to the book bucks showing the amount and then a line for how much of that was spent.
- Ten dollar book bucks are going to the kids whose parents do not buy a book buck. PS 8 gave a suggested amount of \$20 to upper classes and \$15 to lower. There is no current way to opt out, so that needs to be worked out, as do the online payments. On kindful, parents signed up and put student and class number in the comments, but only 50% did. It needs to be a required field, if that is possible on kindful. That was the main negative comment. If we can't figure that out, we will need to not do online payments. It would be better if we could keep the online payment options as teachers did not need to worry about cash. The envelope in the office was a concern as it had cash in it. There needs to be a more secure system. Andrea will attend the April meeting to discuss the changes for May.
- Merchandise was \$1400 versus \$4000 in earnings this year. Launching online form to compensate. We also might do a morning popup or do store at end of FALP. The issue is man-power. Could the 5th graders run it, they would love it and it would be service.

Principal update:

- We have parent teacher conferences next week, specialty teachers and support teachers will be here too. Electronic report cards are new this year, there will be two copies, one to keep and one to return. Some of the indicators were changed to be more consistent by a committee this summer. We are launching our first school wide read aloud for the year. Teachers chose We're All Wonders which is really connected to diversity goals and looking at individual people. Parents will get a letter about it, and all teachers will get a copy.
- Recess – we have partnered with Asphalt Green through a grant – it is a free program where a coach trains our recess staff and he stays for recess. Our first one was last week, and he trains for an hour and a half. The work is based on data we collected last year, informed by gaps and needs around social emotional learning and managing that with a large group of people. Differentiated games, not just a big game of tag or kickball, but rainbow tag. They play it in training and then put it into practice during both lunch periods. They are putting the lessons in a binder to use later. There will be four training sessions total and he gives his observations about what is happening at recess, and other ways to get student's attention. They focus mainly on recess and games. They will also spend time talking about indoor recess, though our space for movement is limited. The staff was receptive, and we provide a lot of professional development for our teachers but not always our support staff.

- Wellness – Last Saturday was the bike event for the first graders. We will have a bike safety presentation during the school day and a second one the morning in a few weeks. The first was a huge success.
- PTA Funding was approved unanimously. The day to day expenses and absentee coverage for teachers, supplies, etc. will be funded.

Potluck Reflection:

- There have been concerns around behavior. These are for kids K-2. The kids are running around, teachers talk to the kids before about behavior, parents are there and not enforcing behavior. The question is if families get anything from them. The goal is inclusivity, and to build relationships. 58 does a hangout at the playground, so kids have an outlet for their energy. When that was suggested in the past, people were going to the house of a classmate. The problem with the yard is that it does not get cleaned up. The custodial staff is on the custodial staff to have to clean before the kids come in the morning. You could remove the food and just play outside while parents talk. Students who are bused home can go to kids club so that they can stay. For individual class events, though, that does not apply. It is only for the schoolwide events. Perhaps we give guidelines to parents. We also need to move the date up, which get communicated ahead of time in the welcome letter. The welcome breakfast is not enough, though. Is there another way to form the connections. Maybe a coffee event after FALP or drinks event? Perhaps a weekend playdate, but you have to remove the expectation of a teacher attending. Perhaps we create a list that class parents can pick from to choose an event- hard for class parents who are not heard. Events that involve food are really hard for some families.

Raising Race Conscious Children Reflection:

- Really well attended, nice connection to things thinking about, but one of the things that was missing in the past was tools and tips. Laurie taught really specific strategies around how to talk about things, and then practiced the strategy. The strategies were straightforward and clear. Interesting conversations about books, even from the cover of a book or a subway ad. The staff will be working with her for two professional development days. The conversation was not politically charged, she was able to move the conversation on. The topic really stayed focused on what you can do to talk to kids about race.

SLT Bylaws and Discussion –

- The bylaws have not been revised since 2015. We should propose revisions for December and then vote on them. One of the things to change is core member balance, as we have to have representation from parents and staff.
- Do families even now about SLT and who to go to in order to raise topics? They will likely go to Monica or the PTA.

Future CEP Work -

- Rebecca and Halle are talking about the best way to work on it so that we are working toward it rather than just revising it. We want it be authentic and relevant – what are the goals we want to work on and how can we measure them and fit them into the CET – they were supposed to start in Sept, so this will likely address what we want to do for next year and if they are aligning with SLT and whether there is anything we can do at SLT to support those goals.

SLT 12/14/17

Attending:

Sara Thorne

Monica Salazar-Austin

Amy Leffert

Elizabeth Stephens

Rebecca Fagin

Hallee Hochman

Kim Van Duzer

Hillary Fernandes

Dawn Pender

Elizabeth Dank

Minutes from the last meeting were approved.

