

Portfolio

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Introduction

Welcome to my leadership portfolio. Below you will find an introduction into some of the leadership work conducted during my time as a department leader and teacher at Brooklyn Collaborative School. You can click on any of the bookmarked contents below to see examples of my implementation of these principles. For any additional information or explanation of the work outlines please contact me at christinadprince@gmail.com.

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Collect and use data to identify school/district goals, assess organizational effectiveness, and implement plans to achieve school/district goals

Indicator 1.0 focused on my school's work plan for this school year which seeks to show increased student success for our students with disabilities. I am part of the Instructional Leadership team at my school, and serve as the department head for special education. This is the first time that our school has made our goals for the year center around this specific demographic of students, and the response has been mixed. Much of this work will be on going for the remainder of the school year and will continue throughout the semester.

First we met as a team to have our retreat, and discuss the data behind why this was chosen as our school wide goal for this year. We looked at data such as our course passage rates and behavioral intervention logs. We discussed where the inequities popped up with these groups of students, and started working towards a shared understanding around why this should be our goal. We started the year by agreeing to start giving targeted support to our students with disabilities, and pushing to ensure that within our schedules our students were not left behind in remote learning. I will talk more about this

process with indicator 2. After the initial planning work, we pushed staff to “check in” with their grade books to critically look at the progress of students with disabilities in their coursework during this time. Additionally, my Assistant Principal and I started the year with small PDs on how to provide targeted skill support to our IEP students. We did two sessions (see powerpoints/ handouts below) and asked grade teams to push each other to start to frame the school year through this lens. Finally, we had staff complete an “equity pause” in which they reflected on the progress of their first semester grades.

Our school goals are not yet reached. We have however started to create a culture with which teachers are looking specifically at students with disabilities. They are aware that they are going to be held accountable in a specific way and that the failure of these students is something they need to be prepared to answer for. The larger goal of really moving our IEP students will take us a long time to fully realize. However, our school wide acknowledgement that this is something we need to do better is crucial. The topic comes up often, sometimes in positive, and sometimes negative circumstances at our school. I have had conversations with teachers around why this school goal is crucial and others where teachers don’t understand why the administration only wants them to care about “those kids”.

This indicator has really given me insight into how hard it can be to shift a culture. There were several moments in sharing this work with staff where I questioned my strengths and abilities to continue being the unwavering advocate for our IEP students. The work often felt lonely, and as if I was on an island. Staff said things to me such as “they just don’t know how to do the work” or “it’s about executive functioning not skills” to qualify why our students with disabilities were doing so poorly. This has prompted me to start planning numerous additional staff sessions around understanding disability and working on not using ableist language in our spaces.

The work to truly shift our school into a more inclusive community will take a long time. It will require staff, families, and students to approach this work from unique ways.

Evidence

- Powerpoints from staff session PDs from first two weeks

Wednesday Mastery Support: Small Group Intervention

Specialized Interventions for Students with IEPs & Multi-language Learners
Chrissy & Imami

Opening:
Chalk Talk in Google Slides

- What are some ways you engaged students in small group intervention last spring?
 - What were the benefits of these intervention?
 - What were the challenges?

Opening Chalk Talk

Loom videos and contacting parents directly!	Small group google meet for MPBAT students who had questions. They helped answer each others questions.	All I did was small group - it worked b/c we were consistent with the time & expectations				Working with parents to motivate students
Small group Google Meet for students who didn't yet get to BE Mastery. Benefits - small # of students, they worked together and ask questions more easily.	Small groups working together on projects - each with a 'job' challenges: students who resisted peer collaboration - getting them to play well with others...	One on one meets about IXL. Supported students through that. Joining Townsends small group	Breakout groups during class to check in and have students share feedback	Try to sit with each group for a few minutes. Using 3-cup system for formative assessment	Worked together devising student-led warm-up routines	I organized by birthdates. Also organized students favorite academic subject

Who should attend Wednesday Mastery Support?

To start the year:

- Students with IEP & Multilingual Learners (MLLs)

As the year progresses:

- Students without IEPs who need more small group intervention (Remote ONLY)

When does it happen?

- Day: Wednesday
- Time: 2 of the 3 periods between 9:00 a.m. - 11:45 a.m..
- Frequency: Weekly
- Kick off date: 10/7 with community builder on 9/30
- Cycle begins: 10/7, 10/14, 10/21, 10/28, 11/4, 11/18, 11/25, 12/2, 12/9, 12/16, 12/23, 1/6, 1/13

What are the expectations?
(Academic Team & Remote Teachers)

Step 1: Who needs extra support and how do we know?

Data to review:

- [IEP/ MLL Students NM/ BE Spring 2020](#)
- **Assessment Data**
 - [MPRAT Grades](#)
 - [MAP Data](#)
- Do an "equity pause" for your spring [Course Passage rates](#)

****Grades 6 and 9:** You may want to include some questions on your start of the year survey for families and students to get an idea of how they did in the Spring with remote learning

What are the expectations?
(Academic Team & Remote Teachers)

Step 1: (continued)

Task:

- Create a document for your "grade"** where you can compile all this information
- Find patterns
 - Make note of students who struggled in the Spring
 - Take note of students who are REMOTE ONLY

For non-IEP and MLL students on this list, you may want to reach out to crew leaders and support to gain more insight into the struggles they faced during remote learning

What are the expectations?
(Academic Team & Remote Teachers)

Step 2: What are their needs?

IEP Information

Example of Gradewide Data:

- [Grade 9](#)
- [Grade 11](#)
- [Grade 12](#) (just starting)

IEP Goals

- MLL Most Recent Levels

What are the expectations? (Academic Team & Remote Teachers)

Step 2: (continued)

Task:

Create a system to track student disabilities and IEP goals

- Think about which disabilities are present in each POD.
- Make note of students with IEPs who excelled in Remote Learning (did not show up on list above)

Identify the Languages present in the MLL in your grade and make note of translations

In your academic teams document, make note of students with management needs that require movement. Brainstorm creative ways of ensuring that these students still have access to their accommodations while in the classroom

What are the expectations? (Academic Team & Remote Teachers)

Step 3: How do we track progress and make adjustments?

Data to review:

- After first 4-5 formative assessments are completed (or after first tier of summative assessment)
- Use a tracker to ensure that formative assessments are captured and can inform which students are invited to which groups

What are the expectations? (Academic Team & Remote Teachers)

Step 3: (continued)

Task:

Adjust and discuss Small Group configurations in Academic Grade Team meetings

Ensure that you are inviting ALL students that require extra support to Mastery Support Time (separately to Office hours).

- Think of creative ways to challenge these students while also reserving teacher support time for students with the highest need

What are the expectations? (Academic Team & Remote Teachers)

Step 4: Attendance Monitoring & Intervention

Data to review:

- Track student attendance.
 - Identify patterns. Who is attending? Who inconsistently attends?

Task

- What interventions and supports should you put in place? If a student does not attend Mastery Support, what are the next steps?

Outreach to Students & Families

Nuts & bolts of outreach

Identify your team's outreach system.

- Who will reach out to students/families?
- What will the outreach look like?
- What is the team's outreach timeline (backwards planning)

Best Practice: Listen and Learn

Create a Community Space

- Teach into the "crew" of the small group

Foster a space of collaboration & celebration

- Have students share and celebrate any new learning or anything they are struggling with
- Ex. posters journals, circles

Best Practice: Expansion of Learning

Make Small Groups a space where students are expanding their learning (not completing homework).

IDEAS:

- Create and Teach into NEW entry points into content or theme based on formative assessment data (provided by ICT Special Education teacher of record)
- Create a "Tool Kit" that gives kids "insider tips" or "shortcuts" to getting basic skills (claim sentence starters, creating their own outlines, etc.)

Best Practice: Student Led Learning (Remote & In-person)

Provide opportunities for students to lead the lessons and share out a skill or strategy they know.

IDEAS:

- Students can make "recommendations" for what they would like small group time to focus on the following week
- Students can share out their "tier 1" assessment to the class to give an exemplar if they finish first

Best Practice: Skill Building Based on Disability (Remote only)

Provide Small Groups with lessons that are specific to their disability:

IDEAS:

- Speech/ Language Impairment students focus on reading vocabulary words aloud or rehearse an upcoming presentation
- Learning Disability students co-create a note catcher for them to track new strategies they learn for Math

Discussion/ Brainstorming Session

LG and 9th Grade teachers meet with Varuni:

How can we use MAP data to create lessons that target specific skill needs?

- [MAP Data](#)

- [IEP/MLJ Students NM/ BE Spring 2020](#)
- [MPBAT Grades Course Passage rates](#)

Grade 10-12 Teachers meet in Academic Teams and think about:

- What are the major skills that students need to know to be successful first semester?
 - Where do they overlap?
- How will you group the remote students into their small groups? (e.g. disability, progress in spring, skill strengths/gaps, etc.)
- How will you track student attendance & progress?
 - What are some interventions that you have used to increase student engagement in mastery support or small groups?

Closing & Wrap up

Chat Waterfall:

- What is one take away from the conversation in your breakout room?
- What are some ways you are considering using Wednesday Small Groups?
- [Any additional Questions, add them here!](#)

- Document from staff meeting asking staff to reflect on the progress of IEP students in their classes.

Data Protocol BCS Staff Meeting - Wed 11/18 @ 3PM

Purpose: To engage in an equity pause about student achievement data and to make tweaks in our practices that better support student learning outcomes

Steps:

Description	Time	Task
Enter Breakout Rooms in Academic Teams	1 min	<ul style="list-style-type: none"> • You will be assigned into a breakout room with your academic team. Select a facilitator, time keeper and note-taker <ul style="list-style-type: none"> ◦ Facilitator will move group through the process ◦ Time keeper - ensure that we are on track ◦ Note-taker - capture any big decisions in your team minutes.
Review Norms	2 min	<ul style="list-style-type: none"> • Read the following norms and mindsets for this session <ul style="list-style-type: none"> ◦ Tolerate discomfort and stay open minded - we are learning together, we are not pointing fingers at students or ourselves. Remember

		<p>our core values in blended learning: <i>As creative, caring, and courageous pedagogues, we must adjust pedagogy and supports based on data and feedback.</i></p> <ul style="list-style-type: none"> ○ Believe that if we knew how to fix it, we would! So, we just don't know the right move yet. Remember our core values: <i>We are applying a school paradigm to unprecedented times; we must remain flexible and maintain a growth mindset.</i> ○ We all want our students to do well - and believe that they will if they can! Remember our core values: <i>Students will if they can. With the right supports, all students can achieve.</i> <ul style="list-style-type: none"> ● Any changes or amendments? ● Can we all agree to these?
EQUITY PAUSE - Look at your own Data	7 min	<ul style="list-style-type: none"> ● Make a personal copy of the spreadsheet for yourself - just look at your own course data. Click on the <i>Summary Data</i> tab. Find your name or your course from the pull down menu. ● Take a few minutes to get acquainted with what you are looking at ● Pay special attention to who is at No Mastery Yet and to our Students with IEPs subgroup ● Ask clarifying questions to help you look at data ● Prep for rounds by taking notes on your own - see <i>below</i>
Share Out Round 1	7 min	<ul style="list-style-type: none"> ● Each team member goes: <ul style="list-style-type: none"> ○ I notice... ○ I wonder... ○ This could be because... <i>Capture notes (root your statements in your own sphere of influence, paying more attention to our Students with IEPs)</i>
Facilitator reads EQUITY PAUSE	1 min	<ul style="list-style-type: none"> ● Now, push yourself to remember our Norms and take a moment to consider: Where are we making assumptions, engaging in deficit thinking, or blaming others/students rather than taking a critical eye to our system and our own practices? What don't we know that might help our practice? Remember, every system is perfectly designed to get the results it gets. As an equity-driven school, we need to pause to slow down our habits of bias? What

