

SLT MINUTES - November 6, 2023

Meeting started 5:07pm. Chaired by Principal Chaterpaul up to item II, and then chaired by Parent Co-Chair Lauren Gottlieb

- I. Introductions/Attendance
 - SLT: Stephen Chaterpaul, Denice Gamper, Michele Orecklin, Anne Shields, Melanie Pflaum, Gabe Rosenberg, Amie Macdonald, Cindy Hsiao, Lauren Gottlieb, Todd Stevens, Miri Navasky, Laura-Albane Peyronnet, Ivy Laidlaw-Morris
 - Guests: Carol Turitz, Marie Edesess, Theo Morris , Annabel Bischoff, Suree Dieudonne, Matteo Edesess-Hardy
- II. Selection of Faculty and Parent Co-Chairs
 - Faculty Co-Chair: Melanie Pflaum
 - Parent Co-Chair: Lauren Gottlieb
- III. Selection of Recording Secretary: Gabe Rosenberg
- IV. Minutes from October (10/2) approved
- V. Review of Topics....consensus was to swap STEM / Math and School Culture leading to the following new calendar for the year. It was noted there would often be guests (such as AP's) to assist in specific topics.
 - October - Budget/Admissions Outreach
 - November - Instructional Focus, Priorities & Data Overview
 - December - School Culture*
 - January - Attendance goals and Mid-Year Data
 - February - Special Education
 - March- STEM/Math, including CEP Math goal*
 - April - Graduation Data / Student Outcomes
 - May - CEP Planning for 2023-2024
 - June - Wrap Up - Review of Draft CEP
- VI. Monthly Topic: Instructional Focus, Priorities & Data Overview
 - Stephen Chaterpaul introduced the Problem of Practice, Theory of Action, Instructional Focus, and Instructional Priorities with some context.
 - a. Problem of Practice: "Instruction does not consistently engage students with the curriculum and skills being asked of them in the classroom. This results in gaps among students of color, predominantly Black and Latino males." CONTEXT - This opportunity gap is long-standing but has narrowed slightly at BHSEC- Manhattan.
 - b. Theory of Action: "**IF** we center students in their learning and develop their problem-solving, critical thinking, and analytical skills, **THEN** we will decrease gaps in demographic performance." CONTEXT - Focus is on skills rather than preparing for a specific test.
 - c. Instructional Focus: "In all classes, teachers will develop student-centered, culturally relevant lessons allowing students to make their thinking visible. Creating skills-based assessments and assignments

that allow students to demonstrate their learning in various ways.”

CONTEXT - Focus is on assessing understanding not facts.

- d. Instructional Priorities:
 1. Student-Centered Learning
 2. Knowing All Students Well
 3. Student-Facing Learning Objectives - “Student-facing learning objectives need to be presented to students daily and be a component of the lesson plans. Here is an example: *Students will be able to determine the number of significant figures in a computed value.* There is no prescriptive form for these statements.
- o Opened up to the room for questions:
 - a. Q: Has there been qualitative research among graduates of BHSEC-M about how the school impacted them? A: It has been done on a small scale. Melanie Pflaum noted that she has some qualitative data from her stats classes.
 - b. Q: Is there an equity team for each school? A: We still have 2 student equity leaders, but no equity team required anymore.
 - c. Q: Seems like two different things. One is about the opportunity gap, and the other seems to be a general pedagogical approach. How are they connected? A: Pedagogy can have an impact on the gap. So improving pedagogy can help narrow the gap.
 - d. Q: What has changed or will change? A: We’ve been doing this in pockets, but now we are trying to make sure we do this across the board. It shouldn’t matter who teaches a class, students should come out with the same skills.
 - e. Q: Is this something the faculty have been addressing? How will it be addressed by the faculty? Are faculty aware of this? Have they been part of the conversation? A: Denise Gamper - The science department has been meeting as grade teams and as a department to work on horizontal and vertical alignment. The student facing learning objectives each day is something that is new. Want to focus more on the Next Generation Science Standards which will guide the new Chemistry Regents. Melanie Pflaum noted that alignment has been a key focus (and which has come up in this conversation) but it is not explicitly mentioned in the Instructional Focus or Priorities.
 - f. Q: There seems to be a difference between what is being measured and value by the DOE (Regents Scores) and the higher level thinking focus at BHSEC and wondering how we reconcile those two things? A: Agreed. We are being measured by these things and is a reason we’re under-the-gun on curriculum. Historically at BHSEC we have not been aligned specifically to high school standards. There is a hope that when we align our learning objectives we can then map those to the high school standards and show how we prepare students for the Regents exams.

