

Citywide Council for District 75

CALENDA MEETING MINUTES

Date: May 20, 2020 **Time:** 6:00 PM – 8:30PM

Location: Virtual Meeting: WebEx

MEETING CALLED BY	Craig E. Spencer , Vice President
FACILITATOR	Craig E. Spencer , Vice President
ROLL CALL & NOTE TAKER	Grisel Cardona , Recording Secretary
TIMEKEEPER	Craig E. Spencer , Vice President
ATTENDEES	Amy Ming Tsai , Parliamentarian - Present, Tiesha Groover , Council Member-Excused, Shamel Lawrence, Sr. , Council Member-Present, Craig E. Spencer , Vice President- Present, Grisel Cardona , Council Member- Present, Debra Altman , Council Member- Present, Constance Asiedu , Public Advocate Appointee-Present
MEETING START	Start: 6:00pm Adjourn: 8:30pm

Note: Mr. Lawrence, President asked for Mr. Spencer to take the lead during the Calendar Meeting. He was still working and would listen in during the meeting.

DOE Officials in Attendance: Shona Gibson and Claudette Agard of FACE and Shelly Kalinberg, Deputy Superintendent. Ms. Kleinberg mentioned Mr. Ray Velez will be attending shortly.

One question per person and 3 minutes allotted.

- An array of questions were asked by the parents such as: Children are attending an DOE Rec Center (George Washington site) and she wants to know if as of the 26th of June there is nothing planned beyond the date of the 26th or will there be an alternative. Shelly Kleinberg, Deputy Superintendent, informed the parents the summer school program will be a remote learning model. As the availability of the Rec Center for the summer she would not be able to provide concrete answers and what it would look like this summer and would like to get back to her.
- Parents were asked to email the council their contact information and the question asked during the calendar meeting so Ms. Kleinberg can get in touch with them.
- Craig mentioned we will take 5 minutes during 7 pm to thank the essential workers.
- Another parent question how you are fighting to ensure D75 children that there are in person services for summer sessions. Remote learning does not work for many children and parents would rather opt-out than have remote learning. Grisel Cardona, Chair of the Committee on Outreach and Recording Sect., mentioned the council conducted a survey where we asked parents what their insights around remote learning were, what is working and not working for them. What we did collaboratively as a council was come up with a resolution that could probably find possible ways to work for our kids. In the resolution we do have some ideas. Grisel informed the parents of the Town Hall that was held with clinicians, advocates and other guests who work in the special needs field.
- A Parent stated it has come to her attention students were going to have Virtual Classes/ teachings for remote learning for this summer. She wanted to know how the data will show how or if any of the learning is working when it is pre-recorded. Ms. Kleinberg, Deputy Superintendent, D75 stated the remote learning concept is not (she provided detail in what remote learning incubuses) is not solely prerecorded content or opportunities for a student and parent to click on activities lessons for them to do on their own. What are content opportunities for a parent and student to go on to click onto activities/lessons there are also opportunities for what we call synchronous instruction. I have to tell you that my job just becomes better and better every day because I spent much time over the past several weeks at schools, have gone deeper into remote learning, having an opportunity to see some of the very creative and very interactive work that's happening in our classrooms. The expectation over the summer is that there will be a hybrid of opportunities for synchronous which means will be over the computer by live interactions

to happen. In addition to some of the assignments that might be assignments will be self-paced by the family recognizing that everybody has different needs and different time schedules in terms of instructional opportunities. That could be an entire class comes together and that the teacher does a lesson with the class. I participated in a lesson today where paraprofessionals were heavily involved. They were texting and using the chat to support

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families and students to assist them with early elementary up to our older grades and there can also be opportunities for interactions with students as explained to me when I spoke with the teachers after a small group. The reason they have configured these small group opportunities is it allows for continued support and the targeted support for a student's IEP driven need to be able to help them to access the curriculum it also provides great opportunities for direct interaction with the classroom teachers for the parents for there to be some coaching strategies to assist parents with any questions they might have or a continuation of the learning at home. We are very much pleased to see the learning that's taking place within these types of scenarios and as everybody is gaining more comfort with remote learning and what that looks like we're seeing an increase in these synchronous opportunities for learning.

- I have 3 special needs children. My question is what is being done for the kids that are not cognitively able to participate in remote learning. We have tried but it does not work for us. They cannot attend to the computer, they cannot sit, they do not understand what is being asked so what is being done for children that cognitively cannot work with remote learning. It is not productive for them and we have tried different methods with the teachers with videos, live lessons, and none of it worked with my children. Ms. Kleinberg responded, it is important to hear back from families on what is working and what is not working. But remote learning was not a situation we were expecting to be in, and we recognize that in no way shape or form it is the ideal in terms of supporting students with their instruction and learning. Schools have consistent outreach and that sounds like some of that has been done in terms of providing you with some ideas and strategies to support the process. What I would recommend is to continue to communicate with the school. The expectation is schools are continuously reaching out to families in order to receive if something does not work, what else can be tried to continue the process. This is not where any of us wanted to be it is so hard for us to hear when it's difficult for a student to and for a family to be able to engage in the process and this where none of us wanted to be it's difficult for us to hear when a student and family engage in this process. It needs to continue to be a team effort in terms of the classroom, related service team and continue to strategize with you to talk about some other ideas that haven't been tapped into yet and may need to be successful for the student.
- Parents also asked about social distancing and reentering into the school building. The conversation is happening on how it will look like to ensure that the DOE is following the guidelines. By the CDC and as soon as they receive more information from the DOE that information will be shared with the parents.
- Discuss Draft Resolution: RESOLUTION TO SUPPORT PANDEMIC PROTOCOLS ON RESUMING "ALTERNATIVE REMOTE LEARNING" INSTRUCTIONAL SUPPORT AND SPECIAL EDUCATION SERVICES DURING THIS UPCOMING SUMMER 2020. FOR DISTRICT 75, IT IS THE CONTINUATION OF CHAPTER 683, INTO THE TRANSITIONING PHASE OF THE RE-OPENING OF NEW YORK CITY PUBLIC SCHOOLS DUE TO THE NATIONAL PANDEMIC OF COVID-19 NYS "EXECUTIVE ORDER" OF ALL SCHOOL CLOSURES -RESOLUTION CCD75(19-21)(1)(5.20.20)-

Grisel and Amy read the resolution formatted by the D75 Committees. A deadline date and time was set to receive parent input as well as a date and time to receive the council edits to apply to the resolution. Once the edits are received from the council the Admin Assist. will make the necessary changes and the resolution will be posted on the council's webpage and social media accounts to receive parent input.

- Adjourn

Draft