		<p>forces in our system may be contributing to the inequities we see? How might our current processes/practices/beliefs be contributing to inequity? Courageously focusing on the system and our own contributions helps us identify what is in our locus of control/influence and where we can target our improvement efforts.</p>
<p>Share Out Round 2 and Brainstorm</p>	<p>12 min</p>	<ul style="list-style-type: none"> ● Each team member revises thinking: <ul style="list-style-type: none"> ○ Tweak your <i>“This could be because...”</i> statement - Capture each team member’s possible tweak in your team meeting notes (continue to root your statements only in something in your sphere of influence) ● Brainstorm as a team: <ul style="list-style-type: none"> ○ What tweaks could we make as individuals or as a team? (We will look for improved student outcomes in the next grades snapshot on Mon 12/14.) Make a small commitment to yourself and team. Capture notes in your academic team notes and share with data@bcs. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>EXAMPLES OF TWEAKS:</p> <p>Think small ideas in your sphere of influence like:</p> <ul style="list-style-type: none"> ● <u>Refine WAF lessons</u> - Target specific skill needs for Students with IEPs with mini-lesson and intentional work time in WAF ● <u>Utilize mastery trackers</u> - Provide structures and time for students to utilize mastery trackers in your class ● <u>Mandate Office Hours</u> - require certain students to come regularly and improve strategies for using Office Hours, issuing Office Hours "Invites" at the end of each class through private message, or in-paper. "You're invited to Office Hours today, so we can check in about today's lesson. If you come today, that will count towards Habits of Scholarship! See you at 2:30, the link is on Google Classroom!" ● <u>Re-think Zoom time</u> - chunk assessments so that an exit ticket in Zoom serves as an on-demand Tier 1 summative assessment OR make better use of the multiple adults in Zoom for smaller breakout rooms OR record key parts of your Zoom and post the recorded video of the lesson for anyone who </div>

		<p>missed class / has technology difficulties</p> <ul style="list-style-type: none"> ● <u>Ask for student feedback</u> - conduct a survey or empathy interview with select students to gather feedback on what to tweak to improve student learning, ask what works for their learning and make revisions ● <u>Re-structure blended time</u> - print assessments or use laptops so that students get immediate feedback and support to turn in their Tier I-IV assessments in school ● <u>Revise Tier I summative assessments</u> - ask for feedback from your department, ILT, L2 on your Tier 1 summative assessment so that it meets the needs of diverse learners ● <u>Analyze Tier I-IV summative assessments</u> - look for disproportionality in who attempts the higher tiers of your summative assessments and revise them (think entry points, modalities, culturally response lens) so more students meet higher mastery levels ● <u>Change the modality for an assessment</u> - offer options within Tier I, e.g. instead of only writing, give students a chance to show their learning visually with a drawing or infographic, or to record audio of them responding to a question, or acting out a response, if in-person. ● <u>Increase public reminders and access to Office Hours</u> - mention office hours every day in the beginning of a lesson, like we do with learning targets and norms, and shout out the previous day's attendees and give credit towards HoS
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- Lookahead
 - **Part 2 - BCS Staff Meeting Wed 12/2 @ 3PM**
 - Better understanding students with learning disabilities so that we can better target their needs as teachers
 - Continue to discuss your tweaks and data in future academic team meetings

Promote the most effective and appropriate technologies to support teaching and learning in a school environment or across the district

This indicator ended up leading to a system that was way more in depth than I could have imagined. While I set out just to create a “database” or resources for teachers to use. My administrators wanted to instead institutionalize the system as part of our school. They gave me permission to build a PLC and set out to create an IEP feedback system which will help teachers save time and increase the quality of IEPs written at our school.

Step 1 was to create the PLC by calling together staff members who wanted to collaborate on this idea. I sent the email to get people involved. We then met several times, reviewed different structures that we had seen in various schools, and then ultimately set out to create a database which fills in our IEP school template using the feedback provided by teachers. The most challenging part of this process was taking the time to create the questions and collaborate with the data expert at our school and create formulas for the template.

While I was hoping to get this project up and running by the middle of first semester, the setbacks and creation time ended up taking much longer than expected. In the meantime I created temporary systems for teachers to use in order to facilitate a feedback system (document in evidence). The final system was set out to our PLC team for them to test this week. Our team goal is to have at least 4 IEPs written using this system before we roll it out to the whole school.

So far this work has improved part of our special Education department by opening the door for a new and streamlined system. The few teachers who have seen this system seem to be excited about using it. It will save time, and increase the quality of language and development of our IEPs.

This indicator gave me insight into creating a data system using technology to increase the productivity and efficiency of our teachers. This system took time, and had to

have many checkpoints along the way with the members of the PLCs. It was a great example of how much can be accomplished when you give teachers the space to create something. When given a vision and goal, people can come together even in a difficult time to create something that benefits the community.

I also learned that creating large systems takes time. That anytime you rush something like this, the more likely people are to push back against it. On the other hand, it was sometimes hard to remember that this work was happening. It was often left by the wayside for a week or so because I was overwhelmed. In other moments we need to be kind to ourselves. Sometimes stepping away from something and resetting makes it better.

Evidence

- Meeting notes

Agenda

Team Members: Chrissy, Christina T, Rytva, Juliet, Imani, Tracy, Tamika	
What has worked with feedback collection?	<ul style="list-style-type: none"> • Dedicated time to fill in the feedback for students. • Academic teams need to set agenda time to fill in feedback for students <ul style="list-style-type: none"> ○ Limited time ○ Having a very specific set time each meeting where everyone is filling in what they can. • Survey might work better in this virtual setting than a spreadsheet that is targeted and direction • Fill in sentence starters for goals and feedback so that it is high quality •
What has NOT worked with feedback collection?	<ul style="list-style-type: none"> • Data that is based on subjective feedback and not based in skill • Giving freedom for teachers to “write anything” in the feedback causes double work for the IEP teacher who is then making sense of

	them. <ul style="list-style-type: none">• Goals are not clear and based on learning targets instead of the individual challenge for specific students
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Other notes:

- Can we set time for PD on IEP goals?
- What data are we using to inform the IEP? We don't have MAP data.
- We need formalized Numeracy and Literacy data for students in feedback form
 - Can this live in Wednesday small groups? Choose three points in the year where students complete a numeracy and literacy assessment to track progress.
- Which of these can be done blended and remote?
 - Can be all remote if needed

Possible data to request during feedback:

PBAT Grades based on progression (growth over the year)

In class formative assessments on skills

Using the tier system to provide feedback based on criteria that they were not able to complete

Options we might want to consider:

[Survey format](#) (using the more comprehensive DOE questionnaire)

[Spreadsheet](#) (how does this work when some teachers are not teaching their students in person)

Other ideas?

- Feedback Options Document

Each grade team should discuss the available resources and options below and decide on a system that works best for them.

The links shared are just examples, however all feedback should follow these criteria:

- **Be strengths based**

- **Focus in on specific skills related to Numeracy and Literacy**
- **Address evidence from assessments completed by students**
- **Must not include subjective language**

Type of Collection	Pros	Cons
Spreadsheet Format	<ul style="list-style-type: none"> ● Allows for transparency with feedback and info ● All responses in a single space ● Columns can be hidden to clear up clutter after an IEP is complete 	<ul style="list-style-type: none"> ● Sheets is not the best group editing software. ● Needs to be manually spell checked ● Can be hard for case managers to navigate
Google Survey	<ul style="list-style-type: none"> ● Helps to ensure that all parts of feedback are collected (required responses) ● Can be adjusted with grade specific language ● Sentence starters can be used to fill directly into the template 	<ul style="list-style-type: none"> ● Teachers can not easily see each others responses ● Can be harder for case managers to organize information ● Some people report that it is harder for them to see who needs feedback when
Email	<ul style="list-style-type: none"> ● If team checks email often can be a more efficient reminder for people ● Easier for different teachers to read responses on specific students and read each others feedback 	<ul style="list-style-type: none"> ● Cluttered Inbox ● Email is sometimes lost ● People reply all, or forget to reply all and lose info ● Harder to have admin help with accountability because it is not a sharing resource

Teacher and organizational time or district time focuses on supporting high-quality school instruction and student learning.

Once again, this indicator had a slight shift in goal when the DOE decided to add the Program Adaptations Document or PAD onto teachers plates at the start of this school year. While my real goal was to dig into the IEP process from start to finish, I instead spent the majority of my time on this indicator ensuring that teachers felt as little stress as possible getting these completed.

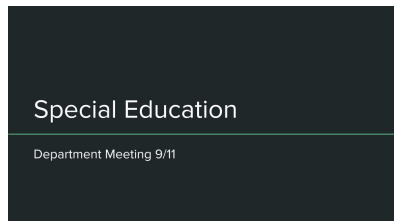
I began by trying to familiarize myself as much as possible with the PAD process by attending district meetings with our network liaisons. In this space I was able to ask questions and get my ideas approved by central staff to be absolutely sure that the compliance information I was providing to my staff was correct. The two biggest tasks that were required of me and my assistant principal in this process was to create the case manager assignments for the school year and then arrange for a special education department meeting in which we shared the directions with staff. Additionally, we needed to carve out time for Special Education staff to do this work.

Now, you may be asking how this compliance task is related to instruction and learning. During remote/ blended learning we have been forced to rethink the way in which special education services are being provided to students. This PAD document required us to put our own approach into words, and for us to train staff on how to have these conversations with families.

The system I created was successful. Teachers appreciated how straight forward it was, and families appreciated the early communication about their child's education. It also gave us as teachers tools to express to General Education teachers exactly how we were expected to recreate the ICT classroom in this new educational situation. The biggest takeaway from this as a leader, is that if we put a little effort into making systems in place that make stressful processes such as this a bit easier for staff, we increase their productivity and ease the stress of families. That sometimes it is worth the investment of time in being proactive in order to save the time and reactions from the fall out later on.

