Transforming
Supporting,
Leading,

Community Superintendent for District 32

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Community Education Council 32

May 7, 2020

NYC Department of Education
Chancellor Richard A. Carranza

WE ARE BROOKLYN NORTH STRONG
BROOKLYN NORTH
NYCDOE BOROUGH OFFICE
DISTRICTS 13-14-15-16-19-23-32
KAREN WATTS - EXECUTIVE SUPERINTENDENT
PEDAGOGY OF HOPE & PEDAGOGY OF LOVE

EQUITY & EXCELLENCE FOR ALL

COMMUNITY SCHOOL DISTRICT 32
TRANSFORMING
SUPPORTING
LEADING
BUSHWICK

Informational Session

Welcome to the CEC Informational Session
Framework for Session
Topics of Discussion

- The Chancellor's Message
- The New Grading Policy in Remote Learning Environments
- How is the Grading Policy Going to be Implemented?
- What is the Grading Policy Going to Look Like?
- Teacher's Roles & Responsibilities
- Synchronous & Asynchronous Learning
- Remote Learning For All Students (MLLs, SWD)
- Social Emotional Learning
- Language Support

Remote Learning For All Students

For All Students:

- **Remote teaching is a new way to engage with students and colleagues. Such a moment requires a willingness to take chances and learn**

- **Our shared goal is to ensure continuity of learning, student engagement and the prevention of learning loss**

- **We recognize that schools, staff, students and families have different starting points**

Chancellor's Message to Families: April 28, 2020

Grades are important for understanding a student's progress toward meeting learning standards, but they are just one way our educators are measuring and discerning how a student is engaging with schoolwork and making progress.

We must ensure that support for our students includes not just academics, but social-emotional learning, health and safety, and physical and mental wellness, and there are relationships in place that affirm and empower our students and families.
We are giving our educators the tools and skills they need to understand and support our students socially and emotionally.
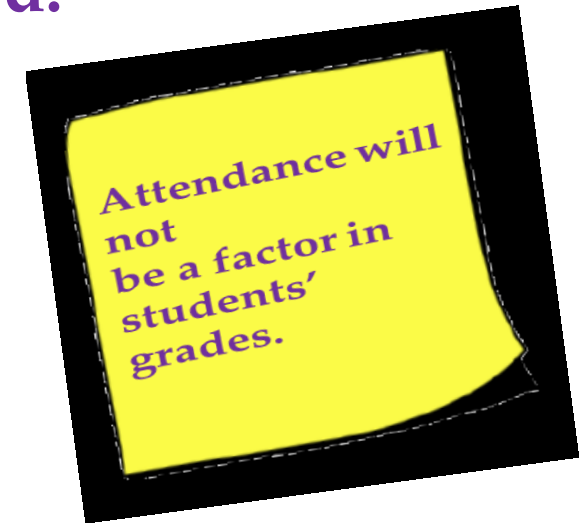
Grading Policy:
First and foremost, we must support students to advance in their learning through June and beyond.

Chancellor's Message to Families: April 28, 2020 continued:

We will continue to create resources for students
and families that elevate these supports within the
context of COVID-19.
Implementation of the policy by school leaders will be
considerate of students who have experienced emotional loss,
death, mental health issues, or didn't have access to a device or connectivity
right away. We know that just as you are our partners in learning, we are yours
in the emotional support your children may need during this time.

*Teachers will base students' final grades on a holistic review of
their progress before and after we started remote learning.*

Attendance will not be a factor in students' grades.

The New Grading Policy in Remote Learning Environments

The following policy changes apply through June 2020.

While schools assess student learning in new ways, they continue to review student work holistically. At this point in the year, teachers have a great deal of information about student progress to inform student grades. As remote learning continues, schools must adapt their grading policies to reflect the realities of remote learning and their impact on each student's performance. Schools must accommodate and support students who have faced challenges accessing remote learning.

