



**BROOKLYN NORTH  
HIGH SCHOOLS  
SUPERINTENDENCY**

PEDAGOGY  
OF  
CRITICAL  
LOVE



Presentation to the D32 CEC

May 7, 2020

Superintendent Janice Ross

Brooklyn North High Schools

# PEDAGOGY OF CRITICAL LOVE



- Mentorship meetings
- Weekly grade-level town halls
- Daily check-ins with students
- Wellness Calls
- Principal/Staff Motivation emails
- Counseling Newsletters
- Mindful Mondays
- College Planning Meetings
- Parent Coordinator Check-ins
- Afternoon student office hours
- Advisory meetings
- Grade level assemblies
- Certificates of accomplishments
- Peer Group Collective - student mentoring support
- Google announcements
- Spirit Days on Tuesdays & Fridays
- Weekly Instagram
- Weekly lunch & listens
- Lesson plans
- SEL Days
- Movie Nights
- Homework Help Club

## BK North HS held a live Family Forum event on April 22nd!

# Family Surveys and Family Forum (04.22.20)



**58** completed **Spanish** surveys

**370** completed **English** surveys

Please take a moment to complete this survey-we truly value your input!

Family survey in

English: [https://docs.google.com/forms/d/1eYj7yAWbHw1GCMHjL71KM867x6q0D1HS14W8Rww\\_qnQ/edit](https://docs.google.com/forms/d/1eYj7yAWbHw1GCMHjL71KM867x6q0D1HS14W8Rww_qnQ/edit)

Family survey in

Spanish: [https://docs.google.com/forms/d/10hyc0U7Z0XjUQuZvnGxsWBME\\_SwlgSD9S1sYq8ZCXs4/edit](https://docs.google.com/forms/d/10hyc0U7Z0XjUQuZvnGxsWBME_SwlgSD9S1sYq8ZCXs4/edit)

### Families struggle with

- Communicating with schools (24%)
- Staying organized and getting household necessities (15%)
- Ideas things to do when students and families are bored and restless indoors(14%)
- Technology (13%)

### Families want help with

- Schools to provide tutoring help to students
- Return of senior dues
- Schools to communicate with families frequently
- Manage amount of assignments

# STUDENT ENGAGEMENT: 4/6 - 4/30

100-90%	89-80%	79-70%	69-60%	59-50%	49-40%	0%
7	14	11	7	5	2	1

## Average Daily Interactions for District: 4/6 - 4/16

100 - 90%	89-80%	79-70%	69-60%	59-50%
10	14	12	8	3

## Average Daily Interactions for District: 4/16 - 4/30

# DISTRICT 32: INTERACTIONS

## 4/6 - 4/30

### District Schools

Academy for Environmental Leadership  
EBC High School for Public Service- Bushwick  
The Brooklyn School for Social Justice  
The Academy of Urban Planning and Engineering  
All City Leadership Secondary School  
Bushwick Leaders High School for Academic Excellence

100- 90%	89-80%	79-70%	69-60%
1	1	2	2

# REGENTS UPDATES FROM NYSED

<http://www.nysed.gov/news/2020/state-education-department-issues-guidance-graduation-and-course-requirement-changes-due>

Students who, during the June 2020 examination period would have taken one or more Regents examinations, will be exempted from passing the assessments in order to be issued a diploma. To qualify for the exemption, students must meet one of the following eligibility requirements:

- ▶ The student is currently enrolled in a course of study culminating in a Regents examination and will have earned credit in such course of study by the end of the 2019-20 school year; or
- ▶ The student is in grade 7, is enrolled in a course of study culminating in a Regents examination and will have passed such course of study by the end of the 2019-20 school year; or
- ▶ The student is currently enrolled in a course of study culminating in a Regents examination and has failed to earn credit by the end of the school year. Such student returns for summer instruction to make up the failed course and earn the course credit and is subsequently granted diploma credit in August 2020; or
- ▶ The student was previously enrolled in the course of study leading to an applicable Regents examination, has achieved course credit, and has not yet passed the associated Regents examination but intended to take the test in June 2020 to achieve a passing score



# Helpful links to NYS Ed. Dept. Guidance on Regents and Graduation

Regents FAQ:

- ▶ <http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-regents-grad-req-faq.pdf>

Cancellation memo of the June 2020 Administration of the New York State (NYS) High School Regents Examination Program in Response to COVID-19 Related School and District Closures:

- ▶ <http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-memo-cancellation-june-2020-regents-exams.pdf>

More guidance:

- ▶ <http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-memo-cancellation-june-2020-regents-exams.pdf>

# Resource for students and caregivers:

- "Preparing for Your Future" suite of activities via the [Learning at Home site](#) or our College and Career Ready Day [guide](#) for families on TeachHub.
- Student and family facing 1-pagers from uAspire on appealing aid\*
  - [Basics of Financial Aid Appeal](#)
  - [COVID-specific Appeals](#)
  - Video tutorials families can use to understand and analyze CUNY and SUNY financial aid packages, from OneGoal:
    - [Breaking down you CUNY financial aid package in CUNYfirst](#)
    - [Breaking down your SUNY financial aid letter](#)
    - Video tutorials for [managing the "verification" process](#), the most common reason students would not yet have received a financial aid package, from OneGoal.
    - [Video tutorial for using the CUNYFirst system](#), where students and families can manage all aspects of enrollment at a CUNY college, also from OneGoal.
- FYI - for school staff:
  - [9-12 map](#) of remote college and career planning lessons, with framing that these are lessons school staff are assigning students to complete key milestones in the postsecondary planning process





# Grading Policy

# Updated Grading Policy Resources

## ► **Information and FAQ on Remote Learning (for families):**

► <https://www.schools.nyc.gov/learn-at-home/information-on-remote-learning>

## ► **Chancellor's Message on the new grading policy for Remote Learning:**

► <https://www.schools.nyc.gov/learn-at-home/chancellor-s-message-for-families>

# Updated Grading Policies

► “We have heard from students, parents, teachers, school leaders, and many others across the City to inform our revised grading policy. We see you, we hear you, and we believe that the final policy we are issuing emphasizes flexibility and patience for students in these unprecedented times, while also keeping students engaged without penalty for the trauma they may be experiencing. It maintains clear expectations that acknowledge each individual student’s experience, and creates a consistent, equitable system across all schools. **The policy seeks to minimize stress on families and students, while still providing next year’s teachers with the information they need about an individual student’s progress toward achieving standards.**” - *April 28, 2020: Announcement of the Grading Policy for Remote Learning*

# Updated Grading Policies

► The grading policy outlined is in effect for the remainder of the 2019-20 school year only. 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. No student will receive a failing final grade.**

# Updated Grading Policies

Grade(s)	Grading Policy Summary
6th-8th	Students receive final grades of “ <b>Meets Standards</b> ” (MT), “ <b>Needs Improvement</b> ” (N), or “ <b>Course in Progress</b> ” (NX).
9 <sup>th</sup> – 12 <sup>th</sup>	Your school’s existing grading scale applies, but <b>no failing grade will be issued</b> . A “ <b>Course in Progress</b> ” (NX) will be issued instead. After final grades have been issued, students and <b>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)</b> . Any <b>CR</b> grade will not be factored into a students’ GPA.

## Updated Grading Policies

- **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.

## Updated Grading Policies



➤ **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.

# Updated Grading Policies

- ▶ **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. Contact your child's school for more information about their graduation progress.



## Updated Grading Policies



**➔ How will this affect students who are in the process of earning high school credits?**

➔ Remote learning will focus on preparing students to be successful in their courses and Regents exams. Students will receive credit at the end of their courses if they have earned a passing grade.

# Updated Grading Policies

## ► **How will the response to COVID-19 impact high school students who expect to graduate at the end of this school year?**

► Schools will make every effort to keep students on track toward graduation. This includes supporting students to master their courses. Remote learning plans will help students continue with their regular courses.

► NYSED and the Board of Regents have cancelled the June 2020 Regents exam administrations. As a result, students who intended to take any June 2020 Regents may be eligible for a June 2020 Regents exemption.

► Your school will communicate with you about the graduation options available to your child. Students who do not meet requirements by the end of the school year will have the opportunity to attend summer school to continue working toward a diploma.