Evidence:

- PAD Meeting Powerpoint



Padlet Check-in

- Add a color, quote, emotion, thought, to our Special Education Padlet
- Take a look at other people's responses and shout them out in the chat box

[Click here!](#)

Agenda

- Padlet
- PAD (Imani/Chrissy)
- ICT Teaching (Imani)
- Schoolwide Practices for IEP Students (Chrissy)
 - Tiered Assessments
 - Color Coded Documents
 - Formative Assessment Tracker
 - School-wide Academic Teams for IEP Feedback

Please hold your questions until the end of the session so that no one misses what we are sharing in the slide deck.

Program Adaptations Document (PAD)

[This is what was given to schools for guidance.](#)

- Conversation with families about how we are providing their students IEP mandated services in remote/ blended learning
- New Version of Remote Learning Plans (RLP) in the spring
 - Best adaptations that our school can provide to meet student mandates
 - You do not need to know the student to complete the PAD. It is more a document that gives schools the chance to outline how we as a school are providing them services.
- The student's mandates are all pre populated in the document based on the most recent IEP in SEISS
 - We do need to input any adaptations we are making as a school to what is pre populated (Ex. ICT Teaching in Blended Learning)
- Related service providers will have a separate document to complete, it is not yet in SEISS

PAD Meetings with Families

- Emphasize that all students will have access to smaller class sizes now that we are in the remote/ blended model
- In all remote classes students with ICT mandates will have a Gen Ed and Sped teacher present
- Talk about Mastery Support/ Office hours
 - Wednesday is time for all IEP students to get additional support
 - Blended students will get an extra day in the building
- There is a schedule for every student to follow each day when they are both synchronous and asynchronous
- We have made improvements from the spring and have made sure to provide more structured schedules

Program Adaptations Document (PAD)

- Every student with an IEP needs this document completed before 9/21
- [SEISS Guidance](#)
- [Here is a video of how to complete them](#) (Watch 21:22-35:02 for tutorial)
 - **NOTE:**
 - They do NOT give you guidance on what to write in the boxes
 - We are working on our schoolwide language
 - Will send it out with case load on Monday
 - Students with bi-lingual instruction (language paraprofessionals) have a specific box to check
 - For BIP and Behavioral Paraprofessional Section this will be more responsive to the family and student concerns. (ACCESS is reaching out to central for more guidance)

ICT Teaching (Imani)

- The classes that you are “on record” for are the classes that you are responsible for planning.
 - Special Education teachers are responsible for meeting the needs of their IEP students in these lesson plans that are created for these courses ONLY
- You are NOT on the academic team for each class that you are scheduled to support (either in live meets for OR teaching in blended learning)
- If you are a “support meet” teacher you are there to assist with virtual management.

Schoolwide Practices for IEP Students

- Tiered Assessments
 - Provide students with clear expectations for success
 - Give us access to more detailed information based in high quality assessments for IEP progress
- Color Coded Documents
 - Help students to understand teacher expectations and stay organized with their changing schedules
- Formative Assessment Tracker
- School-wide Academic Teams for IEP Feedback

-
- PAD statement sheet

School Wide Language:

NOTE: If you try to contact parents two times without success, PLEASE let Imani know so that she can make additional attempts to get in contact with them before finalizing the PAD.

[Video on how to use this document](#)

ICT-

All students with IEPs have a curriculum tailored to meet their needs as indicated on their IEPs, which are developed collaboratively by the Special Education and General Education teachers. During remote instructional periods, students have both a special education and a general education teacher in each online course they have an ICT mandate for.

(ADDED FOR BLENDED STUDENTS)

For blended students, during the two days per week they are in school, a mix of Special Education and General Education teachers provide them with instruction.

FOR LG ELA

Students in **Grades 6, 7 & 8** receive adapted ELA instruction from their 10 period mandate on their IEP. Due to the hybrid model of instruction happening during this time, students will receive a combination of Asynchronous and Synchronous ICT instruction. The fewer periods will allow for the time to complete their asynchronous school work.

The adaptations of this model were discussed with the student and parent on (DATE). **The parent (agreed, shared concern with, requested)....**

Assistive Technology-

Discuss with the student and parent what the status of their assistive technology is.

(All good) In the PAD meeting both the student and parent confirmed that they have access to their device and that it is working. Blended teachers are aware that the students should be allowed to use their devices in all of their classes.

(not good) In the PAD meeting the Parent and Student shared that they needed assistance with their assistive technology device. The case manager notified the school based technology support team to arrange a time to come in to fix their device.

Additional Information Section - Students with IEPs at Brooklyn Collaborative School have access to added support at various times during the week. Targeted small group instruction will be provided each week on Wednesday from 9am- 11:45am. All students with IEPs are scheduled to attend these sessions. In addition to this, each day all teachers (General Education and Special Education, remote and blended) will hold office hours in addition to their scheduled instructional time during a time when all students do not have any other scheduled courses.

Health or Language Paraprofessional-

- For remote and blended students, they will have access to a paraprofessional in each of their remote and blended course meets. This para will check in with the student and ensure that their virtual behavior is not impacting their learning. Paraprofessionals will also check in periodically with the parent to reinforce behavioral interventions at home as discussed below.

Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's/district's educational environment.

This indicator had an interesting turn in course as well after we started blended learning. It became clear to my Assistant Principal and I that parents were going to struggle navigating their child's special education services in the virtual space. Just with the initial adaptations documents that case managers needed to create for students, it became clear that parents needed support in knowing their rights and what their child is entitled to.

We set out to create a small committee of teachers to come together and host a set of family IEP workshops. These would be spaces for parents to learn more about what it means for their child to be in special education and to better navigate the DOE process in receiving their mandated services. As of this point the team has met two times. We decided on hosting a three part series for parents, and for them to focus on these three areas:

- What is an IEP?
- What are my rights?
- How to advocate for what my child needs?

In this three part workshop we hope to build up all of our families to understand and participate in the special education process to the fullest extent possible. One thing that I am up against in this fight is once again a clear delineation among staff around what the language sounds like when approaching these conversations. Within our group people had vastly different takes on how to structure these meetings, and assumptions about what parents want. It really solidified in me that we must first ask parents what they want and what they need before we start thinking for ourselves. How do we formulate a plan for these workshops that is authentic, inclusive, and worthwhile for the families of students who are currently experiencing trauma. It is a tough issue to consider. We are hopeful that we will figure out the perfect formula.

Evidence

- Meeting notes

11/20

In attendance: Rytva, Imani, Norma, Chrissy, Ashraf

Check-in:

IEP Family Workshop

What is it?

What it is not?

Language of IEP

Why do we only worry about “those” kids?

What does it mean to have an IEP

IEP as a civil right. Not a privilege but a right.

Deficit thinking/Advocates

Community of special educators to be advocates

My son/daughter is not a stupid, idiot, crazy

IEP as a family affair

Crew leader attend IEPs of crewbies

Crew meetings to give people time fill out social history section of IEP feedback form

In blended/ remote learning it is really hard to give real tangible feedback for IEPs because we don't have evidence

Google Classroom might be a starting point for workshops. How to help your child organize their assignments.

We all learn differently and we have this plan that supports individualized brains and leads to finding their success.

Debunking the idea of “those kids” while also teaching into the idea of “they just need to do it” trying to teach into that idea. [THIS IS THE SLIDE DECK I USED](#)(Norma)

Connecting the issues that we have as adults and teachers to the needs of our students - Workshops ideas:

1. Parents' awareness around what a disability means. Teach into these terms and what this idea actually entails. Teaching into language and societal barriers. It is okay for children to have a disability. Empowering this work.
2. General education teachers don't have the knowledge around what the specific disabilities mean. This may help to close the gap between their approach to planning and teaching for these specific students.
3. Creating a space for students to feel comfortable in these spaces.

Grade level specific workshops

Maybe LG vs. UG?

How many sessions

Three part Series

1. What does it mean to have an IEP? The use of language which empowers student success. Honoring our own learning styles. Systemic oppression within the educational system.
2. Advocating for my rights: my IEP as a Civil right
3. Empowering your child's unique brain (possible working title)

Session 1- Educational Session for Parents

What are the parameters of an IEP

What does it mean to be evaluated?

What are my rights?

Who is my child as a learner?

Broad intro into what it means to have a disability.

Ask teachers who had an IEP to join - testimonials

Apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school/district system of accountability for every student's academic and social success

At the start of this school year, I attended a series of two three day PDs with my equity team during which we paused, listened, and grew our practice and conversations around equity in the space of remote learning. Through these sessions, we were giving

group work time during which we could apply our learning to specific school wide policies and practices that we foresaw as problematic in the upcoming school year.

All along we knew that the inequitable outcomes for students who are marginalized would be greater during this upcoming school year. We began to target our grading policy and our various assessment systems which didn't always allow for a sustainable amount of work for students to complete. We looked at our data from the last semester of the previous school year to try and estimate the gaps in our practice. These sessions not only helped us gain clarity as a team, but it also armed us with the language and conversation needed to successfully lead these conversations with staff.

Ultimately, there was movement among the community in relation to the topics we brought forward. We shared the data which showed that our students with disabilities were disproportionately impacted by the school closure. That our students who were MLL and in temporary housing were struggling. That our policies, which might have worked in brick and mortar, needed to be revisited.

The biggest take away I had from this moment is that leaders can not exempt themselves from the work. Many of the policies we looked at were those that my administration had spent hours and years developing. They had dedicated years of their practice crafting them, and now, because of the pandemic, they had to open themselves to the envisioning of these things. Now, to be honest, I think that many of these policies needed to be reviewed anyway. I also think that many of the changes and growth that we have made as a school as a result of COVID has been incredible. We are open to trying new things for the first time in a long time. As a leader, I think you need to embrace these times the best you can. If you can push your own growing edge, your teachers can do the same alongside you.

Leadership Self Reflection

In what ways have these results affirmed what you already knew about yourself or provided you with new information. Identify the EI competency clusters and individual competencies that were strengths (self-awareness, self-management, social awareness, relationship management). Strengths are high scores, 4 or 5, in which both you and your raters agreed.

Over the course of the past two years in this leadership program, my ability to self reflect and regulate have been perfected through the projects and practice we have done together. The categories which aligned between me and my raters were: Positive Outlook, Empathy, Coach and Mentor. Positive Outlook and Empathy I think connect to each other pretty directly. My abilities to see the future in a positive way is a direct result of my ability to understand and listen to my colleagues and students in a really powerful way. In the empathy category my raters and I had equal scores for my ability to understand reasons for others' actions. We also rated equally in empathy for understanding people from different backgrounds. This score gave me some reassurance that I am not just imagining my commitment to diversity and integration. My coach and mentor skills were interesting to me. I was relieved to see that the responses agreed with my assessment that I care deeply about others and their development. Again, while I always hoped this was the case for me, seeing that those I have mentored and worked with feel the same was refreshing.

Identify any EI competencies that were not strengths. Were there any particular individual competencies that both you and your raters saw as challenges? If not, which is the lowest area, as per your raters – explain.