Over the next years these exams will be more skill-aligned rather than content aligned and that should be a better fit for what we've already been doing at BHSEC.

- g. Q: How can we get student affiliation organizations to be involved in this larger conversation of equity at BHSEC-M?related question: How are students selected to this equity team. Are we talking to a larger group of students? A: Teachers can nominate anyone, but there is no specific criteria, but the idea is those students will bring forward ideas from a larger community.
- h. Q: We're highlighting a specific community, but want to improve results for everyone, right? A: Yes, the idea is that if we can identify strategies that will help the most vulnerable, it will help everyone.
- i. Q: From a student standpoint, there is a concern that overly focusing on alignment can make classes more cookie-cutter and impact the ability of teachers to connect with students well? A: Alignment is not about the way faculty present material, but rather having common goals. And all students should have the opportunity to get the best learning.
- j. There was also some discussion about to what extent BHSEC-M was a school in which students compete with one another.

VII. Review of Reports

- o Carol Turitz had sent out the PTA Report and Principal's Report. Going forward there would also be a Student Report. No comments on the reports.

VIII. New Business

From 10th Grade Students: There's been a feeling that BHSEC-M has been moving in a general direction of losing the BHSEC identity and becoming a standard DOE (NYCPS) school. In particular the sign-ins and fewer free periods contribute to this feeling.

It was noted that many colleges and businesses require people to swipe in. The CAS (sign-in) system was ordered in March 2019 and so has been in the works for awhile. Principal Chaterpaul also notes that signing in has very little to do with the culture of a campus. There are also safety concerns that make it important as a school to have the CAS system. It has also reduced the number of students who were not making it back to class on time. The cut-sheet has reduced from multiple pages to one page. The systems in use are not designed to be punitive or incarceratory.

The bigger issue for students is not the CAS system. It is the amount of workload without the time in the school day to do it. The free periods and double arts is more of an issue. It has gotten connected in students minds to CAS, but those are the bigger issues.

Last year 10th grade students had 6-7 free periods whereas pre-COVID they had 3 free periods. Last year we had sometimes over 200 students with a free period and we don't have the

capacity to manage that. Empty classrooms were not supervised. This cannot be. Legally students must be supervised. This becomes a serious liability issue.

Question: Is the issue the work load or the free periods. Answer: Last year, in 9th, with 3-4 free periods I could get the work done, but now I have more work and less time to do it. Principal Chaterpaul wants to be clear that the concept of a "free period" does not exist in NYCPS. We have a new superintendent and new academic policy advocate. Students are supposed to be programmed for every period of the day with one lunch period. Our priority is keeping them for upper classmen. He is open to giving an additional free period back to 9th and 10th once the culture is established, but last year there were some serious issues including serious vandalism during such periods.

Q: Do students have ability to go to office hours and CLAW? Not so much. It's only lunch. And this has taken a toll on students' mental health. And it impacts the ability to do clubs and sports.

2 things were done to schedule. Health went from 4 to 5 days a week (also a seat-time condition). The second was arts going from meeting twice a week (which is under programming of seat time for arts) to five times a week. Requirement is 180 minutes a week for an arts credit.

Meeting is adjourned at 6:35pm with a plan to continue the discussion regarding school culture at next month's meeting.