Updated April 29, 2020
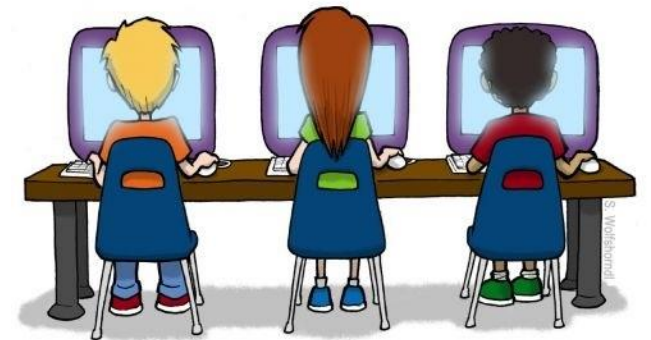
Grades (3K &Pre-K) and K through 5

- **3K & Pre-K No change because students do not receive report cards or grades**

- **Schools must use their existing grading scales for marking period grades for the rest of the year**

- **Schools must award final grades of meets standards (MT) and needs improvement (N) only**

- **Schools define how (MT) and (N) relate to their prior grading scales and practices. (N) must be used in cases where there is insufficient information to determine whether a student has met standards**

- **For students who receive final grades of (N), teachers must document students' areas for improvement in gradebooks, report cards, and other existing platforms for recording student progress, so that this information is accessible for further planning**

How is the Grading Policy Going to be Implemented?
What is the Grading Policy Going to Look Like?

Grades 6 through 8

- Schools must use their existing grading scales for marking period grades for the rest of the year

- Schools must award final grades of meets standards (MT), needs improvement (N), and course in progress (NX) only

- Schools define how (MT) and (N) relate to their prior grading scales and practices

- (NX) must be used in the following cases:

- Students receive an (NX) if there is insufficient work to calculate a final grade

How is the Grading Policy Going to be Implemented?
What is the Grading Policy Going to Look Like?

o Grade 8 students in accelerated (high school level) courses must receive an **(NX)** in place of a failing grade, in alignment with the policy for grades 9-12

- Students who have failed accelerated courses must not receive grades of **(MT)** or **(N)**, as they have not met the learning outcomes to receive high school course credit. Both **(N)** and **(MT)** are considered passing grades for the purposes of conferring accelerated course credit

- For students who receive final grades of **(N)** or **(NX)**, teachers must document students' areas for improvement in gradebooks, report cards, and other existing platforms for recording student progress, so that this information is accessible for further planning. The DOE provides standards-aligned report card comments in STARS which may be used for this purpose

How is the Grading Policy Going to be Implemented?

What is the Grading Policy Going to Look Like?

Grades 9 through 12

- Your school's existing grading scale applies, but no failing grade will be issued
- A "Course in Progress" (NX) will be issued instead

- After final grades have been issued, students and families have the option to convert any or all passing Spring Semester 2020 final grades to pass (CR) will be the symbol used in this case)

- Any (CR) grade will not be factored into a students' GPA

Frequently Asked Questions:

➢ **As the parent of an elementary or middle school student, how will I know what these new grading scales mean?**

Your school will continue to provide meaningful feedback on your student's progress as they complete their assignments, projects, and assessments during remote learning.

Your teacher or principal can explain how your school's grading policy from before remote learning relates to these new grading scales.

Frequently Asked Questions:

➢ **How do these policy changes impact middle and high school admissions?**

The DOE will be developing additional guidance on admissions processes for the fall given the change to grading.

The impacts of COVID-19 will not be held against any student in the admissions process.

Frequently Asked Questions:

➢ **As the parent of a high school student, what do these changes mean for my student's progress to graduation?**

High school students earn credit by passing their courses. If your student receives a grade of "course in progress" (NX), they will have the opportunity to complete their coursework in the summer or fall.

• Priority will be given to students who are planning to graduate this year

• Students must also receive a passing grade to be eligible for a Regents exam waiver for any Regents courses they are taking.

• If your student receives a grade of (NX) in June, they will need to pass the course in August in order to be eligible for the Regents waiver.

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Teacher's Roles & Responsibilities
What are the roles and responsibilities of teachers under the new grading policy?

- During this time, teachers will use an online platform and email to provide assignments to their students, consistent with the subject content standards of their respective classes.

- Schools must review their grading policies and practices and make adjustments that acknowledge the impact of remote learning on the ways in which students complete their assigned work. For example:

  - **<u>Student access to devices</u>**: Schools must consider modifying the expectations for work assigned before students had access to devices to ensure that students can sustain their learning without being overwhelmed

- **Communicate expectations to students and families about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates**

  o **For example, schools may not penalize students for missing remote learning sessions if they successfully demonstrate meeting the associated learning outcomes in other ways**

  o **During the designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussion, and lead other instructional activities**

  o **For students who need additional support or enrichment, identify appropriate activities and assignments to the greatest extent possible**

  o **The way in which assignments are scored: If parts of some tasks are impractical in a remote setting, teachers must consider adjusting the way those assignments are graded. This could include lowering the weight of portions of an assignment, adjusting the way students are expected to express their learning, or removing portions of tasks**

Teacher's Roles & Responsibilities (examples cont.)
What are the roles and responsibilities of teachers under the new grading policy?