This part of the reflection really helped me to set some new goals for myself in my leadership positions. Throughout this program I have focused on my emotional control and reactions. Based on my self reflection and my raters scores the influence and adaptability sections are some areas that I need to improve. These are two areas that I agree I need to improve, but haven't been at the forefront of my quest for self improvement. I was only rated a 4 in the area of "convinces others by appealing to their self interest" and "adapts by applying standard procedures flexibly." While I didn't score myself as low on these two categories, now that I have thought it through I agree that these are two focus points I can adjust within my practice in order to help gain more allies in a community and create systems and procedures with increased buy in. Just as with the results from Professor Patti's survey, these will now inform my own self growth and reflection moving forward.

If you have your scores from ADSUP 704, were there any notable differences (.3) or higher changes? Explain.

Spring 2019- Teamwork (4.00)

Fall 2020- Teamwork (4.5)

The biggest shift from my Spring 2019 score until now is my rating in Teamwork. This area is something that I have really focused on improving within myself over the time we have spent in the leadership program as well in my various teacher leader positions at my school. My role as department leader, which I began last year, has made a huge impact on my ability to work and build teams to be successful. Where as in the past, I have lots to experience being ON a time, I had not really gotten myself into the practice of leading one yet. I am happy to see that my scores have changed for the better, I will continue to build this as a strength for myself as an administrator in the future.

Select two competencies for growth. You will continue to focus on these competencies as you move towards leadership. Indicate SPECIFIC behaviors that you will engage in to improve these competencies. Identify any competency strength that will assist you in this process.

As stated above I want to specific work to better myself in the following areas:

Growth Area #1- "Convinces others by appealing to their self interest"

My ideal self in this area would be someone who can create entry points and incentives for colleagues and students to engage in the shift or new practice that we are attempting in a community. In order to accomplish this, I will need to first become a better listener and try to hear what people are asking before creating a solution. I am someone who often operates in the here and now. I am solution oriented and want to solve problems (especially those that impact my students) quickly. This can often make others feel left behind or left out of the conversation. My first discovery is to listen, and my second is to plan with multiple perspectives in mind.

Growth Area #2 "Adapts by applying standard procedures Flexibly."

My ideal self in this category is someone who prides themselves on again being able to provide teachers with the same differentiated support that I offer my students. In reflecting on my growth area, I want to try and ensure that I am making the same checks for understanding with my students as I am my colleagues or the teachers I am supervising. I

want to be clear and provide them with steps that meet their own capabilities. I know that at times I can become very “step by step” oriented when creating a new system or using a school policy. This makes those who are already distant from the conversation move even further away. My first discovery is trying to create systems in procedures that involve more consistent check in and conversations with staff, and my second is to create many different pathways to success for staff based on their own needs and entry into the work.

Equity Team

Our equity work this year has shifted a bit. When we left last school year, we were in the wake of the murder of George Floyd and the black lives matter protests were sweeping our city and our students communities. Many of them were out there themselves. Our school is in an interesting circumstance because while 75% of our students are Black and Latinx 85% of our teachers are white. Our entire leadership team is made up of women of color. This creates an interesting dynamic in staff meetings and professional development sessions when you constantly have to be on “alert” to carefully watch how the white male teachers speak to our leadership when they have a problem or concern about a policy.

Our equity team continued to meet throughout the summer and through the start of the school year in book clubs. Teachers were able to pick from a selection of three or four texts and then meet every 3 to 4 weeks to discuss questions. These books ranged from historical to fiction and allowed teachers to expand and grow their conversation around race and equity within our school community and the larger context of our nation. While these meetings were a great start once it became abundantly clear towards the end of August that the school year was going to look vastly different than anything else we could imagine we decided that as white teachers it was our responsibility to continue this work. Our conversations and growth were the most important because they would have the biggest outcome. We set up a plan to offer various sessions for teachers throughout the first three months of school. The sessions would give teachers an introduction to what it would mean to be part of the white affinity group and will have kinds of conversations and tough moments we would have to discuss in order for the team to actually create movement. We landed on having a series of “101” Sessions in order to allow teachers to have entry points into the conversations we had been having throughout the summer time.

Unfortunately this plan didn't work out as I had hoped. The insanity of a school year filled with change and uncertainty forces us to put this work on the back burner. As the leader of the group, I reached out a couple times to various people to try to get a reboot of the team together again unfortunately I was met with very little response. The teachers were apologetic, they were honest and shared that they were feeling really overwhelmed.. I've discussed this problem with my two administrators several times. They are also just exhausted having these conversations and they also want me as a white staff member and other white staff members at my school to step up and take responsibility for the role that we play in this puzzle. I think that as a school leader and especially as a white school leader equity work has to be at the forefront of my mind. I think that we must constantly check in with the systems of accountability that we have and the ways that we are constantly integrating these conversations among staff among professional development and among data that we're looking at our school.

- Emails for planning meetings
- Meeting Notes

Equity Team Racial Affinity Group- White

Notes:

John

- Every two weeks
- Outreach to groups that we aren't seeing show up at meetings
- Breakout groups
- Two meetings per month
 - One that is open forum discussion
 - One that is based on readings or a resource

Christina T-

- Having structure of talking points through various lens and connections that we have as educators
- Resources Activities that people do as "pre-work" meetings
- Showing up for meetings during the summer was hard because people did not feel in the space to do so
- This shouldn't feel like an obligation because then people show up only because they feel like they have to and they then don't do the work

Liz-

-
- Podcasts, articles, books that we can read together and come together to discuss
 - Historical connections between what is and what has been
 - Resources: School Colors Podcast, [The Strike That Changed New York](#), [Discretionary spaces article](#) (hitting the pause button)

Todd

- [Communication guidelines for meeting](#)
- We start meetings going over these in a formal way that makes them stick out in people's mind
- We shouldn't overlook places where white folks are showing up and where they aren't
- How do we help people see how white supremacy impacts our communities, families, students. Etc.
- People need a structure in order to show up

Lauren

- Rooting some of what we are working on in activism
- Doing the work as we learn it
- We can not discount the trauma that comes with looking into themselves
- How can we bring more people into the space and engage them in the discussions we are having

Chrissy

- How do we come together and bring together those who did not come to these meetings?
- How do we make these not feel like work...

The purpose of this space

Structure:

One time per month:

Whole group discussion

One meeting per month:

Book Club/ Podcast

Action Oriented Space

Asking for commitment- Us using this space as a recommendation for people when we notice things that could be problematic.

Do we want people to make some kind of commitment to this work and what it looks like/ means...

After you attend the “101” session then you commit to some part of the group

Sending out “follow up” emails to those who don’t come to meetings and letting them know that we missed them

Making a leadership structure and giving people chances to participate
White affinity on boarding and 101 for new folks that want to hop into the group even if they haven’t joined us before.

We are only as strong as the people who continue to show up to these spaces and these meetings in order to increase the amount of allies that we have at BCS

We create spaces where we make this work required.

When-

What commitment can we all make to helping us do this work?

Meeting Date/ Time/ Zoom Link	Pre-reading	Discussion Questions	Self Reflection Activity for week
7/14 @ 1:00pm Zoom	The White Knapsack	What negative experiences has your white privilege protected you from throughout your life? What positive experiences have protection you have throughout your life (the BIPOC generally do not have)? In what ways have you wielded your white privilege over BIPOC that have done harm (whether or not you intended to do so)? Describe the most visceral memory of experiencing white fragility. How old were you? Where were you?	Take a look at the spaces you include yourself in everyday. <i>(Social Media, news outlets, organizations, authors you read, etc.)</i> What is the race, class, privilege, age of people in those groups? How can you extend your reach to include more perspectives in your daily interactions?

		<p>What was the conversation about? Why did it bring white fragility in you? How do you recall feeling during and after the interaction? How do you feel about it today?</p> <p>Closing questions: What is one thing that you are thinking about after our discussion today? What are you going to bring with you?</p>	
<p>7/28 @ 1:00pm</p> <p>Tone Policing</p> <p>Zoom Link</p>	<p>TED Talk by Teacher Verna Myers</p> <p>Educators Must Mind Tone Policing by Edith Campbell</p>	<p>How have you used tone policing out loud to silence shut down or dismiss BIPOC? What kinds of words have you used to describe what tone BIPOC should use?</p> <p>What tone policing thoughts have you harbored inside when you've heard BIPOC talk about race or their lived experiences, even if you didn't say them outloud?</p> <p>How have you derailed conversations about race by focusing on how someone said something to you rather than what they said to you? Looking back now, why do you think the tone that was being used was more important to you then the content of the information being conveyed?</p> <p>How often have you made your willingness to engage in antiracism work conditional on people using the "rights" tone with you?</p> <p>How have you discounted</p>	<p>Can you think of a student or group of students that you tone policed at some point in your career? Think about that student and write them a letter apologizing for your words or actions. This is not a letter to send, but a letter for you to hold onto in your mind for the future.</p>

		<p>BIPOC's real pain over racism because the way they talk about it doesn't fit with the world view of how people should talk?</p> <p>How have you discounted BIPOC in general because of the tone they use when they talk?</p>	
8/11 @ 1:00pm	Morningside Affinity Group Resources	<p>How can we take what we have learned/discussed and better support our BIPOC colleagues?</p> <p>In what ways can we commit to putting what we have discussed in this space into action in our lives and our work?</p> <p>How can we move this group forward as we enter the unknown of the fall?</p>	

Compliance

Last school year our school was the subject of a state special education audit. Both a former ATR and parent filled formal complaints with the state department of education claiming that our school was not providing appropriate instruction to our Special Education students because in some instances there were ICT classes taught by two General Education teachers OR teachers who were teaching outside of their grade level license. As a result the teamwork of myself, administration, and the programmer were crucial as we planned for this upcoming school year for several reasons. First, teachers needed to be in positions which they were properly licensed for, but also that administrators wanted to

avoid moving too many people into new positions because of the uncertainty we were experiencing.

First look at the classes that they state flagged and touched based with teachers about their licencing status. Some were planning on getting extended licenses before COVID and we were unsure if they would qualify for an emergency extension. About half of the teachers flagged were able to get their extension and therefore were no on the table to be moved around. The additional 4 teachers would need new placements, and therefore would require other teachers to move around as well. This created a sense of unease for some teachers, but was necessary because our school was still under review by the state.

The programmer also needed to be sure that we were in compliance with our programming for students with IEPs. We needed to be absolutely sure that over 90% of our students were scheduled for what their IEP required. While I was part of these conversations, and helped to build and think through providing some of the related services into the weekly schedule, our school programmer did an incredible job with this work. I think that this biggest impact this had for our school was that for the first time we exceeded our benchmarks early.

As a high school leader I will be sure to have an incredible school programmer in place. This role is stressful, high stakes, and sometimes overwhelming. However, having someone in place with a created mindset, and an unwavering commitment to getting the job done makes a school run smoothly. They make a community feel confident, and they make students feel safe. While I can not share the emails from the state education department I can instead attach the email confirmation that we exceeded our first benchmark.

