Youth & Education Committee
Tuesday, December 12, 2017, 6:00 p.m.
Board Office

*** Minutes ***

Present: David Giordano (Chair), Yolanda Brown, Elsie Encarnacion, Lilybelle Gonzalez, John Green, Nilsa Orama, Chandra Smith, Shawn Smith, Jason Villanueva. Thomas Herrera (staff), Angel Mescain (staff)

Excused: Mahfuzur Rahman

Absent: None

Guests: David Deas, (NYC Parks), Janine Douglas, (Thomas Jefferson Recreation Center), Nancy Pereira (NYC DOE), Elio Valdez (NYC DOE), Paul Dawkins (NYSOM), Yasmin Secada (EHBN), Kelly Haley (EHBN), Ranya Bautista (Aspen Institute), Raul Lazo (EHTP), Jess Lee (EHTP), Lasana Tunica-El (Educators for Excellence)

1. Call to Order– Adoption of the Agenda

   Agenda was adopted by Yolanda Brown, Seconded by John Green

2. Announcements

   a. Points of Agreement made by the City of New York put forth from the East Harlem Neighborhood Plan- Thomas discussed the passing of the East Harlem Rezoning by City Council. Many of the points that were listed on the East Neighborhood Plan were adopted. A project tracker will be created along with the Budget committee in order to follow up and continued advocacy for other needed projects.

   b. Thomas also announced that a public hearing for the Proposed consolidation of Global Technology Preparatory (04M406) with PS 7 Samuel Stern (M007) scheduled for January 18th 2018 at 6 pm at Building M007 160 East 120 the Street NY NY 10035- for more information please refer to Notice of Joint Public Hearing and Educational Impact Statement.

   c. Winter Wonderland – Saturday, December 16th 3 pm – 6 pm at Jackie Robinson Educational Complex 1574 Madison Ave & 106 Street – Free Event – open to the
public – Donations of toys are accepted until the day of the event Email nysomgroup.org

d. Community School District 4- Hosting a parent information session- Topic: Special Education: IDEA Law & Parent Rights on Thursday January 4th 2018 at 9:30 am at PS 83/ PS 182 Campus 219 East 109 Street (between 2nd and 3rd Ave)

e. Community School District 4- Hosting a District Wide Parent Information Session- “Making Visiting Museo Child Friendly: Part 1” – Thursday, January 22, 2018 at 9:30 am at El Museo del Barrio 1230 Fifth Ave (Between 104 and 105 Street)


3. Presentations & Discussions

a. NYC DOE Community School District 4 will give a presentation titled “Addressing Parent Concerns”

   Nancy Pereira, Family Leadership Coordinator and Elio Valdez, Family Support Coordinator presented on:
   District 4 Parent Engagement Logic Model
   Support for Parent Coordinators
   Parent Coordinators Cohort Support
   Procedures for Addressing Parent Concerns.

b. East Harlem Block Nursery, Inc - Presented on their new programming initiatives located at 215 East 106th Street (East Harlem Block Nursery #1)

   Kelly Haley, Executive Director
   Yasmin Secada, Program Director

   They serve children 2- 4 years old. Subsidized (ACS) and private fees available. UPK available at the moment. 3K will be available in the future. There is a focus on parent engagement to support their mission. Each center has a Parent Advisory Council that plays an important role in program implementation and policy. They have initiated Pathways to Careers in Early Childhood Education to assist parents in pursuing early education professions.

c. Educators for Excellence seek a letter of support urging Mayor de Blasio and Chancellor Farina to increase funding for the school climate campaign

   Lasana Tunica-El, Outreach Director
Educators for Excellence is a non for profit organization that works to increase teachers voice and policy. With information collected from surveys of teachers and a creation of a Teacher Advisory Team, Educators for Excellence have been working on how to improve climate within the schools since 2015. Teachers voiced the need of additional support as a result of the roll back of out of school suspensions. DOE selected District 18 in Brooklyn to participate in the Restorative Justice Pilot. District 18 was selected due to the highest incidents of out of school suspensions.

See Attached Restorative Practice Form

25% reduction of suspensions and 20% reduction in incidents have been reported in District 18.

Pilot is expanding to 3 additional districts. Educators for Excellence is requesting that training in alternative mythologies is available citywide.

A proposal was submitted to expand to 12 district, 15 district and citywide Citywide program would cost $36-40 million. They are actively working on collaborating with UFT.

A motion was made to adopt the resolution by Yolanda Brown, seconded by Lilybelle Gonzalez. The motion passed unanimously.

