

BAR D

HIGH SCHOOL • EARLY COLLEGE

School Leadership Team School Leadership Team

SLT Minutes - February 2, 2026
(approved at March 2 2026 meeting)

4:50 - 6:50

SLT 2/2/26

Attendance:

- Brian Pew
- Melanie Pflaum
- Ursula Schindler
- Valeri Thomson: Departed at 5:30pm
- Kyung Cho
- Ryan Vera
- Annie Shields
- Marie Edesess
- Miri Navasky
- Martha Andrews
- Zoe Shim
- Angelique Alonso
- Dallas Chrisiaanse
- Angelina Lam
- Lulu Yeung
- Nickolas Cielo
- Adrian Agredo
- Carol Turitz

Meeting called to order 4:51

- Ryan reviewed specifics of CEP goal slideshow
- Marie reviewed three things SLT has to do:
 - Create CEP
 - Review budget
 - Asked to evaluate principal in terms of collaboration
- Marie said there has not been a thoughtful way in the past related to writing CEP; thought we would use expertise inside of school
 - Ryan added we are modeling collaborative discussion we should have in working groups
 - Should do away with things that are theoretical
- PTA Report
 - Submitted report for community leaders grant to keep gift card fundraiser going
 - Looking for volunteers to help with summer action
 - May have gala in progress
 - Treasurer's report: brought in about \$64,000
- Student report

- 9th: overheard students talking about 3rd floor girls bathroom has been locked ; some issues with new schedules being fixed
- 10th: Add/Drop confusion; complaints about Arts (repeated classes); question about how long changes will take; students still struggling in language courses based on speed of curriculum - need for support in this area
- Y1: CTO added to schedules - first class went well; add/drop started today; problem with grading delay
- Y2: shocked by final grade because they were not updated in Jupiter, question about how often teachers were updating grades; student desire for water cooler for student use; rejection board underway; issues with funding for senior trip - struggling to raise money, proposed taking part in silent auction, busing will cost 3k; colleges requesting mid-year reports
- Principal report:
 - Cay Maria Boswell confirmed as AP
 - New semester: programming, add/drop, addressed 'folklore' associated with add/drop, students shopping for answers; changes made before this point to ensure students are on track to graduate
 - Gabriella, Matteo, Ivy conversation about rejection wall; google form was sent; reconceived version of rejection wall "one that got away"; can put rejection letter in dropbox and will burn/shred later
 - Visit about building gym annex in outside yard, 15 students shared experience; minimum 2 years to discover if we can do it; 5 years to implement; very positive meeting; guests were in support
 - CTO: 5 faculty members have stepped up; stands for 'college transfer office' since transferring from Bard to next campus
 - Language instruction: Spanish teachers came with curriculum that will be in use over next 5 years; keeping Mandarin and Arabic in same room to allow for classroom visuals
 - Writing and Thinking: unique experiences across schools, hate speech and bias addressed in variety of ways
 - Student commented that W+T should focus on fun activities in Jan; opp for 9th/10th graders to talk about their experiences
 - Achieved liftoff with new semester
- Marie asked about Y2 fundraising updates
 - Survey indicated that lots of parents would be willing to pay for senior trip
 - Brian will follow up in next meeting
- Faculty Report:
 - Semester transition relatively smooth
 - Few transfers in college classes- good indication things are going well
 - Working on plumbing/steam fitting issues; will get report about air quality in basement soon; closets all have something in them
 - Brian specified that closet in question has been cleared out; will paint and change floor; steam system overloaded due to cold weather
 - Late deadline for grades which teachers appreciated
 - Prose ballot passed - keep schedule, start discussing in steering; four half days (teacher perceptions split - some teachers getting more sessions than others)
 - Student proposed solution of backwards half day where come in later (after lunch)
 - Report conferences for Spring currently just remote; MP said steering committee can change this - asked parents about preferences
 - Loved curriculum day; have not had
 - Is it easier for teachers to do this remotely?

- Bylaws Committee: meeting on Sunday in-person; will loop in students after
- Professor Agredo: Writing and Thinking
 - Whole language movement (back to 70s)
 - Ask students to think about language in context
 - Intertextual, interpersonal, interdisciplinary settings
 - Engage with language and ideas beyond immediate comfort
 - Arrive at comprehensive/holistic ideas
 - We ask our students to encounter really difficult material
 - Immersive thinking around literacy is messy, metacognitive thinking as tool; think about how they think; think about how they read; what they bring to a reading of a text (perspectives, biases, histories)
 - Writing and thinking appropriate companion - in the room we are able to arrive at ideas we couldn't have arrived at themselves; teachers are doing reading with students (not always content managers); teacher can arrive at workshop cold and do the work with students; arriving at literacy together
 - John Bean: writing as vehicle to explore ideas not just to document ideas we already have in mind; explorative and generative set of principles/practices
 - BP: question about teacher arriving cold; AA responded about how there may be texts in anthology outside of discipline - could be 'illiterate' in some of the language; reached kind of literacy that could have had outside of himself
 - Introduced Billy Collins poem about reading
 - Read aloud Marginalia
 - Private free write
 - Force yourself to write beyond what is familiar - kind of thinking you can get at to force yourself towards what is immediate
 - Second Billy Collins Introduction to Poetry
 - RV read out loud
 - MP comment about how meta process was, each person had own interpretation
- Goals writing
 - Look for process to do better by writing goals
 - What is best way to engage in process to get more meaningful goals for school
 - Include everyone's voice
 - Reach for more meaningful process
 - Is there a process we do together about the goal; collection of having all voices
 - Question about text explosion, process is modular in some degree
 - Process in previous years felt top-down, lack of familiarity with this type of language
 - What happens based on these goals? What does this amount to for us? Could use them as agent for change
 - In-person curriculum night resulted from action items
 - Carol posed question about whether goal was towards collaborative goal writing or sub-groups
 - Fragmented process getting this work done
 - Ryan: we have not quite sat down to write goals
 - Brian: some sort of writing process levels playing field; concern about how when folks get together want people to be productive; not sure about question about how to make work transparent to others; structured share out after groups work together (each group shares out

root cause) - bringing in piece of committee work and putting out to table; potential to over-involve ourselves in other group work

- Miri: hard as a parent; different view of academic excellence; text explosion that allows for space to hear other people's thoughts
- AA: pragmatic, product-based work related to CEP; hard data you need to arrive at; need to have assessable goals; makes sense for people to have coherent view of all language; some aspects have to be collaborative, cannot do all collaboratively because will never get it done
- Some sort of activity to make group discussion of goals feel more 'school-ish'
- Take a moment to write about assumptions about what each priority means; what does that mean for us here; shared comprehension of what this means: could do this in a free write
 - Not to let fear of data to drive goals
- Lots of different data trends that you could use for each goal
- Recommendation is for CEP to include one goal
- Logistically thinking about this as worksheet; group collects focused free writes from other groups
- Take advantage of different perspectives head-on - what does this feel like for a student head-on; approaching this from different places
- Start with root cause, then identify data trend, then think about priority need
- Pick nugget of what you wrote as part of focused free write
- Categories that they lay out are deficit-oriented, how can we celebrate what is happening at Bard right now
- Should be opportunity to think about what is important in the school
- **Action item:** by next month think about priority that appeals to you
 - Send out google form ask people to list first and second priority
 - Next month mixture of whole group and small group
 - 4 min writing; 6 min of talking out; or break out into goals for two separate sessions