- Email confirming benchmark reached

Good morning,

I just checked our Program Services Report. We are currently at:

ATS SCHOOL DBN	Borough/Citywide Office	SUPERINTENDENT	TOTAL MANDATES	TOTAL MANDATES FULLY MATCHED	% OF MANDATES FULLY MATCHED
Citywide			642082	392583	61%
15K448	Affinity Group	CHENG, ALAN	687	643	94%

The first benchmark is 85% by 11/16, so in terms of compliance we should be fine for that. I will send more details about the mandates that aren't matched when I get a chance to look through the report more closely (probably not until later next week).

Stacie

Grading Policy

Connecting to Indicator 5.1, as a result of the equity workshop me and my colleagues attended, we started to dig deeper into the policies that our school has on “Habits of Scholarship.” These are a percentage of student grades based on their ability to exemplify our core values. We teach skills such as responsibility, collaboration, and persistence. We push them to meet deadlines, work well with their peers, and more.

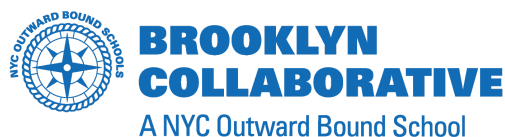
While these ideals might serve a purpose in brick and mortar classrooms, in remote learning we were not sure how their grades might make it hard or even impossible for students who are struggling to engage in the community. How can we create spaces for them learning these skills when they will barely be able to reach the curriculum we are providing? Also what are the habits of a scholar during this time? What does it mean to be a “good student” if your family is sick or unemployed? All of these topics led us to rethinking this system to make it a merit based, and not penalizing system. We came to an agreement that habits of scholarship grades should be limited to 3 per semester, students should be given multiple chances to improve their grades, and that they would be E if they did not master the skill by the end of the semester. As a team we felt that this allowed for equitable outcomes for our students.

When we rolled out this new policy to staff there were mixed reactions. Some people felt as though without the Habits of Scholarship grades students would not stay motivated. That they would be confused. Others felt that the equity team had come upon an important realization. That we made the right move in rethinking this approach.

So far this school year is a bit too early to tell if the shift was successful. So far my principal has had to check in with multiple teachers about themselves overusing Habits of

Scholarship and only using the grades as a demerit system. I think we will all get there eventually, and I think that by the end of the year we will have figured out how to increase student buy into this process, and can start teaching these habits again in a real way.

- Grading Policy



Brooklyn Collaborative Grading Policy DRAFT

Blended Learning 2020-2021

What is blended learning?

Blended learning is a hybrid model where students have some on-site instruction and some days of all-remote learning. All-remote means that a student is learning from home every day. This grading policy applies to all students, whether they are in blended learning or all-remote.

What is the grading policy during blended learning?

Students are graded in two categories:

- Academic course learning targets aligned with NYS standards (80%)
- Habits of Scholarship (20%)

Academic Course Learning Targets (80%)	+	Habits of Scholarship (20%)	=	Final Course Grade (100%)
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How are academic course learning targets assessed during blended learning?

For each long term learning target, students should have at maximum two summative assessments per quarter (so maximum 4 summative assessments for the whole semester). We do not want students to have a long list of assessments in PupilPath. Teachers should assign high quality robust summative assessments via Google Classroom that allow a student to show mastery of the learning target.

What types of summative assessments should there be under each LT?

There should be no more than two summative assessments under each LT per quarter (marking period) or approximately four summative assessments per semester. If a student is struggling with remote/blended learning (e.g. SWD in need of accommodations, extenuating circumstances), at the end of the marking period, one summative assessment per LT is sufficient each quarter and the other assessment should be marked excused.

The summative assessments should be diverse so that students have different opportunities to show mastery of the learning targets. E.g. in Math, both summative assessments should not be tests - one should be a test and the other should be a concept map. In ELA, both summative assessments should not be an essay - one should be an essay and the other should be a poster/play.

If possible, one of the summative assessments should be “on-demand” so we have a better gauge of the student’s independent mastery level. However, given the challenges of the blended/remote learning environment, this may prove challenging and therefore “on-demand” assessments are not required this year.

There has not yet been an announcement that Regents/MPBATs are waived so juniors/seniors should continue to prepare for them in their core classes to present in January/June. This serves as a major summative assessment which is also on-demand (recorded). Additionally as much as possible, Zoom break out rooms can serve as roundtables as another on-demand assessment.

What are some examples of tiered summative assessments?

Long Term Learning Target: I can...	
<p>SAMPLE Summative Assessment</p> <ul style="list-style-type: none"> ● Tier 1 (BE) - 5-paragraph TIED essay ● Tier 2 (CO) - Expand the essay with two additional paragraphs with evidence from Tier 2 curated resource list (different reading levels) ● Tier 3 (AC) - Add counterargument paragraph to your essay with evidence from curated resource list ● Tier 4 (EX) - Add second 	<p>SAMPLE Summative Assessment</p> <ul style="list-style-type: none"> ● Tier 1 (BE) - complete 10 problems from Problem Set #1 ● Tier 2 (CO) - complete 10 problems from Problem Set #2 ● Tier 3 (AC) - complete 10 problems from Problem Set #3 ● Tier 4 (EX) - complete 5 problems from Problem Set #4, tutor a student who

<p><i>counterargument paragraph to your essay with evidence from a resource that you find yourself online and you need to prove that your source is unbiased using https://mediabiasfactcheck.com/</i></p>		<p>needs support in Tier 1 PS #1, and do a 10min oral defense of one of the problems from PS #4</p>
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- [ELA 8](#) (Lauren/Betsy/Charene/ChristinaB)
- [Geometry](#) (Brian/Pam)
- [ELA 9+10](#) (PhillG/Sheryl/Carmelle)
- [Climate Change](#) (Beth/Rytva)
- [Math 6](#) (Liz/Abby)

All students must complete Tier 1 before they move to subsequent Tiers. Students should only see in Google Classroom what their current Tier is (by assigning only specific students tasks as they move through the tiers) or you can show students all the tiers from the beginning so they see the whole arc BUT students must start from Tier 1 (they can't start and jump to a higher tier). [See Common Expectations for Google Classroom linked here.](#) Only when a teacher has graded the current Tier and the student has passed and Pupilpath updated should the student move to the next tier in Google Classroom.

Teachers should outline the general arc of all the tiers for students at the beginning of the assessment process so that students know generally what Tier 1-4 will consist of (Tier 2-4 do not have to be mysterious). This will help with clarity so students know eventually where they can go with the task, and this helps to motivate students because they do not see Tier 1 as the end of the road. The Tier 1 assessment should set students up for success to confidently access Tier 2 and beyond.

A summative assessment can have options as well, to support multiple entry points. E.g. to show mastery of the same learning target, a student can design a PSA or craft a poster. See [Example Geometry](#).

You can also think of the tiered assessments as building towards the last tier (so they can themselves be "formative" for the highest tier).

You can also think of weekly assignments that students complete as building them up for success on the upcoming summative assessments.

Should Tier 1 start at CO, not BE so that we have a higher floor?

No, we discussed with various teams/teachers over the summer and we will keep the Tier 1 at BE.

Are tiered assessments separate assessments or a variation of the Tier 1 assessment?

They can be separate assessments and/or a variation of the Tier 1 assessment.

What does PupilPath look like?

Under each LT in PupilPath, there should only be summative assessments. Please do not put formative assessments into PupilPath unless they are selectively used to represent a Habit of Scholarship assessment. Most students do not understand weights of assessments and many students have given us feedback that it is discouraging to have a long list of assessments that are undone, so they do not know what to focus on.

Long Term Learning Target: I can...	
Summative Assessment 1 = Persepolis Essay	Grade: CO
Summative Assessment 2	Grade: BE CO-AC

When a student achieves mastery of the next Tier, their grade for that summative assessment in PupilPath is replaced with the newer Tier level. E.g. when a student successfully completes Tier 2, their BE in PupilPath for the summative assessment is replaced with a CO.

How should each Tier be graded?

Each Tier should be graded with criteria for success (a checklist of requirements), not a rubric with different mastery levels. If a student accomplishes those criteria, they met the requirements for that Tier. If they do not, the teacher gives feedback that the student has not yet met the criteria for success and the student revises.

So you should NOT say: "You got an exemplary on the Tier 1 assessment for this LT"

You SHOULD say: "You met the criteria for success for the Tier 1 assessment so you've shown Beginning Mastery of the LT. Now you should move on to the Tier 2 assessment so that you can show deeper mastery. Once you meet the criteria for success for the Tier 2 assessment, then I will update your grade for that LT to a Competent."

What if a student does really well on a Tier 1 (BE) assessment?

Each Tier should be graded with criteria for success (a checklist of requirements), not a rubric with different mastery levels. A student should not get an Exemplary on their Tier 1 assessment - we should not grade that way. A student should be told that they showed mastery on their Tier 1 assessment which shows Beginning Mastery of the LT, that they did good work (offer strong qualitative feedback to students) and now you are going to assign them Tier 2 so they can continue to show deeper mastery, etc.

What is the difference between a formative assessment and a summative assessment?

A teacher should backward plan from the LTs for their course and first design quality summative assessments that show mastery of the LT. Working back from there, what are the chunked assignments that will help a student to do well on the summative assessments. Those should be your weekly assignments in Google Classroom, all of them in service of helping the student to complete the summative assessment aligned to the LT.

Formative assessments are ongoing, flexible, diagnostic, more informal and should be coupled with ongoing instruction, intervention, feedback to target areas where students need more support with their mastery levels. Summative assessments are a more formal product after a stage of learning.

Formative assessments do not have to be tiered but they should be scaffolded in collaboration with the ICT teacher so that all students can access the material.

This system seems to require a lot of back-and-forth between student and teacher. Why can't we just assign all the Tiers at the beginning and a student does what they can?

At BCS, we are developing a strong culture of revision. Students should expect to get quality feedback regularly and use that feedback to revise their work. Students should not submit work as a final draft without receiving feedback requiring them to revise. Revision is a large part of all high quality summative assessments.

Quality feedback can come from peers as well, by teaching into structures for peer review. Additionally, criteria for success should be clearly written and students should be required to self-assess their work regularly before submission.

Families are also eager to be partners in learning. Teachers can regularly email suggestions for families to engage with their children which serves as another layer of feedback for students about how to improve their work.

How do teachers create quality tiered summative assessments?

Teachers already have rigorous tasks for their courses from previous years. Tasks should be adapted for blended learning. Ask other teachers in your department or ILT/L2 to give you feedback on your tasks. Teachers should have a clear understanding that if a student accomplishes the criteria for success for their task, what level of mastery would that be - that can help teachers backwards plan for their tiers.

How long does a student have to try to attempt all the tiered assessments?

Formative assessments and summative assessments should have deadlines that are chosen to support student learning and so they show up in the "To Do" list in Google Classroom. Deadlines should not be messaged in a way that is punitive and students should understand that they are pacing dates. Deadlines for Tier 1 assessments should allow students with significant time to attempt Tier 2-4 assessments (at least two weeks). It should not feel like a race to get through the tiers. Students should have sufficient time to complete the assessment, submit it, receive and review meaningful feedback, re-submit, attempt the next tiered assessment, etc.