See Attached documents – Letter to Mayor de Blasio and Chancellor Farina
Resolution for Safe and Supportive Schools

4. New Business
   a. Members discussed the importance of continuous updates to tracker of points of agreement. Individualized committee trackers will also be created in efforts to keep agencies accountable.

5. Old Business
   a. Youth Metro cards- Mahfuzur Rahman will update next month

6. Adjournment
   A motion to adjourn was made by Elsie Encarnacion and was seconded by Jason Villanueva and passed unanimously.
Dear Mayor de Blasio and Chancellor Farina,

As New York City public school teachers, we believe it is our role and responsibility both to empower our students to learn and to foster safe, supportive schools. However, all too often, we don’t have the training, support, or resources necessary to create a welcoming culture and to move away from punitive discipline practices in our schools and classrooms. In order to create these environments, we require regular, high-quality support and training.

We are heartened that your administration has made historic investments to improve school climate and implement alternatives to suspensions. Given the progress we are seeing, particularly in district 18 where the city has made the largest investments, it is imperative that the city increases its investment in, and support for, teachers to create welcoming, safe, and supportive schools.

As New York educators, we urge you to include additional funding for teacher professional development focused on non-punitive discipline practices in the fiscal year 2018 budget that:

- Expands the district 18 pilot program to all New York City districts;
- Allows schools to select the programming that matches the needs of their students and community; and
- Provides ongoing training and consistent implementation.

We are incredibly invested in working with the city and the Department of Education to move away from punitive discipline. In a survey of over 2,100 of our fellow teachers from last May, over 50% emphasized a need for consistent implementation, ongoing training, and support to establish non-punitive discipline practices in their schools.

An increased investment in next year’s budget comes at a critical juncture. New York State is poised to adopt an accountability plan that will measure schools in part on their ability to create a positive school climate. At the same time, the city stands to lose millions of dollars for professional development if President Trump strips funding for Title II. The city must step in and increase its investment to build positive school climates that are proven to support learning and reduce suspensions.

Thank you for working together with us to create a more equitable and just education system for all of our students.

In partnership,
What are restorative practices?

Restorative practices are an alternative to punitive discipline based on respect, responsibility, relationship-building and relationship-repairing. If a student misbehaves and a restorative justice system is in place, the offending student is given the chance to come forward and make things right. He sits down in a circle (known as a restorative circle) and works together with the teacher and the affected parties to work it out. Restorative circles can also be used separate from a specific incident (such as in an advisory period) to build community and address conflict, behavioral infractions, and bullying. In addition to the circles, restorative practices can include social and emotional learning (often curricular based), peer mediation, and trainings in de-escalation.

What is the District 18 pilot?

The pilot, which is currently in place in District 18 (Canarsie, Brooklyn), and is expanding to 3 other district includes:

25 hour training course for all school staff (Restore 360; 4Rs), including School Safety Agents:
  - Restorative Circles: 2x week, 40 minute circles; for ex., Advisory programs (small group, non-academic period).
  - Restorative Interventions: Consists of a team that receives an additional 10hrs of training and meets 1x week. Morningside staff developer coaches team.
  - Restorative Leadership: Morningside works with principal to establish and co-facilitate an RP Planning Team (1-1 leadership coaching). Principals also participate in a PLC with other principals.
  - RP Planning Team: Morningside coaches team. SSAs meet with team.
  - Students/ Parents: Attend PD to become facilitators

In this pilot, each district contracts with a Community Board Organizer to provide training (in District 18 it’s the Morningside Center) and they also work with a Restorative Justice Coordinator (one per district). The superintendent visits each school once every 2 months.

Why the District 18/whole-district model?

Feasible & Scalable

This model has been identified by the DOE as the most feasible way to expand restorative justice throughout the city. That’s because it is more financially feasible since each school would not have to absorb the cost of a new staff member—instead the DOE would absorb the shorter-term cost of training teachers, staff, and students. It also allows whole districts to benefit rather than individual schools.

Comprehensive

This model is distinctive in integrating Restorative Practices and Social and Emotional Learning and focusing explicitly on addressing issues of culture and bias as part of a process of creating truly equitable schools.