Principal share:

Events:

Winter arts showcase festival, school play is James and The Giant Peach.

We are now shifting into a new part of the year, with testing upcoming.

IDEA committee potluck and the Eat, Pie, Shop were successful.

Open house was held last week with a few hundred families coming. It's a lot of work, and many of the families have kids who are not yet school age.

Enrollment:

Pre-k status for next year is not yet clear, we work with the DOE to decide the number of classes. We currently have 90 zoned students who have applied for kindergarten next year, and there are 34 with siblings. That would create 6 sections. The waitlist is

generated after January 12th. We would like to reach out to the 38 families who did not receive a k spot to see if they would like to come for 1st. If all of our kindergartners return, that would push us to 32 kids per class. It will be hard to figure out classes for next year. The number of classes determines teacher hiring. It does not seem that the enrollment explosion of the current kindergarten class is likely to continue. There was an Inside schools article stating that NYC has top 50 of the 100 PTAs that raise the most money. Among them was PS 29, ranked 3rd.

CEP Math Goal:

The CEP is always shifting, it is a living document. Kim and Rebecca have been working on shaping the math goal. These are the big goals for our school. There are six goals, one is rigorous instruction which is where math fits. We are trying to align it with math statements and beliefs of the school community: mistakes are important, be flexible, communicate about learning, collaborate. What might make more sense is to have the goal be how to increase visual representation and tools across the classrooms. It could be representations, physical manipulatives. We have tools in the lower grades, but we have fewer tools in the upper grades. How to ensure we have visuals that are supporting understanding. There is a belief that every math lesson should have a visual component to it, so we are trying to increase the use of tools and visual representations across the grades in math. Kim is going to grade meetings at beginning of each unit, and thinking about hands on experiences related to content, or tools that could be used to increase learning. Getting grades together to talk about math, lab style PD around what tools and visuals are helping kids make sense of their learning. Family engagement is embedded in every goal. For math, there were math focused meetings around helping with homework, which included tools and visuals so families can support kids at home. We are also working on a differentiated approach to engaging different families, such as how to communicate with school choice families who live further away. We have developed a website for them and families in general around strategies. Kim will send the link to us and to the teachers of each grade to provide feedback. The website can be added to or changed as time goes on. Benchmarks toward meeting the goal will be through walk-throughs. Lesson study meetings will be another touchpoint as a way to assess that teachers are using more tools and models in their teaching. That could be a question in formal observations and pictures of the classroom. Parent engagement could be tracked through the website and which parts are being accessed. Another idea is to do an instructional round or a math walk to see the extent to which we offer our students these opportunities. That would need a lot of planning and organizing. Another goal to update is service. We will pilot a collaboration in fourth grade, working with an organization to give us insight into how to do it grade wide. The students identify problems they are most interested in, either in school, community or more globally. It is a twelve-week program, and there is a cost, so we cannot yet do it gradewide, until we know how effective the program is. There is a tension between tying service into existing studies and having the students choose their own.

Amending the bylaws and SLT bi-ennial survey:

Please complete the SLT biennial survey. This may help us know how to amend our by-laws. We need to make sure that we want to continue working with the organizations and programs we collaborate with. We want to be thoughtful about this, we do it all the time, sometimes more formally. We should look at the by-laws around things such as voting and revise them. Roseanne would like to be rotated off the team, we would like to have an assistant principal on the team, but would need to incorporate that into the by-laws.

The numbers in 1.1 and 1.2 are unclear. We would like to break it down differently.

Rebecca will run it by them. 5 elected parents (change to family members) plus PTA and 3 elected staff plus UFT, plus principal, plus DC.

Co-chairs in 4.1 will be one staff-member (not UFT) and one family member.

What if we made election criteria for family representative people who have participated on a sub-committee? Communication is key, you have to let people know how they can get involved through a pipeline. Some SLTs have different grade representatives, such as lower and upper grade representative, or ICT or specialty representatives. This can help to keep the agenda focused on our priorities as opposed to what their area of interest might be. We could create a timeslot for parental agenda items. We should put our parent representatives on the SLT bulletin board with the email address. We could do an email introduction.

Non-members should bring issues one week in advance to put their issues or concerns on the agenda in order for the item to be discussed.

The sub-committees and the events lists are not up to date. The committees should be in an appendix, as opposed to in the by-laws. We want the sub-committees to be aligned with the goals, and linked to the SLT, which is why there is the requirement to participate on a committee. They should know that you are the SLT representative. This will all be revised, sent out in advance of the next meeting and voted on. We can then sign agreement to the revisions.

For future SLT meetings:

Family engagement. Monica has a few goals that she will bring to the next meeting.