We do not want students to plateau at Tier 1 whether because they do not have time to attempt the next tiered assessment or because they feel unmotivated to attempt the next tier. Positive teacher feedback will motivate students to attempt the next tier. The vast majority of our students should be working beyond Tier 1.

All students with IEPs should receive their appropriate accommodations (including extended time and multiple check-ins throughout the assessment period).

How will Habits of Scholarship be assessed during blended learning?

A teacher should first reflect on the question: What are the habits for success during blended/remote learning, AND how am I explicitly supporting my students to develop these habits in my teaching? A student should

A student should not receive a No Evidence/No Mastery in HoS during blended or remote learning. Everyone is persisting in this challenging environment and students should not be penalized. Teachers should find opportunities within their

courses that allow students to demonstrate their persistence, responsibility and collaboration.

Habits of Character and Scholarship

Habits of Character: *Habits of Character are habits that all members of our school community—students and staff—aspire to. They help us prioritize socio-emotional learning as equal to academic learning and support students in becoming effective community members, ethical people, and contributors to a better world. Habits of Character are emphasized in crew and academic classes and drive our school-wide norms.*

- **I am kind.** I support others academically and emotionally. *E.g. Maybe students participate in a google meet where they can provide feedback to other students in a smaller setting? Or start small by commenting on google classroom? Giving students options to show kindness.*
- **I am open-minded.** I recognize that differences make a community stronger. I learn from others by openly discussing these differences while assuming best intentions. *E.g. Students participate in debates and discussions to listen and discuss with each other.*
- **I am courageous:** I move beyond what is comfortable by taking risks, socially and academically. *E.g. Students have multiple opportunities to participate in live class. Participation is scaffolded to encourage students to take risks.*

Habits of Scholarship: *Habits of Scholarship support students to be more effective learners. They are explicitly taught and assessed regularly in class through character learning targets, which are separate from academic content and skill targets.*

- **I am persistent:** I know that my ability and competence grow with revision & effort.
 - **I am responsible.** I am responsible for my own success as well as the success of the community.
 - **I am collaborative.** I work with others to achieve my goals.
-

Apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school/district students, families, and caregivers

School Leadership Team (SLT)

Our SLT this year has been off to a slow start. Without much to discuss other than school opening (or closing) plans we are only really meeting to conduct “official tasks” such as approving the CEP and other logistical requisitions from the DOE. However, at our second meeting we discussed drafting a plan for two big issues at our school which have arisen as a result of remote learning.

First off, we needed to discuss plans on what to do during extremely cold weather days. My school building was constructed in 1909. As you can imagine, that means that the central ventilation system which we would require to be 100% covid safe, is non-existent. So as an alternative the DOE has ordered that 50% of the buildings windows be open at all times. While this plan has been just fine through the months of September and October, our first day when temperatures hit under 30 degrees kids started to lose the feeling in their fingers and toes. As a result we lost around 15 students who switched to fully remote learning. As a contingency plan, we discussed a letter to send to families when the forecast calls for these days. It would inform them of alternative Zoom classes that their children could attend, and give them the ability to choose to stay home if they would like to. The SLT discusses the merits and drawbacks of this system. We heard the points of view from families, students, and teachers. At the end of the day we decided that this letter made the most sense in order to encourage kids to “stick it out” with blended learning in the look ahead for warmer spring weather ahead.

Additionally, we discussed the possibility of going fully remote for the week following the holiday break. Since many staff are not and have not traveled to see any of

their family, we were hopeful that by offering them an extra week to quarantine they would be able to still hold classes but not put anyone's child at risk. This again was received well by the SLT. Families agreed that teachers deserve to be able to see their family members and that we have been working extremely hard to keep everyone healthy.

Both these conversations gave me insight into the importance of family and student communication. Also the wonderful community of collaborative learning that I am lucky enough to be a part of. Families, students, and teachers are on the same team. Supporting each other and encouraging voices to be included at the table. I hope that someday as a school leader I can cultivate the time of atmosphere that my principal and AP have at BCS.

- Agenda

Date/Time	Thursday, October 29, 2020
Attendance	<ul style="list-style-type: none"> • Staff: Candice, Chrissy, Imani, Melissa, Scill, Sheryl, Tom, Tracey • Student: Stiven • Parents: Carrie, Karen, Patricia, Venus, Zach
Facilitator(s)	Imani
Recorder(s)	Scill, Chrissy, & Sheryl
Next Steps	Scill will draft letter from SLT that supports BCS going fully remote for 2 weeks. beginning 1/2/21

Agenda

- Welcome**

- Introduction & SEL check-in**
 - Share your name, status (e.g. parent, staff, student); name & grade of your child/grade you teach
 - Share a "highlight" of your day

- BCS Announcements & Update**
 - Grade Level Curriculum Night

- **6th** - Wednesday October 28th @6:30
- **7th** - Wednesday October 28th @6:00
- **8th** - Wednesday November 4 @ 6:00
- **9th** - Wednesday November 4 @ 6:00
- **10th** - Wednesday October 28th @6:30
- **11th** - Wednesday, November 4th @ 6:30
- **12th** - Thursday, November 5th @ 6:00
- October Student Town Hall
 - Lower Grades (Grades 6-8) - Thursday, 10/29 (7pm-7:30pm)
 - Upper Grades (Grades 9-12) - Thurs 10/29 (7:45pm-8:15pm)
- Election Expedition in Crew
 - Crew-based election expedition (What does it mean to belong to a democracy?) - continuation of beginning of year expedition (what does it mean to belong to a community?)
 - Crew-based lessons in Zoom and in their Crew Google Classroom based on the following topics:

Crew Lessons	Asynchronous Activities in Crew Google Classroom/Lesson Plans
10/28 - What's happening? How does our democracy function? What is the importance of our election?	Week of 10/26 - Letter to my future leader
	Week of 10/26 - Milestones in the history of voting - electoral college, suppression, gerrymandering, etc.
11/4 - The Morning After - What happened (news recap)? Where are we now? How are you feeling?	Week of 11/2 - Triangle of power - where am I? What impacts me?
	Week of 11/2 - Flipgrid - students sound off on important topics
11/18 - What now? How do we keep participating in our democracy?	Week of 11/16 - Scavenger hunt - my local government

- Election Day (11/3)
 - All Remote for All Students
 - No blended learning
- Student Led Conferences (virtual SLCs)
 - Thurs 11/12 (evening)
 - Fri 11/13 (afternoon) - half day for all students (blended/remote)
- Opting from all-remote into blended learning
 - Window to opt-in (11/2-11/15)
 - Begin blended the week of 11/30
- COVID testing for in-person students and staff
 - Consent from family/from staff
 - Friday, October 30th

☐ **CEP update**

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- ❖ CSI
 - ❖ MAP Growth Assessment

❑ **Traveling over holidays**

- ❑ Scill will draft letter from SLT for 2 weeks of remote

❑ **Areas of Glow**

- ❖ From your perspective as a parent, staff, or student, **what is a “glow” in how BCS is doing?**

- Patricia (parent) - master schedule is complex and working, son is glad to be in school, instruction seems sound and engaging
- Karen (parent) - responsiveness of staff is thoughtful, communication overall is good between school and parents, community is glow, crew important to reach out
- Tom (staff) - we were going to do our best to care for our students and each other and not getting frustrated with this model, core feeling that we're in it together
- Scill (staff) - complex schedule, blended
- Stiven (student) - attending all classes and getting work done, college applications done
- Carrie- having a schedule, having clear emails with directions
- Zac- teachers are holding true to their BCS ways and engaging kids and pushing them to be collaborative. Crew is strong.
- Candice- blended is going really well and kids seem to be getting a lot out of it
- Chrissy- we are all first year teachers and we are growing and pushing our edge. We are working through doing something we have never done before
- Join Zoom Meeting
- <https://us02web.zoom.us/j/84843782358?pwd=VWJGajFzS2pQNFI1MzdNOVMzR0hodz09>

❑ **Areas for growth**

- ❖ From your perspective as a parent, staff, or student, **what is a “grow” for BCS/ how can we make things better?**

- Patricia (parent) - don't know what is expected of son fully, doing less work - more downtime, do you have work? Curious to learn more about the curriculum and what's expected (don't know that son would agree with me?)

-
- Karen (parent) - son trying to stay motivated (scale of 0-5 motivation), don't know if it would make a difference if a parent is home with him, son really misses being in a classroom, help students talk about motivation and what helps lift it (hope)
 - Tom (staff) - some students are bored - some want more and some want less, teachers are working beyond their capacity but there are these gaps, re-think what we're doing, click into the asynchronous part, in-person curriculum deviate from the all-remote, think big and think different, social breakout rooms
 - Scill (staff) -
 - Stiven (student) - calendar - doing so much work, haven't disconnected from my seat for hours - school separated from personal time, time management
 - Carrie- organization is a challenge. Sometimes it is hard to navigate the google classroom
 - Zac- wants some more info about what parents need and how they feel so that they can be advocating for them.
 - Candice- the remote meets are large and it's hard to manage
 - Chrissy- would be great to get some family support with getting kids into spaces where they can be effective learners. It is a struggle to sometimes get students engaged. Maybe we can do some parent outreach around this.
 - Group (Sheryl, Melissa, Tracey, Taron and Venus) - Glows: Great communication; in-person classes are working; tiers provide access for diverse learners; collaborative team players; openness to learning new things-technology.
 - Group (Sheryl, Melissa, Tracey, Taron and Venus) - Grows: Cannot authentically make a connection with 6th and and 9th
 - When it gets really cold, what happens to blended? Hand warmers?
 - Who is feeling very engaged in remote and what is their narrative?
 - **Proposed agenda items for next month's meeting**
 - Will think about agenda items in the intervening month

□ Adjournment

- Letter 1 (Cold weather)



**BROOKLYN
COLLABORATIVE**
A NYC Outward Bound School

Dear Blended Learning Students/Families,

This past Monday 11/2 was very cold in the building. As you know, our ventilation system requires that at least 50% of the windows in classrooms/hallways need to be open. Even with the building heat on, that makes it very cold indoors. We know all the staff and students courageously persisted through Monday 11/2!

We have heard from many of you that on very cold days, you plan to keep your child at home. We also know that many blended families are considering switching to all-remote because you have concerns about the weather. We want blended families to stay in blended learning and here is our proposed cold-weather plan. We want to support proactively!

On days when the weather forecast is predicted to be below 40 degrees Fahrenheit and/or with wind speed approaching 10 mph, it will be very cold in the building and may not be conducive to your child's learning. If we anticipate high absenteeism for blended learning, we will have options for students to join Zoom classes instead of coming to the building for blended learning that day. We will closely monitor the weather forecast the day before and email out to families the night before (around 7pm).

