



The Staff Development Center

500 North Street, White Plains, New York 10605

Tel: 914-422-2438 Fax: 914-422-2160

Staff Development Team (Policy Board)

November 17, 2022

8:00 am – 3:00 pm

*“The light at the end of the tunnel is not an illusion, the tunnel is...”
–Unknown*

Agenda Item	Planned Format/Outcome	Discussion Lead	Allotted Time
Opening/Welcome	Call to Open Meeting, Greeting	Rhoda	5 min
Approval of Minutes	Motion, Second, Vote to Approve	All	5 min
Policy Board Membership	Roles and Responsibilities, Tasks Ahead	All/Annie	5 min
Budget Report	Spending so far this year	Monica	10 min
Course Updates/Evaluations	<ul style="list-style-type: none"> • High Expectations Teaching • Inquiry-Based Teaching • Gramática y Dialogo • SEED • Graphic Novels • Smart Strategies • Reflective Journaling • Others? 	Annie, Lauren, Monica	15 min
New Course and Workshop Proposals	Small groups will review proposals, discuss, and share. Motions and Votes to Approve or Return for Revision <ul style="list-style-type: none"> • Kafele • Jessica Minehan • Jacqueline Woodson • Frontline Proposals (#?) 	All Members	70 min
Needs Assessment	Plans for Assessing our Future Needs	Rhoda	10 min
10:00 Break			
10:15 Mentor Program Updates	Report to the Policy Board	Colleen Torres	15 min
The Impact of Personality on Shared Productivity	Professional Learning Presentation Padlet	Annie	30 min
SDC Evaluation Tool	Next Steps	Lauren	15 min
Fall Focus Network Meeting	Report <ul style="list-style-type: none"> • Supporting New Teachers in 	Lauren and Annie	20 min

	their Probationary Periods		
Superintendent's Conference Days	Discussion	All Members	15 min
12:00-12:30 (Working Lunch)			
Guidelines for Video / Asynchronous Workshops	Policy Discussion: Criteria	All Members	20 min
Review / Revision of Bylaws	Discussion, revisions, motions and votes Current Bylaws	Annie and Lauren	30 min
1:00 Identity/Implicit Bias	Presentation and Activity (Professional Learning)	Rhoda	30 min
1:30 Take a Look at Teaching, Union--SDC Partnership Plans	Sharing information with members— NYSUT Initiatives	Kara Lyons	15 min
Teacher Academy Series	Small Groups work to generate requests for workshops and contact information Share Out Setting Goals	All Members	30 min
Meeting Assessment	Continuous Improvement: Goals for our Team Open Form here	All Members	5 min
Plans for Next Meeting	Setting Goals	Lauren, Monica, Annie Members	5 min
Closing	Motion, Second, Vote to Adjourn	Rhoda	1 min

Thank you for your active contributions today as a valued member of the Staff Development Policy Board!



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Staff Development Center

Policy Board Meeting Minutes: Thursday, November 17, 2022
8:00- 3:00 pm @ SDC Conference Room

Board Members:

Teachers Present: Melanie Bradish, Jeannette Castilla, Toni Marie Amato, Cecilia DaSilva, Chad Allen, Amy Estersohn, Lauren Casalino, Brittany Feeney, Rhoda Havis, Donna Martuge, Amber Fidel (via Zoom), Steven Chetcuti, Myra Castillo

Others Present: Jerusha Beckerman, Kathy Barpoulis, Dr. Debbie Hand

Absent: Leroy Dixon, Lourdes Pinto, Silvia Andrade, Paula Santa-Donato, Rachel Miller

Others Present (non-voting): Lauren Lowenhaupt and Annie Hovis- Williams (Co-Directors), Monica Alvarez

Quorum present: Yes

Proceedings:

Rhoda called the meeting to order at 8:00 am
It was determined we have a quorum present.
Minutes will be recorded by Amy Estersohn & Brittany Feeney

Review of Meeting Minutes

Review of the minutes from the previous meeting

- Corrections on attendance
- Corrections on grammar
- Discussion of meeting notes format
 - Bulleted list deemed to be acceptable

Motion to (M. Bradish): approve September minutes

Moved & 2nd motion – L. Casalino

Opposed: None

Abstained: Brittany Feeney, Donna Martuge & Rhoda Havis

All Approved- Motion carried

Budget Report (Monica):

November beginning balance (\$43,569)

8 Stipends Paid (\$3,000)

1 Instructor Stipend paid (\$210)

Subs for All-Day Meeting (added after data is received from November 17th)

Total Spent for November to date (\$3,210)

Balance to date: (\$40,359)

Instructor Compensation expected:

5 Stipends (\$6,020)

1 In-service credit

Total Spent: (\$6,020)

Balance (\$34,339)

Course Evaluations:

I. High Expectations Teaching-

Glows: well organized, content, practical strategies for my classroom, working with colleagues

Grows: too many breakout rooms, request for in-person or hybrid

Discussion:

In-person, hybrid, virtual: What is the best option?