SLT 1/18/18

Attending:

Sara Thorne
Monica Salazar-Austin
Amy Leffert
Elizabeth Stephens
Rebecca Fagin
Hallee Hochman
Kim Van Duzer
Hillary Fernandes
Mike Errico
Elizabeth Dank
Monica Kirwan
Karin Pavese

Minutes from the last meeting were approved.

Principal share:

We are looking for more parent involvement for early grade cool clusters. There were a lot of parents for the upper grades. The idea is to have kids make choices from a menu of options, and work in a smaller group on a hands-on project. It is a lot of work to get off the ground, and is a commitment on the part of parents, but we did not expect such a low volunteer rate. The start date is February 28th. We might reach out to the upper group parent volunteers who may have younger students as well. At a certain point, we just will need to cancel, as it won't work with larger class groups. There are people willing to assist, but there are not enough leaders. We have offered to provide an idea and the curriculum for them. We'll do another push for volunteers. The other idea would be to reach out to existing committees. There is now an orientation, which may have deterred some participants. Please help spread the word.

Suzanna Sperry and Rebecca were talking about a big donors choose match that is going on right now. We are trying to augment tech needs with donors choose. Our screen technology in the rooms is old. We have been piloting promethium boards in 4th/5th grades. Those teachers received professional development. Trying to be intentional about how to assign them. There has been resistance to getting the smart boards and we're

trying to figure out which we want. Promethium boards allow you to project, students can use their own tech to answer questions. The scale is larger as well than a projector and a pull-down screen. The long term goal would be to put them in different classes. Susanna was wondering if we could just use a flat screen instead, where you can do those things, with an ipad. The only difference is that the kids can't touch the board, and that is a secondary piece anyway. It is \$600 for the flat screen and \$150 for the apple tv, plus mounting, so it is \$700 per class instead of \$5000. We are thinking about putting that out there as a goal. The match opens Jan 25th. Sometimes the hesitation with donors choose is a pressure to write how they would use them, but this would be very obvious for teachers. The proposal needs to be per class. The match amount would be \$350, which seems very easy to secure. We will move forward on this by purchasing one tomorrow to test that this is really what we want. Liz can oversee this process.

Informational testing meetings for each grade (3/4/5) will happen next week. This will provide an overview of the system. Testing is under 49% of the criteria for high-stakes issues like promotion and middle school admissions. Parents here are not always really pro-test. We try to take a balanced, neutral approach. We have an education action committee that used to have a lot of action around testing. We are also deciding about doing a meeting on testing in that committee, which will happen after the school meeting. We want to sound more coherent. It will cover procedure, scoring, format and sample questions. We support what parents want to do if they chose to opt out, which they can do day of the test. It is better if they opt out earlier. It is two rather than three days, with fewer questions this year. The state has been listening to the feedback. We do three days of practice, which is also good for just the learning aspect with some of it, such as how to support an argument. There were just meetings of all of the grade teams about what to glean from the data.

The results from last year did not change that much from the year before. Generally, our students did well. The writing we do throughout the year is different from what the test asks for, as it is much more rigid. We actually did better overall on ELA than math.

REVISED BYLAWS:

Other schools put the principal and the assistant principal on the by-laws. There have to be equal numbers of staff and family members, but certain people have to be on the SLT. We may not be able to make the decisions

about who serves. Rebecca will find out if there needs to be an official vote. In the future, we want to have a precedent with some engagement already, that is alleviated when we do the elections in June. To add items to the agenda, people need to email SLT/PTA to decide the appropriate forum. Some schools have SLT members who represent across the grades to help with approachability. We could make that an item. The SLT committee chair can send an email of the members and a short bio. A lot of people do not know what SLT is, and what we do. Send Monica a photo and bio for the page. We will take the slides from Karin's PTA presentation with the PTA committees and the SLT committees. Karin and Rebecca will finish this and send them out.

WATER FILTRATION SYSTEM:

We have, over the years, had a few systems cut off due to levels of testing. It is small, but leads the DOE to turn off the system, which takes a long time to turn back on. The custodial staff flushes the system each week and they check the levels routinely. The water fountains are very old. Filling the water bottles up is hard. We could use a filtration system water bottle filling station. Newer schools just add these in. We have the wellness committee, which this would fit under. The cost is an undertaking as we do not have the electrical component and it would be a few thousand dollars a year for upkeep. It makes a lot of sense if it is done well. The whole project could be a thirty thousand dollar endeavor with a two to five thousand dollar upkeep. The question is whether we want to make this investment. The initial up front cost is high, but the yearly costs are not, and the benefit would be tremendous. The money would need to come from us. It is in line with a lot of our values. The wellness committee wants to know why we have juice boxes in after care. This would be a large amount to put on the budget for next year. Perhaps we can work on grants with the wellness committee. Tina and Rebecca just wrote a small grant for 5000. We do not want to alarm parents that our water is not good. We can dedicate \$29 on 29th, but have to think about whether that is money we are pulling from core services, or if it is money we would not have gotten otherwise. At 321, they had a paddle for funding different projects at their gala.