Expectations for due dates and submission of late work:

- **Schools must adjust their deadlines and expectations for submission of assignments to acknowledge the significant impact of COVID-19 on students' experiences as remote learners**

- **Adjustments may include extending deadlines for individual students, taking into consideration the personal loss, illness, or other trauma that students may be experiencing**

- **Schools must base students' grades on academic progress and performance, considering a student's entire body of work in each subject area. The rate at which students are able to engage in remote learning, in and of itself, may not be used as a factor in grade calculations because of the impact of COVID-19 on each individual student's circumstances.**

For Students who receive Special Education Services

- **Schools develop a plan to engage in remote intervention/prevention initiatives for students at risk of referral to special education (counseling, consultation and intervention)**

- **Guidance Counselors and Special Education team members meet with families to discuss IEP goals, conduct Annuals or Triennials and provide support as needed**

- **Teachers of Special Education classes provide the same program model remotely as provided in the classroom. Ex. SETSS; Counseling; Therapy, Speech etc**

- **Service Providers design helpful strategies to support students with challenging tasks during remote learning from homes, including but not limited to these examples:**

➢ **Create a routine and a visual schedule to make a child's day more predictable**
➢ **Use timers to help a child understand the routines**
➢ **Use a 5-point scale to help a child explain his/her emotions**
➢ **Have a quiet space in the house for a child to de-escalate**
➢ **Make time throughout the day for movement**
➢ **Prepare a child for changes in routine ahead of time so s/he isn't surprised (need consistency)**

https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/family-guide-to-special-education-school-age-services-english.pdf

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Resources for Remote Learning For Multilingual Learners (MLLs)

- Every school has created a remote learning plan to ensure that English language learners and former English language learners receive targeted instruction in English with the appropriate amount of supports in their home language

- Multilingual school Coordinators work closely with our BCO Academic Lead to ensure professional learning opportunities are in place for Teachers of MLLs

- Use any Device in your Preferred Language: Changing the default language will allow you and your child to use **digital learning tools** in a preferred language

- Install the Google Chrome Browser -Google Chrome will already include the **google translate camera feature**

- Get e-books in Different Languages: **SimplyE** - is The New York Public Library's free e-reader app to borrow e-books in your native language

- Access the **International Children's Digital Library Foundation(Open external link)** (ICDL Foundation) provides free online books from around the world to both children and adults

Colorín Colorado is a bilingual website in English and Spanish and offers basic parent information in 13 languages.

Language Supports:

- **D32 schools make use of Story world language support: Story world is a story writing program for children, that consists of an instruction and ideas book, and beautifully illustrated visuals that inspire rich usage of language**

Google Translate

is used to translate text, handwriting, speech, and websites in over 100 different languages.

Google Classroom Student video tutorials are available in multiple languages

Stories Help. Audible Stories

For as long as schools are closed, they're open. Right now, students can instantly stream an incredible collection of stories, including titles across eight different languages, that will help them continue dreaming, learning, and just being kids. All for Free...

Connect with Kids

https://parentcoordinatornyc.connectwithkids.com/resources-best-practices-and-updates/

SEL Supports for All

- **DAILY CHECK-INS**
  - Example: Weather moods

- **MAKING CONNECTIONS**
  - Newsletter
  - Web-sites
  - Instagram
  - Twitter

- **D32 COMMUNITY COLLABORATION**
  - Hope Forums
  - Special Education Team Support

S.E.L. ONGOING RESOURCES & SUPPORTS

An Overview for Social Emotional Learning in Remote Instruction

"Sanford Harmony assists teachers with creating the foundations
 of a healthier, more collaborative society."

Sanford Harmony at National University
Scope and Sequence:

    Unit 1: Diversity & Inclusion
    Unit 2: Empathy & Critical Thinking
    Unit 3: Communication
    Unit 4: Problem Solving
    Unit 5: Peer Relationships

S.E.L Support

The Division of https://twitter.com/NYCDOEwellness is committed to supporting our students with Social-Emotional Learning resources and Restorative Practices as we engage them in remote learning. Such include activities that use:

•   Checking In- What is your personal weather report for today? (Share as much as you feel comfortable.)

