

BARD

HIGH SCHOOL • EARLY COLLEGE

School Leadership Team School Leadership Team

SLT Minutes - March 2, 2025

(approved April 13)

4:50 - 6:50

Attendance

-Principal Brian Pew -UFT Chapter Chair: Melanie Pflaum -PTA President: Ursula Schindler ----- CBO Bard College Val Thomson ----- UFT Members Kyung Cho Ryan Vera Annie Shields ----- Yr II Parents Primary: Marie Edesess Alternate: Todd Stevens ----- Year I Parents Primary: Miri Navasky (note taker) Alternate: Sara McKay ----- 10th Grade Parents Primary: Abhijit Sengupta Alternate: Tia Wou ----- 9th Grade Parents Martha Andrews Tania Kamensky	Early College Year 2 Students Primary: Zoe Shim Alternate: Ivy Morris ----- Early College Year 1 Students Primary: Angelique Alonso Alternate: Ellie Cazar ----- High School 10th grade Primary: Dallas Chrisiaanse Alternate: Angelina Lam ----- High School: 9th grade Primary: Lulu Yeung Alternate: Nickolas Cielo ----- Guest in attendance: -Parent Coordinator: Carol Turitz -----
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4:50 – Meeting was called to order. February Minutes were approved.

Marie asked us to spend the first 5-7 minutes of the meeting reflecting on BHSEC. Thinking about our school or community, *what do you deeply value and want to protect* and *what are your most significant concerns?* We then went around the room sharing key words and ideas.

The following is a summary of the main ideas, in the words of the speakers.

WHAT WE DEEPLY VALUE

The community we have built here and the culture. My word is connection. At this school, I can literally talk to anyone. Student centered classrooms; the spirit of inquiry. Student autonomy, teacher autonomy. The intimacy, depth, and relationships – the quality and integrity of the professors and the relationships they forge with the students.

I value the ability to make my own curricular decisions, the ability to choose how and when to work collaboratively.

We value kindness, we have interesting classrooms; students are taken seriously.

Students and their brilliance. A palpable openness to change. How much the community promotes student voice and intellectual journeys. Teachers care about subject matter and students in equal parts, high level of trust in students. Sense of community, joy, student's diverse backgrounds, unique coursework, teacher passion about it.

SIGNIFICANT CONCERNS

The school's capacity to fully include the full diversity of the student body, cutting class, not enough equity for sped students, graffiti in bathrooms, the building!

Student involvement in the school, not enough easy ways to pull students in. Distractions, a lot going on! We are a square peg in a round hole of a bureaucratic system. Formalizing creative arts in the curriculum, more arts! Performing and creative arts will still be significant in the world even as other things are taken over by AI.

Want all the kids to really do the reading and be excited. Continuity, continuity, stability. AI. The physical well being of the school, also the language barriers between non-English speaking families. Performing arts – not enough emphasis. Bard as a community has never felt unified. The physical plant. Some students feel insecure about sharing, we should put more attention toward students of different backgrounds.

Disjointedness, between students of different class, ethnic, backgrounds, between the campus and the families. How to create a better Bard community that is more unified. More emphasis on career readiness. Bard should serve as a safe haven.

HOW TO MAKE A BUREAUCRATIC REQUIREMENT (The CEP) MEANINGFUL

Marie: Our school is in a significant demographic transition – how to make everything accessible. How to incorporate issues that have come up over the years into our document.

When we are thinking of CEP goals, we should think about the goals that are high leverage. We might have 5 kids experiencing something, and it's more urgent but maybe not higher leverage. The CEP is valuing the school as a whole – we want to make systemic change that the entire community experiences.

The SLT then broke into groups and met for 40 minutes before reporting back.

REPORT OUT:

GROUP 1: Read Well

ELA going through a slight overhaul, faculty the majority of what's being asked by the students – We need data before we recommend any changes, did we hit the 90%? We need June 2025 data, are we still accounting for all students? The root cause was already tied to the cell phone ban. This is the first year we'll see anything. More specific literacy goals tied to the regents. Action Steps: training and teaching further literacy. Need Grad data and Regents Data.

Many students are coming in high level readers, not a ton of growth. Reading acquisition is not a linear process.

GROUP 2 : Students Physical and Emotional Safety

Looking at points across the DOE survey – highlighted things in our document tab, spent time talking about connections between teachers and students, one of the points we thought was interesting is 63% of kids say that teachers support them when they are upset. What kind of structures can support this kind of thing?

GROUP 3: High Quality Academic Experience

One of the weird things about this is that one of the requests was 50% of the teachers said they should get PD, Building Thinking Classrooms, disrupting standard procedures, when we first went into classes there is very little evidence – also kids need to practice during school. Hard to get electives, kids learning need/want to engage – bunch of new sped teachers. Initial kids engaged in the work, kids looking forward to going to class.

GROUP 4: College and Career Readiness

– last year we had CTO initiative - alumni came and talked about their careers - going forward every spring we have this, internships came from this

–pathway funding for school and grants, trip to cornell and SUNYs, this is GREAT

–extracurriculars and internships, jessica sent around a good list can they be organized by TAB - there is a current spreadsheet – but it needs organization and regular updates

–equity and equal opportunity – several clubs have a certain type of leadership, can be exclusive, other people have a hard time breaking through – financial barriers – those clubs cost money, clubs disappear when college time is passed – clubs need support and continuity - is there a way to bring them into the school day - faculty needs to be more involved

Model UN is seen as particularly exclusive

GROUP 5 - Family Inclusivity

Communication and the lack of communication between school and parents – student information to parents is unreliable, parents don't read/don't get emails. Translation issues during PTC, funding for clubs and community experiences, advisory could fill in this role, students view advisors now as 'are they chill or not' but advisors should be seen as resources, a point person. Advisory could bridge gaps and inconsistencies.

Marie:

We should think next about distilling each to a primary goal. In order to do this, we need to start thinking about what data we need for each. We should each meet in small groups before the next meeting.

Did we do reports?!? I have no notes on this?! Did we just push them to next month?

6:50 Meeting was adjourned