Future discussion as what makes the most sense depending on the course

Benefits of Hybrid/Virtual: Allows for more participation

(For every 15-hour course, 3 hours may be asynchronous)

Discussion tabled for now

II. Inquiry-based

Glows: Flexibility, variety of content, desire to have more courses in this field

New Courses Not Listed:

Looked at 3 courses that were previously run:

Compassion and Care Course (Liz Napp)

What is social justice and why educators need to know (Liz Napp)

Creating trauma-sensitive schools and resilient learners (Cindy)

Motion to (C. Allen): approve fund and run again Creating Trauma-Sensitive & Resilient Learners

Moved & 2nd motion – C. DaSilva

Opposed: None

Abstained: None

All Approved- Motion carried

Motion to (J. Castilla): approve fund and run again Compassion, care & Self Agency

Moved & 2nd motion – S. Chetcuti

Opposed: None

Abstained: None

All Approved- Motion carried

Motion to (C. DaSilva): approve fund and run again What is Social Justice & Why Educators need to know

Moved & 2nd motion – T. Amato

Opposed: None

Abstained: None

All Approved- Motion carried

Teaching Science Content

- Course outlines a need for science curriculum training for elementary teachers
- How do we get teachers involved?
- Can we support money for texts?
- How can we support instructors who require materials?

Motion to (M. Bradish): approve fund and run Science Content to Support Science Learning & Teaching Grs. 3-5 Study Group

Moved & 2nd motion – K. Barpoulis

Opposed: None

Abstained: None

All Approved- Motion carried

Music- Digital Content

- Will desktops be available/ iPad limits
- Is this course 15 hours?
- Is this course for only music teachers? Can we expand this?

Motion to (S. Chetcuti): approve fund and run Creating Digital Content for your Elementary Music Classroom

Moved & 2nd motion – K. Barpoulis

Opposed: None

Abstained: None

All Approved- Motion carried

“Open Space”: Your Wellness Matters

- How might this course impact students? Funding Wellness
- Suggestion: What will we walk away with?

Motion to (T. Amato): approve fund and run “Open Space”: Your Wellness Matters

Moved & 2nd motion – L. Casalino

Opposed: None

Abstained: None

All Approved- Motion carried

Teaching in the Tsunami: Coping Strategies in Challenging Times

- Proposal is incomplete
- Does this align to district goals?
- Reflection/ maintaining hope

Motion to (J. Castilla): approve fund and run Teaching in the Tsunami: Coping Strategies in Challenging Times

Moved & 2nd motion – C. DaSilva

Opposed: None

Abstained: None

All Approved- Motion carried

Teachers are Poets, Too?

- Concerns with dates (Friday and Saturday evenings)
- Concern with location/ parking accessibility
- SEL for teachers—trickle to students

Motion to (J. Beckerman): approve fund and run Teachers are Poets, Too?

Moved & 2nd motion – L. Casalino

Opposed: None

Abstained: None

All Approved- Motion carried

5 Practices Study Book Group Grs. K-12- Math Discussions

- Total number of hours?
- Inquiry based
- Course promotes student discourse
- Aligning with District Goals: Supporting ELLs
- K-12 vs. K-5?

Motion to (C. Allen): approve fund and run 5 Practices Study Book Group Grs. K-12- Math Discussion

Moved & 2nd motion – C. DaSilva

Opposed: None

Abstained: None

All Approved- Motion carried

Mentor Training Update

- Colleen presented on the Mentor Program
- Course outline and overview
 - 1st year
 - Classroom Management
 - Crucial Conversations
 - Communicating with Parents
 - Teacher-Admin relationship
- Everyone who is Board approved has a mentor.
- Colleen does not make the partnerships between the mentor-mentee.
- Working on a mentor handbook
- Recommended a digital portfolio class as a potential support

Teacher Academy Series

- Experiences vs. Courses
- Nurturing the Learner series that allows participants to choose what they want from a menu of options
- Highly effective teachers
- Experience/ Enrichment/ Accessibility
- Inspiring our classroom by enjoying our passions
- Gardening, cake decorating, cooking classes, restaurant visits, yoga, hiking

Discussion of SEED Course

- Declining enrollment
 - Discussion on encouraging new teachers to take the training
- Explore new teachers

Re-Seed

Questions about enrollment:

- how much credit offered
- availability of teachers
- heavy emotional content
- teachers feeling pulled towards other professional development obligations

Suggestions:

- Pause SEED
- Train 2 new people
- elicit feedback from colleagues

Motion to (D. Martuge): fund training for 2 new SEED Instructors

Moved & 2nd motion – C. Allen

Opposed: None

Abstained: None

All Approved- Motion carried

Discussion about asynchronous workshops

- A mindfulness and self-care workshop were offered asynchronously
- Sometimes asynchronous learning can be overwhelming with accountability, deadlines, homework
- CTLE hours only
- Further discussion of asynchronous time moved to a future meeting

Motion to (D. Martuge): fund training for 2 new SEED Instructors

Moved & 2nd motion – C. Allen

Opposed: None

Abstained: None

All Approved- Motion carried

*Meeting minutes submitted by Brittany Feeney

Afternoon Portion

Revisiting Bylaws

Review/Revision of Bylaws

Motion to (M. Bradish): change language in By-laws- Checks payable to "White Plains Board of Education" to "White Plains City School District"