• Making Connections- Do you or your family have any springtime traditions? How will you maintain those traditions this year?

We are a Kids at Hope District

- **Kids at Hope is a Cultural Framework that accentuates its Mission, "Kids at Hope inspires, empowers and transforms schools, organizations serving youth and entire communities to create an environment and culture where all children experience success, NO EXCEPTIONS!"**
- **Five Common Practices:**
- **1.   Community rallies around the belief that all children can succeed, no exceptions!**
- **2.   Kids recite the Kids at Hope Pledge**
- **3.   Kids at Hope Monitoring Card**
- **4.   Kids at Hope Passport to the Future**
- **5.   Track our Aces/Mentors**

   For more information go to: https://kidsathope.org/

SEL/ Central/ BCO Support:

Central/ BCO Support:

- Attendance Managers
- Attendance Liaisons
- Guidance Counselors
- Social Workers

School Climate & Wellness

* Special Education Instructional Specialists
* Special Education School Liaisons
* Student Support Services/Climate & Wellness
* STH Managers, STH Community/ Coordinators/ STH

Bridge the Gap Social Worker Mental Health Coordinators

For More Support with Restorative Practices & Social-Emotional Learning Contact:

James Olearchik: JOlearchik@schools.nyc.gov

Professional Learning Opportunity

Some of Our Professional Learning Opportunities	
Social Emotional Development	**Content Area Learning**
• Hope Forums w/ Experts across the world (Dr. Manell, Dr. Calderon)	• <u>Imagine Learning (Math & Reading resources)</u>- (Todd Read and Adam Ratner)
• Principal -Kids At Hope Conversation w/ Rick Miller	• D32 Special Education Best Practices PD w/ Jenna Patel & Dr. Asher Samuels
• Restorative Justice Practices w/ James Olearchik	• Multilingual Learners (Story World platform & EdPuzzle) ELL Specialist
• Culturally Response Education: Sharing your passion to build community w/ Eileen Marks	• Description Day & Time Link *Teaching Reading and Writing* Strategies through Online Read Alouds w/ Margery Cooper
	• Best Practices in K-8 *Remote Math* Instruction w/ Julia Hynes

Engaging Instructional Resources to Support Synchronous & ASynchronous

Instructional Resource	Purpose & Use
Flipgrid	**WHAT:** Interactive discussion tool that allows for teachers to post questions and assignments that students respond to by making short video response. **WHY:** To engage students and allow them to demonstrate their thinking in different ways, not just through typing and writing, but through speaking and presenting. **ALSO:** Students can add images, emojis, and respond to each other's ideas.
Padlet	**WHAT:** Interactive boards that allow teachers to organize resources and concepts so that students can access these materials and comment on them in real time. It allows for students to give feedback and respond to what the teacher has posted and to foster a sense of community through an online discussion forum. **WHY:** Students are used to engaging in talks around common themes and ideas in the classroom. Padlet allows students do the same thing in an online forum. **ALSO:** Padlet can also serve as a site for teachers to store and organize important learning resources for their classrooms.
EdPuzzle	**What:** An incredible-easy-to-use video platform that helps teachers save time, boost classroom engagement and improve student learning through video lessons. EDpuzzle also collects data as students watch and interact with the video. Best of all, it's completely free!
NearPod	**Near-pod** is a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7K k-12 standards-aligned lessons. The children can access a teacher's presentation through a code. The teacher can move the class through the presentation and

Interactive Resources to Support Our Students

Mayor Bill de Blasio and Schools Chancellor Richard A. Carranza announced the launch of _Let's Learn NYC!_, a new educational public television program produced by the WNET Group in partnership with the New York City Department of Education (DOE) featuring lessons for children in 3K through second grade that will supplement remote learning.

11:00AM on THIRTEEN

"This new program will provide even more fun and innovative learning opportunities for students and families to engage with together," said Schools Chancellor Richard A. Carranza. "Every weekday, our youngest learners will be able to participate in story time, interactive lessons, and hands-on projects all from the safety and comfort of their own homes. We hope to see you there!"

Summer School

The DOE is continuing to develop plans for programming and supports over the summer months. More information about summer school will be made available by your school and shared in the upcoming weeks.

Please stay tuned...