FOREIGN LANGUAGES:

A group of parents is asking why we don't have foreign language instruction here. The chancellor wants every student to be bi-lingual. From research, we understand that the most effective language program is a dual

language program. PS 58 has a dual language program, and works best when you have a community of native speakers within a grade band. Schools may have one or two classes that are dual language with the second language being taught 50% of the time. Immersion is what matters for learning. There are challenges when you do not have the community, or where you have a principal who does not speak the language. If you start the program in K, you then need to hire teachers for first grade who speak the language. Those students stay together in each grade. We have had families who are interested in just having a dual language option to continue the learning for their children. BASIS teaches mandarin, but they have that as part of the qualification when they are hiring. For us, the only way that would make sense would be to have a specialty teacher teaching a language. That would mean getting rid of one of those subject areas. If an art or drama teacher was to leave, we could make the decision about whether we wanted to keep the program. Going once a week for 45 minutes once a week does not really work. Specialty teachers only serve a few grades, so there would not be the consistency. The benefits over music or art do not seem to make sense. Then we started talking about a collaboration, like BAM or STREB. That happens when there is something we feel we need, and then we start with a grant and expand it. This group wants a collaboration for foreign language or eight weeks, but that does not seem as valuable as having a dance collaboration. We can infuse the cool clusters or after-school program with collaborations as well. We are just not sure if the positives outweigh the negatives. We would only be capable of doing a push in model, where students would not really learn enough. The biggest hurdle is that they are unable to find good teachers. There would also need to be consensus around the language. Perhaps the parents could write a grant, but collaborations take away from instructional time. What are the goals these parents would like to have filled? Is it language exposure, or deep knowledge of the language? We will tell them our limitations and ask if what we can provide would meet their needs.

SLT 2/8/18

Attending:

Sara Thorne
Monica Salazar-Austin
Amy Leffert
Hillary Fernandes
Mike Errico
Shannon Mulholland
Karin Pavese
Rebecca Fagin
Halee Hochman
Elizabeth Denk

Lauren Kessner O'Brien
Cara Turnbull

Minutes from the last meeting were approved.

Principal share:

The donors choose match was a short window, we did get one funded. Two of those systems are now in place, one in Carolyn Rivas' class and another in the library. Susannah and Rebecca think this is the right plan for the school. You can use the ipad as the document camera, and show someone's work. Karin and Rebecca will talk to class parents on March 9 about this to talk about getting them into the classrooms.

Brooklyn Borough President Grant:

We apply every year and get every three or four years to continue to support technology in the school. This would be a 200,000 grant with a wellness component in it. There may be a way to connect the technology to the wellness goals and create the story behind it. There is also a green component we are discussing. The grant would fund chromebooks and

ibooks as well as the larger screen systems in some of the classes. This is a huge cost that we do not have a line item for in the PTA budget.

Water filtration system:

Matt, the PTA co-president found a grant for 5,000 at Lowe's, so we have applied for that.

School survey and best way to get word out to families

This is a NY city tool to measure climate and overall satisfaction in the community, from staff and parent's. It is one of the only opportunities for results that are published online and from us about us. We are looking for ways to draw attention to the best way to communicate about this. The response rate is pretty good compared to some neighboring schools. It is due March 23rd. Parent teacher conferences are the week before they are due, and while that is usually a good vehicle to communicate it, the timeline won't work. Is there a way to incentivize the students to remind their parents? We could do 15 minutes of choice time school-wide for hitting a particular target. Last year we hit 74% response rate. Incentive for staff to complete it would be helpful as well as we are between 50-65% response rate. We will backpack with an email follow-up.

Diversity and PS 29 Admissions:

District 15 ed council is actively working on a diversity agenda. They hired outside consultants to engage the community on issues of diversity. The focus is more on middle schools, but there is interest in addressing issues of equity and diversity in the district. The SLT at 321 last year raised some hopes to do something about the middle school process to include diversity, thought that would be a good chance for us to add our voice. There is re-zoning likely to be necessary due to new condos and would be prudent for us to express our views. If there is re-zoning, we would like this to be a priority. We are not currently very diverse socio-economically or racially. It would be great if we could send this letter to advocate for this. This is a conversation the IDEA committee has been having for a few years. We as a school need to take this on if the DOE is not driving this. It will take a lot of work on our part as a school to make this happen successfully. If we had an idea of the direction the rezoning would take, we could begin to prepare and create systems to support students.