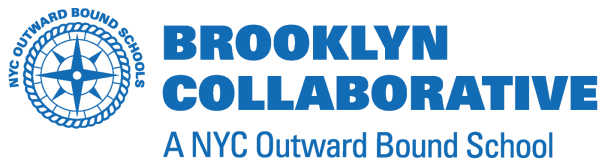
If we do have blended learning but you opt to keep your child at home that day, they will do asynchronous work in Google Classroom and can join Office Hours to get synchronous support that day from a teacher.

Students can email Scill saying that they completed work in Google Classroom instead of joining blended learning and they will be marked present for the day in the DOE systems.

In general, blended learning students should remember to dress in warm layers and bring a sweater/hoodie, jacket, hat, scarf, and gloves to school daily. If you need a locker to put extra clothes in, please speak with Scill in Office 416.

Sincerely,
Scill and Imani

- Letter 2 (Holiday Break)



November 2020

Dear BCS Community,

The School Leadership Team is a body of administrators, staff, parents and students who guide important school policies. Important recent SLT decisions include approving our school's application to the DOE Diversity in Admissions program for MS/HS admissions last year and approving our final school model for hybrid learning this year. We write to you today with another important decision as an SLT.

We propose making the first two weeks of January all-remote for all students and staff to provide a 14-day quarantine period for students and students returning from holiday gatherings/travel. There would be no blended

learning days from Mon 1/4 - Fri 1/15. All classes would be in Zoom for all students.

Having the first two weeks of January all-remote provides the requisite 14 days of quarantine for any students/staff who may be newly exposed over the holidays with larger family/friend gatherings, including students/staff who may be traveling to locations that require quarantine (Source: [NYS Travel Advisory](#)). Having this all-remote period ensures that everyone (staff/students) returning to blended learning has had sufficient time to quarantine.

Like you, we have been mindful of the increasing COVID cases around the city. We follow the DOE's [Daily COVID Case Map](#) which shows closed classrooms and school buildings due to COVID cases. We cannot imagine the extra stress and anxiety the students, families, and staff feel at these schools. We very much want BCS to stay off this map, which means forward thinking and taking extra precautions to ensure that after the busier holidays, everyone sufficiently quarantines in remote learning before returning to our school building for blended learning.

The decision to make the first two weeks of January all-remote for all students and staff would impact blended learning students for 10 days from Mon 1/4 - Fri 1/15. All classes would be in Zoom for all students. There would be no impact for all-remote students/staff.

As an equity-driven SLT, we endeavor to make decisions that prioritize the health, safety and educational experience of all our students. If you have any questions or concerns about this decision, we would love to hear from you. Please email us at SLT@bcs448.org.

Additionally, below we are also sharing new rules for COVID testing and quarantine if you travel back to NYS from another state, for your information. If you plan to travel, please read this carefully.

Sincerely,
The BCS School Leadership Team

NEW RULES FOR COVID TESTING AND QUARANTINE

As you may be aware, the rules have changed again for COVID testing and quarantine. Starting November 3rd, there are new requirements for travel into NY

from another state (except for New Jersey, Connecticut, Pennsylvania, Massachusetts & Vermont).

Here's the link from the [NY State website](#) as well as a summary of the information. **We are sharing this as it will have implications for staff and students who travel around Thanksgiving and winter break.**

1. **People who are residents in states that border New York** (New Jersey, Connecticut, Pennsylvania, Massachusetts & Vermont) are exempt from the mandatory quarantine when they travel to New York.
2. **New York residents who spend 24+ hours in another state** (except for New Jersey, Connecticut, Pennsylvania, Massachusetts & Vermont):
 - Travelers must obtain a test within three days before departure from that state. (Ex, if you arrive in New York on 12/4, you have to have proof of a negative test taken on 12/1, 12/2, or 12/3.)
 - The traveler must, upon arrival in New York, quarantine for three days.
 - On day 4 of their quarantine, the traveler must obtain another COVID test. (Using our previous example of arrival on 12/4, they would need to get another test on 12/8.) If both tests come back negative, the traveler may exit quarantine early upon receipt of the second negative diagnostic test.
 - Depending on the turnaround time for the second test, it might mean they can exit quarantine on 12/8 or 12/9 or 12/10.
 - If they test positive then they will need to isolate and the state will initiate contact tracing.
 - If the traveler does not want a test, then they must stay in quarantine for 14 days.
3. **New York residents who were in another state for 24 hours or less:**
 - You do not have to quarantine or take a test prior to coming back to New York.
 - The traveler must take a COVID diagnostic test within 4 days after their arrival into New York.

Special Education Network Mission Statement

Over the summer my work for standard 6.2 was at the forefront of my mind. This past spring I started meeting with my fellow special education coordinators and discussing plans for us to build and create a mission statement would guide the departments in our network in a shared vision. As members of the New York Performance Consortium, we were hopeful that by coming together we could start to work in shifting some school

culture around students with IEPs. As you can see from my other indicators this work really kicked off the rest of the work I was able to then use at my school during this year.

As a team we met 5 times to brainstorm, draft, revise and finalize our vision for what the ideal special education plan would look like in a school. We created this document knowing that we all did not have this perfect system in existence at our schools (yet) but that this was what we would all aspire to someday. We started our meetings with a reading to ground ourselves in the work. We moved on to the topics we had to brainstorm, and then let with solid achievable action steps between now and the following week. These meetings were so incredible. The work we did was something that I will take with me throughout my time as a leader. The true collaboration among a group of educators that were dedicated to the creation of this document which was larger than ourselves.

Our work was successful and has made an impact on the 17 different schools in our network. The document we created was shared at a district principals meeting and has received the endorsement of the superintendent team. I know that this work will take a long time to fully impact students to the extent we hope it will, but we also know that the work is important and that we have no plans to give up on our mission anytime soon.

Special Education in Consortium Schools

Mission Statement

I. Our Beliefs:

1. **Authentic Inclusion:** Consortium schools have the ability to create authentic curriculum for students that are not tied to standardized exams. Consortium teachers honor students' interests and offer them choice; we are excited by different learning styles, preferences and neurodiversity in the classroom. Likewise, the Consortium also values teacher autonomy. Consortium teachers are provided agency to teach using professional judgement, allowing us to tailor curriculum to students, and to manifest a vision of inclusive education that truly integrates students. Within Consortium schools special education teachers are seen and valued as experts on addressing the needs of the various types of learners in our schools.
 - a. **All Students & All Staff:** Consortium teachers believe that all students, including and particularly students with IEPs, are capable of thinking deeply and communicating their thoughts through high quality written and oral work. Consortium teachers encourage students to explore topics deeply,

teaching science students to be scientists, history students to be historians, etc. Students with IEPs, ELLs, BIPOC, LGBTQIA, and students experiencing homelessness all have the opportunity to exhibit their critical thinking and depth of analysis. Consortium teachers give deference to student autonomy and dignity in all learning structures and environments. All staff is responsible for all students learning.

Tyrell and I worked on his essay for three months. His thesis statement was that current immigration policy continues the trend of excluding groups of people based on unfair stereotypes, from Chinese Exclusion in 1882 to the Muslim Ban today. Tyrell is a junior in HS with an intellectual disability (ID). We looked at photos together of Chinese immigrants working in California during the Goldrush. We looked at racist depictions of Chinese people in cartoons and defined the term "stereotype" daily. He connected to having been stereotyped as a young black man and as a person with a disability. We read about September 11th and anecdotes from Muslim New Yorkers who felt unsafe in the aftermath. We talked with Muslim people we know: his math teacher, his classmates, and challenged that stereotype based on our experiences. Tyrell, who was slated to go to a school for students with ID where they learn life skills like counting money and doing laundry, slayed his presentation. He knew his topic, intentionally limited in its scope, forwards and backwards. He presented his research and his findings and applied his analysis to new ideas on the spot.

2. **A Vision for Special Education:** The focus of special education staff in Consortium schools is on ensuring that students are receiving the support they need in order to be successful in school. Our role as special educators is to help students build the skills they need to navigate the world, not to enforce arbitrary standards of behavior. Special Education teachers have the experience and education that should lead curriculum planning in order to ensure the success of all learners.
 - a. **Social Model of Disability:** Consortium special education teachers believe that the medically significant differences of disabilities do not have to become disabling if they do not become socially significant. School staff can change the school environment so that student differences are viewed as strengths rather than serving to stigmatize students. One of our roles as special education teachers is to work with students to develop self advocacy and other skills they need to navigate the world with disabilities they have.
 - b. **Special Educators' Expertise:** The Consortium recognizes that special education teachers are trained professionals with the education and experience needed to ensure that students are able to access content in the classroom, learn and grow. General education teachers and administrators should consult and centralize special education teachers' extensive knowledge. Within the current education system, it is radical to listen to special education teachers. Respecting the skills and role of special education

teachers is aligned with dismantling other systems of oppressions within schools.

- c. **The Role of the IEP:** Teachers write IEPs from a strengths based, descriptive inquiry lens, using low inference observations and student work. IEPs emphasize student and family voice. General education teachers read their students' IEPs at least annually and use these IEPs to inform the strategies and supports used in class. Any new IEPs or programming changes in an IEP should be evidence-based and ensure the student is in the least restrictive environment appropriate for their learning needs.
 - d. **Including Students and Families:** Students and their families are the primary experts on their learning. Teachers need frequent, consistent communication with all students and families in order to provide the best possible learning experience for the student.
 - e. **Compliance:** Systems of compliance for special education are not always tied to the best interests of students and their families, when this is the case special educators prioritize the students' learning over the systems of compliance. Special education teachers view compliance is a full school responsibility, where administration and general education teachers should take an active role.
3. **Student-Centered, Anti-Racist and Anti-Ableist Philosophy:** Consortium schools have a unique opportunity to work actively to combat social and political oppression through curriculum and school philosophies. Teachers in consortium schools acknowledge that teachers are members of a historically ableist and racist system that has perpetuated inequality.
- a. **Language matters:** All members of the school community will use language that does not promote racist and ableist ideology. As much as possible school staff see each student as an individual and avoid using coded terms to discuss their needs. When necessary school staff use the term "students with IEPs" or "students with disabilities".
 - b. **Neurodiversity:** Consortium teachers value neurodiversity and other differences that make students with IEPs who they are. Teachers understand that normative skill standards, including hard deadlines and other traditional standards of classroom behavior, do not take these differences into account, and work to accommodate students' needs.
 - c. **Rigor:** Rigor is co-created by students and teachers and modulated for student needs. It is dynamic and personalized. Teachers meet students where they are when they arrive and help them build academic, leadership, and life skills. One of the ways rigor can be observed in a Consortium school is that all students are expected to meet the strands of the core Consortium rubrics prior to graduation.

