

Baldwin School Council Notes

February 24, 2021

Attendees:

Parents - Daniela Evan, Nina Farouk, Kate Flaim, Melissa Maldonado, Karen Martin, Scott Martin, Michelle Morpew, Lawrence Neeley (council co-chair), Aline Schneider, Elizabeth Stott, Beth Taylor,
Staff - Heidi Cook, Jake Ban (principal intern), Susan Tiersch

Ms. Heidi opened the meeting reminding attendees that the School Council is a state mandated body of parents and staff. At Baldwin, we are trying to be mindful about these meetings, to have meaningful discussions about things that matter to our community.

Jake Ban, principal intern, introduced himself. Heidi asked Jake to facilitate the meeting.

The meeting started with a brief check-in, attendees were asked, 'What have you learned about yourself or family during quarantine?'

Jake reviewed the *meeting norms and expectations*:

- Respect all perspectives
- Share the space
- Center all our children

The objective of the meeting is to hear about the most pressing needs of students post COVID and how will we support our students, with the guiding question, how should CPS use resources to recover, make progress and succeed?

CPS is at the 'input gathering' stage. The goal of the meeting is to give Heidi an idea of what is important to our community.

Most pressing issues:

- What are we seeing in terms of gaps that we might not otherwise see given the gaps
- What do we do to figure out the most pressing issues that are facing Baldwin students?
- Most pressing for me is likely less pressing for another family
- Parent with remote students: how do I navigate friend-making, social interactions
- The wide range of experiences are so different from one another
- How do we reach and address each of these kids when everything is so individual? Outcomes for students will be so varied and represent such a range
- For the kids who are struggling, we are asking about how to "catch them up" but things aren't that linear or clear; and we are in a pandemic; how do we help them not get lost but also not keep pushing through or piling on for academic achievement's sake
- Not focusing on deficit thinking
- We are running two schools right now--remote and in-person--my hope is that we work deliberately toward reintegrating those two schools; but the kids are having a really different experience than the kids who are in-person/remote

- Emotional well-being; when we are back in the fall, we need to be sure that we recognize that there will be a range of needs. Not sure what the needs will be, but we need to be ready
- The fact that they can't be together physically, we need to be working now on how to integrate them back in.
- A hope that we can all be back together in the fall; first priority should be that all students should be able to get into school
- Want to be sure that we are talking about the two experiences equally; avoiding "normal" as being the in-person experience
- Special emphasis should be placed on what was missed socially

(It should be noted that the attendees of the meeting represented students in-person, remote, selected remote, remote but selected in-person learners.)

How might we address the challenges we discussed? And what do we prioritize?

- How can we scale the good work that is already happening; how do we increase the capacity to engage each student and meet their needs
- Math interventionist vs. Social worker example: should be based on Baldwin data and where we are seeing the needs
- One parent feeling like caring for social-emotional development is less in the expertise at home, but feels more comfortable providing academic support
- Hoping that everyone who wants to to be on campus, having more kids in-person should be the priority
- If we can focus on social-emotional needs/wellness then that will set us up better to make up for academic needs. Joy and love and excitement of school is a must, the academics will follow.
- We need to think about the kids who have gone from liking school to hating school--they need to find joy and be happy going back to school. We need to make space and provide resources for healing.
- The social-emotional needs should take priority and be addressed first. If we manage that, then we can better address the academic needs eventually.
- Would like to see the social-emotional pieces supported on district/schoolwide level vs. just picking out individual kids who will work in small groups; academic supports can also be an avenue for social-emotional supports
- Different ways we get support that aren't always listed is important
- It's a time for pushing for more from the district; focus on the needs and maybe ask about both
- Kids who are finding academic challenge and struggle has created a really difficult wound that will be challenging to solve; teachers are very strong at SEL and weaving it into classroom
- All things being equal, I'd go for scholastics and math over SEL; but in any case, we need good data to tell us what are the real issues facing us now?
- What are the real issues arising from having a divided school, a pandemic, etc.
- The ratio of adults to students will go down next year and how will that feel? How can we help all kids?

Additional thoughts

How can we help people pause and think about how things may not be totally in place and normal, and that's okay. We are trying to address a wide range of needs.

Is there room to devote some resources to help parents support their students at home?

Parents are very engaged in learning this year. In the transition back, is there room to help make sure parents continue to be engaged and help with things that might be supplemental in order to support all students.

What does it look like to fund a math club for every child?