There have been conference calls around admissions and enrollment and the diversity initiatives happening in the city. The zone is what defines who can come, and we have faced a waitlist of forty students this last year. The diversity in admissions program has been successful in other schools that

have different profiles. We are not in a position of luring students to our school. Could there be priority for students who receive free and reduced lunch? There are generally very few of those students in our zone. We do have seats in other grades and students who are bussed here, but that is saying we have room and the DOE choosing to send students here, and families have to agree. That is a small piece of what is happening. The district lines have not been redrawn in a long time, and our saying in advance that diversity matters to us would be a start.

Halee's old school did this, and they look at a lot of statistics. The CEC advised, but were looking at neighborhoods, and formulas and ways to decide new lines that were political. Our zone does not include housing projects, which is rare for a public school. Zoning has been segregated historically, but we would like to move them to look past the old formulas to look at new initiatives. Last June's diversity initiative did not have much impact and was aimed at middle schools and above. It allowed schools to opt in or out, and only three or four middle schools in our district are participating. Sustainable change takes time. This could be a great opportunity to be proactive, and administratively what we could do to support families and staff. We could serve as a model, as the demographics in the district neighborhoods are more diverse than what we see in the schools. The more the community is engaged, the smoother the process. The commission in Halee's experience did not want to hear the opinions shared by the schools. The situation is different, but they were focused on statistics around numbers in different buildings. This may not be an issue any longer as our numbers are no longer rising so rapidly.

Vicki in Lander's office is expecting more building to happen around Gowanus. We are likely already at a capped level, as the building is maxed out already. Putting this out now before there is a plan would plant a seed. We want to be a part of this conversation, as this is something we value. The earlier we do this, the better as we can have a proactive rather than reactive tone. The education action committee is also interested in this. This could be one of many letters. This could be the initial nudge, and then different versions from other committees. Lauren is a part of a diversity committee throughout the district, and will raise it with them to see if other schools would like to join in. There were some learning experiences from Maurice Sendak and 321, everyone was scared at first, but a year later they were fine.

We want to have an internal and an external approach, identify ourselves as the key stakeholders on this issue.

Next steps:

Go through the letter, put it on letterhead, check with Anita (Superintendent) to avoid the politics that could arise. There can be a lot of misinformation. We should do a community meeting if and when the re-zoning happens. If all of the schools say the same thing, there will be less fear in the community. The walkability is a value that a lot of parents appreciate. With the current size of the zone, we are at capacity, but if we reduce the zoned enrollment and open to other pockets to fill in the other seats. Red Hook is where we could draw from. It is the office of district planning that creates the zoning. The office of enrollment is part of that as well. They are the ones who present at the CEC and make the decisions. As part of this, is there another community we can tap into in order to increase our options for a dual language population increase as well? Diversity at the elementary school level is harder as it is a neighborhood school versus choice. Dividing the enrollment at the housing projects could raise the issue of not providing a neighborhood school culture for those students.

Recess for next year: mindfulness practices for teachers and more

There may be some changes next year, which raises the opportunity to partner with a company like Asphalt Green. There will likely be an additional cost to cover this responsibility. This is just something we might need to prepare for. There are limitations for who this can be, who can do both after-school and recess. The recess coach who came was really great. He was really good at managing large numbers of students. A recess program is expensive as you are hiring people for only two hours a day. The critical piece is that they do not know the kids as well as they are just here for a limited time. Ideally, someone who is really good at connecting with kids and who can be here longer than just lunch. The asphalt green person was really good at using his expertise to connect to the kids. At 154, they used another program and ended up hiring the person as a consultant. That is a way to get around some of the regulations. That could be problematic. If we hired someone who was being paid more money than the school aide, that could lead to a grievance. Karin and Rebecca will talk over the various scenarios and then talk to HR. To have a cohesive person would be very beneficial.

Mindfulness practices –

Bent on learning collaboration for K and Pre-K, as a school we have gotten behind mindfulness and embraced ideas of weaving in more of these practices with some training. What do we have across every grade, as

rituals that we can bring across the school. We have a bit of money left to either expand the training or do a mindfulness training for teachers, training them to do this for our students. The parent who runs Brooklyn Yoga Project might be able to help with ideas for what this could look like. There could be representatives across grades who brought the training back to the rest of the teachers. It would be nice if it could be something cohesive that carries through every grade, such as journaling. In what other ways can we create rituals for our students around a code for living around community, connectedness, etc. Respect for All around healthy relationships – hands are for holding program, teach respect through a dance program. How to interact in healthy and safe relationships with others. For the teacher training it needs to be everyone or not at all. Elizabeth will connect us to the peer educators at her office who are doing this work. We should invite Packer and 58 to these events.