# More on the Grading Policy

- ▶ **Parent Q: What are the roles and responsibilities of teachers under the new grading policy?**
- ▶ Remote learning allows teachers to deliver their lessons online, and students can complete assignments, projects, and assessments just like they would in the classroom. This will create an opportunity for students and teachers to interact online and allows students to continue learning subjects and material that are a key part of their curriculum. (Info Hub)
- ▶ 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 example, schools may not penalize students for missing remote learning sessions if they successfully demonstrate meeting the associated learning outcomes in other ways. (InfoHub)

# Updated Grading Policies



## ► **How can I support my high schooler with activities to prepare for college and career?**

► Students can use the DOE's learn from home guidance for college and career planning to find resources about career exploration, understanding the financial aid process and student success programs at colleges. Students can also do virtual visits of college campuses.

► Your school will also inform you how to connect with your school counselor for additional support with your student's college and career plans.

# Remote Teaching and Learning

- ▶ What remote learning should look like

- ▶ **Parent Q:** How many hours should teachers engage in synchronous instruction? Parents want to know what is meant to be happening - do teachers have to upload videos, teach live, be available for student and parent concerns, provide one-to-one tutoring, etc.?

For questions and concerns, parents should reach out to their child's guidance counselor or your school's Parent Coordinator.

**Per DOE:**

"In order to avoid scheduling conflicts for students, school supervisors can require staff to provide their schedule of live instruction where practicable, for the week and ensure that to the greatest extent possible instruction is taking place on a consistent basis."

## **Parent Q: How will remote learning change under the new grading policy?**

### **As per NYCDOE Academic Policy:**

**Student access to devices:** Schools must take into consideration students' access to devices and support them in catching up on their learning once they have received a device. 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. Work issued by schools prior to a student receiving a device (i.e., paper materials) must be reviewed and considered in teachers' overall assessment of whether students have met learning outcomes.

- **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. These adjustments may include extending deadlines for individual students, taking into consideration the personal loss, illness, or other trauma that students may be experiencing. Schools are encouraged to lessen or eliminate penalties for late work beyond these adjusted deadlines. Due dates must be clearly documented for students and take into consideration timelines for entering grades.

- **The applicability of pre-determined assignments:** Some planned assignments may not be practical or valid in a remote setting. Teachers must determine which assignments may need to be removed or substituted with comparable tasks.

- **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.

## From DOE InfoHub- these were developed in collaboration with the UFT:

**TEACHER RESPONSIBILITIES:** 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. Teachers are expected to fulfill their responsibilities within the contractual workday. These responsibilities **could**, upon direction from the principal, include:

- 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.
- During the designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussion, and lead other instructional activities.
- Archive lessons and other instructional activities for students to access later. □ Utilize agreed-upon communication plan determined by the school daily (Monday thru Friday during the contractual workday) to interact with groups of students and families, account for attendance, and respond to messages from students and families in a timely fashion.
- For any student that is not engaging, follow up with the school protocol to engage the Student Support Team.
- Monitor student participation in activities, grade assignments and assessments, and provide timely feedback on work submitted by students. Communicate with families about student progress.
- For students who need additional support or enrichment, identify appropriate activities and assignments to the greatest extent possible.
- Conduct all annual reviews timely for students with disabilities, to the greatest extent possible.
- Ensure that MLLs/ELLs receive language support as they learn new content through remote learning. Please refer to Supporting Multilingual Learners/English Language Learners (MLLs/ELLs) with Remote Learning in Response to the COVID-19 Pandemic for guidance. (Updated 3-17-20)



# Special Education and ELLs



- **Parent Q: What is special education supposed to look like? (One member's concern: Special Ed. student services were interrupted for one week when a change in conference platforms occurred and Zoom could no longer be used) Can my child's Special Education Remote Learning Plan be revisited?**

**Special education remote learning plans are guided by your feedback and can be changed.** Providers will stay in touch with you in the coming weeks to keep track of your child's progress. If you believe that your child's remote learning plan needs to be modified, please contact your child's teacher and/or related service provider. You can also email [specialeducation@schools.nyc.gov](mailto:specialeducation@schools.nyc.gov) if you need help contacting your child's school.

