Baldwin School Council Meeting Notes

Tuesday, March 19, 2024

Attendees

Parents: Christine Bustany, Caitlin Dube, Serena Facchinetti, Matt Meyerson, Eugenia Schraa Huh, Ashley Williams, Chunying Yue

Staff: Heidi Cook, Sara Oliveira, Elyzabeth Perales (Principal Intern), Susan Tiersch

Community: Anita Hurwitz

Public Comment

Question raised about the survey results - were they shared with the Baldwin community?

The [notes](#) from the February 27 meeting were shared in the March 1 Brief and are posted on the [School Council webpage](#). Notes are found in the Brief generally the week of the meeting (sometimes delayed), and then posted to the website after that.

Parent interested in learning about the use of technology in the classroom. How much time is spent on screens? What are the limitations? Does the school have latitude to determine that? What are the district expectations? Is there a reflective process of students showing the harms of screen time?

In addition to public comment, KUDOS to the parents who organized the ski trip, Courtney Hite, Michelle Morphew and Chunying Yue. Kudos to Larry Kim for spearheading the student-led election day bake sale, and to the parents who supported that, especially Friends of Baldwin co-presidents Alexis Gallardo-Foreman and Lindsey Dollard. And to Ashley Williams and Allen for their pop-up hot chocolate fundraisers that have been held on Friday afternoons to support raising funds for the upcoming 5th grade overnight camping trip.

School Climate Survey Results

In our February meeting, we reviewed the Panorama survey results for Baldwin. At that meeting, it was determined that this month's meeting would look at the data further. The overall feeling about the student and family survey results was positive.

Ms. Perales went through the student results data (grades 3 - 5) and looked at two questions:

If someone could teach you a strategy to improve in school, what would it be?

29 responses had to do with math

11 with ELA (*)

16 building self-efficacy

18 did not know how to respond (see IDK in many of the answers)

(*)A lot of students want to improve on handwriting and cursive and writing in general. Ms. Perelas categorized these as ELA issues.

What do you wish your teachers knew about your experiences of race, ethnicity, culture?

40 responses had IDK or question mark

23 said things about their own identity like their religion or gender.

11 said their teachers know them really well

This is a challenging question, many students unsure how to answer.

Ms Heidi spoke to the detailed responses of the staff and family survey results. Many people wrote novels in the comments which was helpful. The theme of the comments is that the school staff are incredible and hard working, so many acknowledged their child's teachers.

Also many disturbed where the district is headed and wanted a place to respond/write about the district.

Comments on poor design of the survey.

Comments about not enough questions on academics.

Comments on too much screen time (see more detailed discussion below)

Questions:
- How to forward the positive comments in the survey to the teachers and staff?
- Last evening, in the district Town Hall that went over the survey results, a finding was that IEP (Individualized Education Plan, Special Education) families had more negative responses. Is that true about our school? We then looked at the question about positive or negative energy of the school and drilled into the demographics and it seems like the answers of IEP students is reflective of the entire group. Looking at some other questions, IEP student families value school more favorably than those who are not on an IEP. Also the question if their child is prepared for the next school year, again, more favorable for IEP student families.

Screen Time Discussion

The new math curriculum, Illustrative Math, is slides. The lesson is presented on a slide on the whiteboard with visuals.

Question about how much time is spent on screens in the classroom by grade? By class?

We now have easy access to videos as every classroom has a whiteboard. Some classes may use Work It Out Wombats video for indoor recess. Some may not use the screen at all. It does vary from classroom to classroom.

Some families prefer no screen time, but it's a balance as we prepare students for a work world with screens. For example, what type of screen time? Reading on a Kindle is okay, but playing a game on an iPhone, maybe not?

Students learn about media literacy in the library/technology class and they talk about healthy screen time (also discussed in health class).

Next year, there is a new literacy curriculum coming and the teacher resources for it are all online - no books.

Ms. Heidi said that screen time concern has not come up at the district level.

Older grades use screen time as a motivating factor, ie: math games.

Question about Chromebooks - how much time on a computer during the day?

Chromebooks are used for word processing (interesting the kids are asking about handwriting and cursive). Technology class teaches Scratch programming, Google maps, video making trailers, Tinkercad on Chromebooks.

Concern is they don't want to undermine the beautiful results the teachers get and don't want to limit their autonomy. Concern about what comes from the district and what will limit that autonomy.

Next meeting: *Tuesday, April 23* at 8:00 a.m.

Agenda: Subcommittee reporting out their action items. Interest in forming a technology subcommittee. Building on what we've learned to create critical questions for a school survey.