SLT 4/19/18

Attending:

Sara Thorne
Monica Salazar-Austin
Hillary Fernandes
Mike Errico
Kim Van Duzer
Elizabeth Stephens
Shannon Mulholland
Karin Pavese
Rebecca Fagin
Halee Hochman
Elizabeth Denk
Andrea Colvin

Minutes from the last meeting were approved.

Principal's report:

There was a chance to meet the new chancellor, he spoke about diversity, learning differences, and has had a deep career already. His ideas will impact us at some point, and he is bringing a new energy. He seems a little more progressive than his predecessor. They have an equity and

excellence initiative, and he talked about special ed being a service not a program. He does seem to have a good understanding of how a big city works and an appreciation that the lack of equity is not due to the schools. School wide read aloud – What Do You Do with a problem? There are clear connections between the book and the Learning support committee and executive functioning workshop next week.

New service initiative – one of 50 schools who are part of STAR, when there are disasters or relief efforts needed across the world, schools can be tapped into. A cohort of schools makes this powerful – 321, private schools and Manhattan schools as well – schools identify the crisis and the needs, and then divide the responsibilities. This will be in partnership with fourth grade as they study immigration and a speaker will connect with the curriculum. The rummage sale is a chance to collect. We will be filling 30 crates of a shipping container. We will need to store and transport the goods.

We have applied for recess enhancement program through asphalt green where a coach will come and spend time with the kids and the staff. The goal is to work with them twice a week every week. This year we did six or eight times. They mostly serve title one schools at a lower cost. We should consider what we can pay, or if we would help subsidize other schools.

Kindergarten registration is happening now, we are on target for 6 kindergarten classes. We will continue to have two pre-k sections of 36 kids. We have 60 siblings, and parents with siblings seem to feel they will be getting a spot. Every zoned family got into kindergarten. There is a waitlist because some did not apply in the system. First grade registration will be at the beginning of May. There is a right to return family system who did not get into kindergarten but are zoned. Nearly a hundred percent want to come, but some may have moved out of zone. It is helpful for us to know how many to plan for. The question is whether we can afford to have seven first grade classes and where they would be. Otherwise, we would have 32 kids in a class in first grade.

ELA tests took place and there was a lower opt out number this year, 4th grade had the most, which is atypical. Usually it is 5th. The connection from 4th grade to middle school is shifting a little.

Middle school – for some kids who are good test takers, it can benefit them. Only one school competitively uses the test school data. It is hard to know the extent to which that weighs. For kids with anxiety or who do not test well, parents can choose to opt out. There were twelve who notified the

school the night before and day of. The feeling seemed to be that parents felt if they opted out early, their student would be ignored during test prep. Middle school assignment letters came out the same day as the second day of the test. There is no preparation time for parents to know in advance of those letters coming to the school. Most students got choices they were happy with. The appeals meeting this morning was smaller than in years past. It was eight versus forty. Families are considering more options now than before. All of the schools are different and there are a lot of factors that go into play.

Social media – we are reaching out to Liz’s office about piloting a program.

CEP Goals for next year:

We should start to plan out for next year, perhaps weaving things in that are goals that are not fitting into the CEP framework. STEM is a big theme, and the students love maker space and coding. Maker space is a 6 week challenge, they are given guidelines, and can test theories. Susanna has an idea to integrate some of these ideas into kids club, and bringing STEM into the classroom more. The garden is more separate than we would want, and social media is another area to think about. Sexual health talks are starting for 5th grade, partnering with a health educator. We need to dedicate time to a separate social media presentation. There are ways that we could integrate these more thoughtfully. Consent could be woven into social thinking curriculum. We could be more proactive on all of this.

Meet the Writers (idea for new committee)/ Book Fair:

The book fair is the first week of June – last year we did book bucks for fourth grade. The main issue was whether to sell merchandise during the fair. We are not going to sell it at all. Another question was if people receiving book bucks want to opt out. They now have the option to choose not to participate. Andrea is proposing to do book bucks for the whole school. Tamika Hendrickson will help with organizing.