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- d. **Incorporating Disability Justice into Content:** All staff are dedicated to addressing and educating about ableism through our curriculum, social emotional learning, and school culture.
4. **High Quality Blended Learning:** The Coronavirus has forced schools to develop remote learning in an ad hoc way. In planning for the 2020/2021 school year, schools have an opportunity to plan for an in person and remote blend that intentionally centers the needs of students with IEPs. As such, when planning for students with IEPs it needs to be proactive, not reactive, in order to ensure that they receive high quality instruction. The Consortium provides us the flexibility to make remote learning what each student needs it to be for their growth and education.
- a. **Consult with Students, Families:** Teachers must discuss with students and their families what worked and did not work for them both in the classroom and in remote learning so that they are able to develop a plan of high quality instruction for each student. Schools should be prepared to incorporate those practices into their school structures in the long term.
 - b. **Teacher Growth:** Teachers need to be changing and growing alongside the students we work with, including using technology and remote learning as part of our core teaching practices.
 - c. **Remote Strategies for SpEd:** Some strategies that have worked for students with disabilities include consistent formatting of documents posted online across content areas, videos, visual and/or auditory options for instructions, clear expectations for where to record responses, all e-documents located in one place (eg Google Classroom). Consult with special education teachers for specific ideas for your students.

[In middle school] I had a great deal of shame about having an IEP even though deep down I knew that I knew everything everyone else knew. It wasn't until high school that I began to feel differently about my IEP. In high school, my IEP afforded me extra support from teachers and as a result I developed learning skills I didn't know I had. I began to feel comfortable in school, which made me more engaged. I started sharing my answers and participating in group work. I never would have thought I would ever feel comfortable enough to become a leader in school but currently I am. - 12th grade student

II. Our Structures:

1. **Instructional Practices:** Both special education and general education teachers approach instruction with a reflective lens that looks at how our own decisions and practices impact student learning and success. Special education teachers are valued for their expertise of creating inclusive and accessible content, as well as for their knowledge of the content that they are teaching.

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- a. **Predictable Formatting:** Teacher-made student materials should have some consistency across grade level and content area to decrease barriers for students with IEPs. Special education teachers should be consulted on how these practices can benefit a variety of different learning styles.
 - b. **Variety in Instruction:** Daily lessons include a variety of [instructional practices](#) that value the needs of multiple learners. Different types of instruction support different types of learners. Teachers must adapt and adjust their lessons consistently in order to reach the variety of learners that are in their class at any given time. Special education teachers lead the conversations around which instructional strategies can benefit multitude of learners in your classroom.
 - c. **Variety in Assessments:** Teachers provide assessments to students with a variety of ways to express their knowledge and understanding and with multiple points of entry. This should be adjusted and reimagined with each new cohort of learners. The types of assessments that students receive should be a result of co-planning and should keep in mind the specific strengths and challenges of the students with IEPs. Teachers and students use formative assessments regularly to track progress. Special education teachers track the progress of students with IEPs based on their specific goals or measures of progress. Teachers and students collaborate to provide [accommodations](#) in the classroom consistently.
 - d. **Executive Functioning:** Executive functioning skills are co-creatively developed from student strengths with the support of responsive and transparent teaching practices. Both the special education, and general education teacher support students with developing these skills.
2. **Transition Planning:** Throughout high school, special education teachers collaborate with families and students with IEPs on the students' transition plans. Students are encouraged to explore their interests through community experiences and internships.
 - a. **College Advisory Collaboration:** Special education teachers collaborate with other school staff including college advisors and internship coordinators to ensure students with IEPs have a post-high school plan that reflects their interests and goals.
 - b. **Outside Organizations:** Schools facilitate student entry into supportive post-high school programs with organizations such as ACCES-VR, Project Possibility, and Co-op Tech.
 - c. **Non-College Options:** Schools work towards destigmatizing post-high school plans other than traditional college, including vocational programs and alternative college programs.
 3. **School-Wide Structures:** Each school uplifts and prioritizes inclusion over compliance.
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- a. **Role of Administration:** School administrations recognize special education teachers and departments expertise in teaching students with disabilities. Administrators commit to providing programming, per session, time and special education and general education co-teachers support that emphasizes inclusion over compliance.
 - b. **Special Education Coordinator:** Each Consortium school's special education department should have at least one Special Education Coordinator who attends Special Education Consortium meetings. The Special Education Coordinator's focus should be on developing and implementing structures to provide inclusion and support for students with IEPs.
 - c. **Related Services Providers & Paraprofessionals:** All related service providers and paraprofessionals should be respected as an integral part of their school community. Possible ways to accomplish this could include having them be advisors, assigned administrative responsibilities similar to those assigned to teachers, being included in curriculum planning and team conversations when appropriate. The Consortium empowers these members of the school community through specific professional development.
 - d. **Compliance:** Each school's special education department develops proactive systems to ensure that IEPs are authentically student centered documents. Compliance is a whole-school responsibility. Administration ensures that IEP meetings run as smoothly as possible with the least amount of interference with instructional time and co-planning.
 - e. **Programming:** Programming for teachers should be done with the goal of preserving the integrity of special education and sustainability of special education teachers. The ideal is Integrated Co-teaching (ICT), which is a collaboration between one special education teacher and one general education teacher who teach the same course multiple times a day together. ICT teachers should be equipped with and using multiple co-teaching [models](#). There are other models that work well to support students and teachers, including consultancy teaching and self contained instruction that should be discussed and used as well when determined best.
 - f. **Evaluating Efficacy:** Schools are committed to using a variety of high quality information to reflect on the growth of students and in doing this will allow for specific reflection on their students with IEPs. This is done least 2 times per semester in order to ensure that the work is reflective and ongoing. High quality information includes: course passage rates, participation in performance assessments, student goals, student reflections, student panels, hallway observations, attendance, classroom removals, BIP data, related service and paraprofessional observations.
4. **Consortium-Wide Structures:** The Consortium will facilitate the aggregation of materials and resources and provide professional development around inclusion for network teachers.
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- a. **Collaborating Across Schools:** All general education teachers, special education teachers, related service providers, members of school support staff, paraprofessional, administration in the consortium are committed to making materials that are accessible for all staff among the network by making sure that they are shared widely. These resources will vary in the topics and information they cover and will be responsive to the needs of students and teachers depending on what is needed in that current moment in time (i.e. Remote Learning, new IEP practice, change in Consortium PBAT rubrics, etc.).
 - b. **Adult Learning:** The Consortium engages all staff in learning how to support students with IEPs. Professional Development should be taught by special education teachers and should be focused on inclusion rather than compliance. All Consortium workshops, regardless of focus, will include references to how the strategy or content can apply to students with IEPs.
 - c. **PBAT Accommodations:** Teachers and students collaborate to determine the fewest accommodations necessary to ensure the most independence in deep thinking and critical analysis for a student on their PBAT. Students are empowered to know, understand, and advocate for their accommodations.
 - i. **Systemization:** Accommodations for student PBATs are shared with teachers, families, and in-house evaluators. There is allotted PD time among staff to discuss implementation of accommodations, including providing space for teachers to collaborate and hold each other accountable to high quality work.
 - ii. **Individualization:** The Consortium accommodations list is a living document that can be organized and adapted for each student. All students, teachers and evaluators should receive a PBAT and walk into a panel fully informed about which individualized accommodations a student received in order to produce an independent and deeply researched and analyzed PBAT.

Compliance Support and Guidance

During remote learning I've tried to be extremely conscious of not adding onto the burden being placed on the educators at our school. In a regular school year we have weekly department meetings where special education teachers can come together and troubleshoot problems of practice to create goals for where our department should focus next. What's ironic is that this time to meet, discuss, and plan is more important than ever. Professional development is so important when you are starting out fresh. We are all learning a new system that we have never used before. Instead of hosting meetings which would extend the amount of time that the teachers were on zoom and provide no

guarantee of participation, I decided instead to send a series of smaller emails sharing resources giving praise or asking for help in order to give teachers a chance to share things they were doing in their classrooms.

As a teacher leader during this pandemic I have found how crucial it is to lead with empathy. Everyone is experiencing this moment and very unique ways and we have to value that and keep it in mind so that we can focus on what's most important and give our students the best chance of success. In a normal School year I might do things differently. I might expect teachers to really do a lot of the work on their own or in collaborative teams. I would be looking for teachers to meet constantly to talk about problems of practice and troubleshoot issues. However now in these uncertain times that all seems way beyond people's capacity. We are all first year teachers. We are all learning how to do something for the very first time. And just like we wouldn't expect a brand new teacher in their first year in the classroom to take on added leadership responsibilities or collaborative problem-solving we are not going to expect teachers to do the same now either.

The administrators at my school have taken on more of a burden than they ever have before they offered to grade papers for teachers that feel overwhelmed to cover classes when they're needed. They appreciate the human value of their educators. They also understand that that Value has a limit. They try extremely hard never to cross that line and to give people what they need in order to make this job in these circumstances as sustainable as possible. I can only hope to be a leader as strong and as thoughtful and empathetic as they are. I am very lucky and grateful to have completed my fieldwork experience under 2 L who exemplify everything we are looking for in this standard.

- **Emails sent to inform of PAD documentation**

Good Morning Special Education Team,

I don't know about you all but seeing those faces this morning gave me a jolt of energy. I missed them.

Couple of updates:

1. We are excited to share that our PAD Language was approved for use. Here you will find a video explanation of how to use it when writing the PAD for students on your caseload.
2. If you try to contact parents two times without success, please let Imani know so that she can make additional attempts before finalizing the PAD.

3. Students who have a HEALTH or LANGUAGE paraprofessional should have the specific language outlined in the document added and reviewed with families during your phone call.

4. If you have a student on your caseload who has a BIP and Behavioral Paraprofessional please hold off on filling in that section of the PAD until we receive further guidance from the DOE. It is understood that these PADs may not be completed by Monday 9/21. Paraprofessionals for these students will be making contact with parents before Monday to check in. You should still open and complete what you can for these cases.

5. LG Teachers should use the specific language outlined in the document to explain the adaptation of decreasing from 10 to 5 periods of ELA. For any incoming 6th grade IEPs you should continue to increase their ELA mandate from 5 to 10 during their annual review. This will ensure that when we return back to BCS students have the proper mandate in SEISS.

Chrissy Prince

Teacher/ 12th Grade Crew Leader

Special Education Department Leader

Brooklyn Collaborative School

610 Henry Street

Brooklyn, NY

- **Updates on Feedback Form**

Hi Team,

I am looking for a group of teachers to help me "beta test" the new IEP feedback form. I would like to meet with those interested on Thursday or Friday of this week to go through the survey and get initial thoughts.

You would use the new system to write one of your upcoming IEPs and work with me to troubleshoot the form.

Please join if:

1. You want early access to our new IEP feedback system which prefills your IEP template.
2. You have an upcoming IEP and are willing to use the form to complete.
3. You want to collaborate and help us perfect this new system!

Please let me know ASAP so we can schedule a time to meet.

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Chrissy Prince

Teacher/ 12th Grade Crew Leader
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- **Offer for office hours**

Hey team,

A few of you have asked for some help with the PAD. I will be in my Zoom room from 11-12 today if you need me or just want to say hey.

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Chrissy Prince
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