Proven results

In District 18, where the restorative justice program has been piloted, suspensions dropped by 27% in FY1617 and incidents dropped by 20%.
District 4
Parent Engagement and Support

Tuesday, December 12, 2017

Facilitated by:
Nancy Pereira, Family Leadership Coordinator
Elio Valdez, Family Support Coordinator
Today’s Agenda:

- Overview FLC & FSC Role
- District 4 Parent Engagement Logic Model
- Support for Parent Coordinators
- Parent Coordinator Cohort Support
- Procedures for addressing parent concerns
Family Leadership Coordinator (FLC)

- Works closely with the school community focusing on parent leadership structures and building community partnerships;

- Provides support and professional development to school and district parent leadership structures, including PA/PTAs, SLTs, DLTs, Title I Committees, and District Presidents' Council;

- Provides strategies for developing family involvement and leadership at the school and district levels;

- Promote district level family and community engagement activities and communications, with the goal of promoting student success in the district
Family Support Coordinator (FSC)

- Serves as the single, dedicated point of contact for family concerns;
- FSCs work across the system to address and resolve issues and concerns;
- Provides operational, family outreach and community engagement support;
- Analyzes trends within schools and proactively assists in developing strategies to address family concerns within each of the school communities;
- Supports the development and implementation of DOE policies and strategies to strengthen family engagement at all levels of the DOE.
GOAL:
Increase Parental Engagement & Involvement

District 4 Parent Engagement Logic Model

- Build Capacity
- PA/PTAs
- Professional Development
- Parent Coordinators
Support for Parent Coordinators

- Lead Parent Coordinators
- Parent Coordinator Cohorts

FLC/FSC District Level Support

District Wide Parent Information Sessions for PA/PTA Executive Boards
(District 4 Summer Parent Institute)

School Level Professional Development for PA/PTA Executive Boards
PC Cohort Support

- District 4 Parent Coordinators Trainings
- Office of Family and Community Engagement Trainings (FACE)
- One on One Support By Lead Parent Coordinator
- Additional Support By FLC & FSC
- PC Site Visits Twice a Year (Minimum)
District 4 Workshops

- Internal/External: Services & Referrals
- School's Workshops
- Parent One-on-One Supports
At the School Level

**STEP ONE:**
- Parent phone calls and walk-ins should be referred to the Parent Coordinator (even if the parent is requesting to see the principal or child’s teacher)

After meeting with the parent to assess the parent's concern, the Parent Coordinator will:

- Complete a Parent Intake Form documenting the parent’s concerns;
- Determine the level of support needed to address and resolve the parent’s concern; OR
- Determine if an appointment needs to be scheduled with the classroom teacher or with administration;
At the School Level

STEP TWO:
- If it is determined the matter cannot be resolved at the school level, the Parent Coordinator will immediately refer the parent’s concern to the District Office.
- The Parent Coordinator will let the parent know if concern/complaint has been referred to the District and when to expect a response.

STEP THREE:
- The Parent Coordinator will then provide the parent with a resolution to their concern. This may involve scheduling a parent mediation meeting with administration, classroom teacher, and other school staff (i.e., guidance counselor, social worker, etc.)
At the District Level

When a parent is referred to or directly contacts the District Office:

**STEP ONE:**
- Parent will meet with the FLC or FSC and complete a Parent Intake Form documenting the parent’s concerns;

**STEP TWO:**
- The FLC or FSC will then work with the parent to resolve the matter. This may involve contacting officials at the school.

**STEP THREE:**
- FLC or FSC will then provide the parent with a resolution to their concern. This may involve scheduling a parent mediation meeting with administration, classroom teacher, and other school staff (i.e., guidance counselor, social worker, etc.)
At the Central Level

Once a case has been referred to the Chancellor’s Office/Division of Family and Community Engagement (FACE), central staff will work with the parent to resolve their concern.

STEP ONE:
- Parent will meet with FACE and complete a Parent Intake Form documenting the parent’s concerns;

STEP TWO:
- FACE will then work with the parent to resolve the matter. This may involve contacting the District Office (i.e., Superintendent, FLC, or FSC), and school administration.

STEP THREE:
- FACE will then work with the parent to make them aware of the steps take to resolve the parent’s concern.
- The Division of Family and Community Engagement will confer and coordinate efforts with other NYCDOE offices and divisions, as appropriate, to streamline the central investigative/response process.
Please note if the child is a student with a disability and the parent has an unresolved special education issue, they may call 311 and request to speak to the Special Education Call Center. The Special Education Call Center staff will work with the parent to resolve the issue.

Parents also may contact the P311 Call Center directly at any time to log a complaint/concern.

Concerns/complaint to the P311 Call Center are re-routed to the District Office.
Need guidance or have a question?? We are an email or phone call away.....

**Family Leadership Coordinator:**
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Questions???
Preguntas???