Things needed to make work:

Reliable class lists, Halee can print a list off ETS. Also selling them earlier, at spirit week. Four kinds -for kids, for teacher, for scholarships and for library. There will be a visit to each class, and paid money not spent will go back to the classrooms. There was no pushback to that plan. We cannot do online credit card payments as there is no way to force them to put their child’s name in, and it is impossible to match them. Spirit week is where we will sell PS 29 merchandise in advance of block party. The teacher could check in at the book fair to get their donations. Some teachers did not have time to shop, or they received their money too late. Andrea was able to

place an order for them. Teachers preferred that approach. Andrea will track the donations. Teachers never need to have money for the book fair. Another issue was an envelope in the office for parent payments. For field trips, teachers collect the money, it goes in a safe. There needs to be a system for collection. We could push for online payments and message very clearly that if they do not name their child, would go to PTA fund, but the child had no money, so they would receive a \$10 book buck. There need to be other volunteers who can address these questions other than Andrea.

We need a system for the collection of money for teachers each day. Perhaps the PTA drop box would work. Andrea could come collect at drop-off for two weeks before the book fair. Teacher sign up will also be earlier, so that parent's will know when their kids are coming to the fair. June 4th is the date of the book fair. Teachers will get a note on May 23rd about the money collection. May 23rd at sneak peek would be a good time to see book bucks in advance.

Meet the Author:

The first one was today and the teachers were excited. The question is how to decide which grade gets which author? The teachers get to look and choose which author they wanted to meet. A for Activist was for 3rd grade, as it was aligned with the curriculum. There needs to be a committee to match the right author with the right grade and fit it with the schedule (drama teacher uses the auditorium) also want teachers to tell the students in advance so they can ask good questions. We need to schedule them all at the beginning of the year and send them to teachers to choose which ones they want. We would aim for one to two visits per class. There needs to be someone to introduce the author. Teachers should have a copy of the book in advance. The publishers want as big a group as possible. A committee needs to be formed. Hillary has volunteered to help. 321 will connect us to their committee. Every teacher gets a copy of the book. We should work directly through the publishers.

Discussion of format of 5/23 Sneak Peek (Open House)

5-8 pm is an open house night to visit classrooms. It is the same format as last year. All grades will do presentations so that you can see what to expect in your child's upcoming grade covering general curriculum themes. There will also be a general math and ELA presentation. Service providers and Pre-K will do individual meetings. We will send more information.

Next meetings: May 17, June 21

SLT 5/17/18

Attending:

**Sara Thorne
Monica Salazar-Austin
Hillary Fernandes
Kim Van Duzer
Elizabeth Stephens
Shannon Mulholland
Karin Pavese
Halee Hochman
Amy Leffert
Mike Errico
Elizabeth Dank**

Minutes from the last meeting were approved.

Principal's report:

Nicolette is interested in getting a therapy dog for the school, so she and Rebecca are at an event tonight.

Kindergarten registration is done. There will be 6 sections, and every zoned student is in. Pre-K registration is beginning. There are 20 kids on the waitlist, siblings are in.

Water filters are installed, once a lead test is done, they will be turned on and there will be a discussion with the kids about how to use them.

Tonight is the first performance of the school play.

We are working on a reorganization, adding another section of first grade due to the number of zoned students who were waitlisted for kindergarten who have the right to return. Nineteen from the waitlist have registered, which means we need another section so that we do not have more than thirty in a class. We will collapse a 2nd and 4th grade class and 3rd and 5th stay the same

We are looking at how we talk about student voice and agency, as there is a balance between agency and respect and kindness. We will be adding that in so that students know how to have agency with respect.

Timesheets for SLT need to be given back to Halee

Elections:

Shannon will run the SLT elections on 6/21. SLT election will be after the PTA elections on 5/18.

Curriculum Night/Sneak Peek:

The sneak peek format has changed a little. It will be broken into 4 sessions. It is a useful event, please get the word out to people. We can reflect on it at the 6/21 meeting to see how things went.

September curriculum event - seeing the teacher presentation that night is really helpful, but with kids in multiple grades, it is hard to see both. Could we do Mon 6-7 and then Tues 6-7 rather than two on one night, but to change it, the teachers would need to vote on it. Or, two 45-minute presentations might work. We could poll the teachers to see. We could also see about doing different grades on different nights, but the calendar is already really full. Contractually teachers need to do 3 hours, including set-up. Elizabeth will do an outreach to teachers. Another choice would be to have it be recorded.

Girl's Leadership:

We partnered with Packer on a girl's resilience session. There is now a possibility for evening training sessions that parents would pay to participate. It wasn't held here, which makes it feel disconnected. They could come do the presentation here as a lead in rather than just straight into the sessions. We could also open this to another school. This would be next fall, in October or November. There can only be 10-12 girls by age in a session, which means that we would need multiples of ten. and Cost is \$230 for 90 minutes a week for 4 weeks. PTA might pay for this for families that can't afford it. Timing is hard, either weekends or evenings after the after- school program ends. If it is held here, are we sponsoring it? There is concern that the PTA would be supporting only one gender and not another. We could offer another option for boys so that it is balanced. We aren't sponsoring the training sessions as it does not reach enough of the school population. We are planning to partner with other schools in order to offer more things.