### **How will my child receive instruction?**

If your child is recommended for integrated co-teaching, special class, or special education teacher support services, your school will make every effort to have them continue to receive instruction from the same special education teacher(s) and/or teacher team(s) and classroom paraprofessional(s) that usually teach them. Someone from your school will contact you to discuss how instruction will be delivered.

### **If my child's IEP recommends Integrated Co-Teaching (ICT), will they receive ICT during remote learning?**

Yes, your child will receive instruction from a general education and special education teacher during remote learning for the subjects indicated on their IEP. This is true whether or not ICT is indicated on your child's Special Education Remote Learning Plan.

### **What will ICT look like when provided remotely?**

ICT may be provided in different ways during remote learning. Co-teachers will continue to co-plan instruction for students with and without IEPs. Instruction may be presented synchronously. Instruction may be provided through lessons and activities that are posted online. In that case, co-teachers will provide and monitor feedback. Either way instruction is being provided, your child's teacher may follow up with your child individually or in small groups to ensure they are understanding the content.

Please talk with your child's teacher to understand how their ICT program will be provided remotely.



# Remote Learning Practices to support Students in Special Education:

- ▶ Build in time to explicitly teach students how to participate in remote learning, such as how to engage in a webinar, completing tasks online, interacting with classmates
- ▶ Demonstrate and model targeted skills of the lesson
- ▶ Establish clear expectations, model, and refer to during each remote lesson
- ▶ Build in opportunities for practice of skills: “I Do” “We Do” “You Do”
- ▶ Work with co-teachers to assign student grouping
- ▶ Provide students with a rubric of “Examples and Non-Examples”
- ▶ Present information in a way that invites families to engage with students will ensure learning can continue
- ▶ Make videos and voice recording that introduce material step-by-step to students and then giving them a way to follow along with directions will help them complete tasks
- ▶ Connect to online resources, e-books, audio and video materials for students to utilize
- ▶ Use a visual schedule for students to see during a remote lesson
- ▶ Archive all learning so students can refer back to as needed
- ▶ Utilize classroom and one-to-one paraprofessionals to support design of materials, activities, and lessons
- ▶ For classes that include students who are supported by an APP (Alternative Placement Para), plan time for the student’s APP to provide home language supports



# Additional guidance for Special Education

## Special Class

- ▶ Teachers of special classes should provide the same program model remotely as would be provided in the classroom. Special education teachers should utilize classroom paraprofessionals to assist with presenting instruction to the groups of students that they normally teach, and in all subjects that are recommended on the students' IEPs

## SETSS

- ▶ SETSS should be provided remotely in the same program model as is provided in regular instruction. To the greatest extent possible SETSS should be provided in a manner that is consistent with the location of the IEP.

## Platforms

- ▶ SETSS services should be delivered on the school's primary online platform. In the event that a device is not available, telephone service are permissible alongside paper materials provided by the school.



## Language Support for MLL and ELLs

- **Parent Q: Language supports - Are families being supported in their home language? Particularly in the CSD32, are families being served in Spanish?**

<https://www.schools.nyc.gov/learn-at-home/activities-for-students/multilingual-learners-and-english-language-learners>

- There are also many translation and interpretation unit resources available for language support.

# More on Multi-Lingual Learner Supports

## **How will my student receive services?**


Every school will create 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. Your school will continue to consider your student's specific strengths and needs, such as their current level of proficiency in English and the academic areas where they need the most support. These services will be provided by and in collaboration with an appropriately certified teacher

## **How can I translate online content into another language?**

Google Translate is a free, online application available on most devices. It can also be used without internet connection once downloaded onto your device. Google Translate can be used to translate text, handwriting, speech, and websites in over 100 different languages.

## **How can I change the language on my device to my preferred language?**

You can change the default language and settings to a preferred language on most computers, phones, and tablets. This option is commonly found under the "Settings" section of your device.



If you have ongoing issues with technology to support learning at home, even after visiting our support pages (such as [Getting Started with Your iPad](#)(Open external link), [Remote Learning Portal](#)(Open external link), [Getting Started with Google Classroom](#)(Open external link), [Getting Started with Teams](#))

please fill out the [Technical Support for Families form](#)(Open external link).

Get [Learn at Home](#) resources including activity packets, learning tools and supports and Teacher information.