Spirit Week:

The week of May 29th will be the time where we sell merchandise as it will not be at the bookfair, will sell block party tickets, staffle raffle tickets and book bucks. There are a lot of things to sell at the table, so we aren't opening it to every parent to sell. We will also collect pots

and pans for the Syrian refugees for the 4th grade project. Support your school through these activities. 5th graders will volunteer, which adds in the community service component. We can include a volunteer sign-up for the block party, and a potluck sign-up for the IDEA committee.

SLT 6/21/18

Attending:

Sara Thorne
Monica Salazar-Austin
Hillary Fernandes
Elizabeth Stephens
Karin Pavese
Halee Hochman
Amy Leffert
Mike Errico
Elizabeth Dank

Guest – Emma Fitzpatrick

Minutes from the last meeting were approved.

Principal's report:

There is one spot for SLT for next year, and the election is tonight. There is just one person running. September and June have so much going on each year. Yesterday completed the new school team group meetings for next year, reflecting and setting goals for next year. Tomorrow is graduation. Last night there was a w,x,y working group of consultants consulting on diversity initiatives working with different districts to support with making changes to the middle school admissions process. There are questions around the specialized high school exams and the impact on diversity. The recommendations are being made to the district. The community can respond to the recommendations. The final recommendations will be out in a few weeks. The DOE will respond to those. A lot is around a lottery for middle school – there would still be choice, but rather than a matching process, there would be seats set aside for ESL, transitional housing and FRL. Choice is the obstacle due to transportation concerns. The biggest change would be taking out the screening considerations such as attendance, report cards, testing and behavior.

D15diversityplan.com is where the recommendations will be posted in mid July.

Book Fair/Book Bucks

Book bucks required more work from the teachers, collecting and handing in the money and forms. The kids did not enjoy not handling money, but it was nice that there was a certificate for everyone. \$2630 was sponsored by the PTA after the reimbursement compared to \$60 in years past.

There were pros and cons, as Andrea has documented. The transfer of money from teachers to the PTA/book fair was not streamlined. It did not really change the comparing of the amount between kids. We could just give ten dollars to the kids who do not have the funds.

There were teachers who were confused about the system. In the fall we used to make 6 to 7k, and this spring, we only made 2500, we'll be lucky to get that this time as well. We sold 22k but owe 14k for the books.

The question is now do we want this to be all or nothing. Andrea leaves in a year. Is there someone who will do the work required to do book bucks, or make it sustainable. We could also send out a permission form for kids who can't take their kids to the book fair, and who would elect to have their students attend at a different time.

We will ask Andrea about the idea of giving money to those students who need it. There needs to be someone who is shadowing Andrea to take this on when she leaves. OR have the parents fill out the slip that Andrea had to write and then cross reference those who need book bucks. There was more stress on the part of teachers. There was a class that did not send the form home. The payoff was not enough to justify doing this again. We could still ask the kids to donate their change back to the school. We will continue not having merchandise for sale.

Author Visits

Molly Pearson is doing the reading challenge for the school. She will chair the author's visits. The original thought was to have the visits in conjunction with the book fair. That is hard due to the publisher's timelines. There needs to be a vision and one per grade. The teacher could have the books in advance. There should be a plan and a calendar, with each grade having at least one visit throughout the year. There could also be a budget line for the books. 321 has a meet the writer committee. They have a good system. The communication needs to be clear that we cannot sell books at school. Sara Thorne will take this on for SLT, with Hillary and Amy helping.

CEP Goals

Budget should be aligned with the CEP, areas we consider important. Rebecca will take a pass at the goals for next year, which need to be submitted. Rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong community/family ties. We would also like to add a STEAM goal. We have been doing STEM lab collaborations through Susannah. The idea was challenge based learning. The new approach is challenge based activity, but other centers have different choices to create a purpose. It is very student directed, which is hard to accomplish all the goals in 50 minutes. Interdisciplinary studies are engaging for our students. Having every grade have an interdisciplinary area could be a goal under rigorous instruction, but finding a measurable concrete goal is the challenge. Another would be around social media. There might also be a way to take the 4Rs around online etiquette and social media. Liz will help with the building of the goals for that under supportive environment and strong community ties (that could also be author ties, and the boys and girls leadership). We also want to develop a code for living connected to some of the social media aspects and promoting kindness. Using a common language for this across grades would be a goal. Student voice and agency need to be coupled with respect and responsibility. The ideal would be to have a contract ready for the first day of school. That could be a supportive environment CEP goal.

Future Meeting Dates