Moved & 2nd motion – C. DaSilva

Opposed: None

Abstained: None

All Approved- Motion carried

Motion to (J. Castilla): change language in By-laws- from "Course Secretary to Course Instructor"

Moved & 2nd motion – T. Amato

Opposed: None

Abstained: None

All Approved- Motion carried

There was a conversation about eliminating the language that requires a majority of the policy board members present to be teachers. Eliminating this language would make the conditions on which a quorum is met more flexible, and it would reduce the pressure to make sure teacher board members attend all meetings. The question was raised over whether the composition of the policy board could be changed to include more teachers. It was mentioned that that change is a larger conversation requiring input from more partners.

It was mentioned that the committee might be less effective if it was larger.

The concern with eliminating the majority of the teachers present requirement is that other stakeholders may want to push through contentious decisions that are not in the best interests of teachers. However, some mentioned that there are so many different stakeholders on the board, and it is not likely that these stakeholders would agree on something that would thwart teacher stakeholders.

The significance of the quorum was emphasized. Members cannot vote by proxy, cannot send a substitute to vote in their place, and can only vote via zoom if a quorum is already present. Under open records laws, the business of the policy board cannot be conducted without a quorum present. If a meeting date was set and a quorum was not present, the meeting dates would need to be changed well in advance and made public.

A member mentioned the possibility of lowering the teacher stakeholder percentage to 25 or 45% minimum.

The policy board decided to keep this bylaw as is.

Another conversation was had about whether a majority of the quorum of those present were needed to pass a motion, or a majority of the policy board was needed to pass a motion. In a scenario where a motion was presented to 12 members of the Policy Board present and 8 members approved the motion, 8 members is a majority within the quorum of 12, but not within the policy board of 21.

Motion to (T. Amato): change language in By-laws- from "Decisions are made by consensus. In order for a vote to pass, the vote must be agreed upon by the majority of the Policy Board."

Moved & 2nd motion – C. DaSilva

Opposed: None

Abstained: None

All Approved- Motion carried

Rhoda attended a "**Sticks and Stones**" workshop on implicit bias hosted by NYSUT and she presented the work. The workshop addressed implicit bias as a psychological mechanism that all humans have and defined true justice as the work of eliminating barriers that stand in the way of student success. Some of these barriers may be invisible or difficult to identify; Rhoda presented the example of a "blind" orchestra audition where men outperformed women, until some realized that women were identified by the sound of their high heels on the auditorium floor. When participants removed their shoes in a "blind" audition, men and women performed equally.

Spending Consultant Money

Principal Kafele

Principal Kafele is a speaker on equity, race, and social justice issues. Given that this topic is difficult, investing in outside consultants for this work can be helpful.

The concern was brought up that the presentation would not be well received if it came from a framework of "You're not doing this," and the general appeal of Principal Kafele's

work was the thought of equity as a framework and a state of mind rather than a list of instructions.

Principal Kafele's workshop options are wide-ranging, and it was brought up that some workshops may appeal to K-12 and others may appeal to teachers of different age levels.

February or April dates seem likely: a suggestion was made for 2 half-day sessions that could appeal to different audiences.

Motion to (M. Bradish): approve 2 half-day workshops

Moved & 2nd motion – C. DaSilva

Opposed: None

Abstained: None

All Approved- Motion carried

Jessica Minahan

Dr. Minahan has extensive experience giving keynotes at professional conferences across the United States. Her specialties include students with anxiety, trauma, and other issues that impact school performance. The Policy Board agreed that this work was crucial to what teachers needed in the classroom.

Motion to (L. Casalino): to fund two workshops by sharing our outside consultants budget with the district-side funds (one elementary, one secondary) based on the offerings listed on her website:

Classroom Educators Overview: Training classroom teachers is an essential way to support students. Teachers want to understand the impact of mental health challenges on learning and behavior, as well as practical, field-tested strategies that are easy to implement in a busy classroom.

Moved & 2nd motion – M. Bradish

Opposed: None

Abstained: None

All Approved- Motion carried

Jaqueline Woodson

Jaqueline Woodson is a MacArthur Genius Grant recipient and a many-awarded author of children's books, young adult novels, and novels for adults.

Jaqueline's agent was open to a full-day writing workshop for \$12,000 or best offer. It was agreed that \$12,000 was out of range for what an expected charge was, and some felt that a true writing workshop was not a one-time visit but rather an ongoing series of events. The question was raised over whether this event would "kick-off" a series of writing workshops to be followed up and supported in-house.

Motion to (C. DaSilva): to continue to work on a proposal, perhaps an author's visit to our middle school community. It was decided that a one-time visit did not constitute a writing workshop, and we needed to go back and re-think.

Moved & 2nd motion – M. Bradish

Opposed: None

Abstained: None

All Approved- Motion carried

WPTA update

Kara Lyon spoke about the Member Action Center of NYSUT and NYSUT's continued advocacy and support for teacher centers across New York State.

Motion to adjourn at 2:59.

Motion to (D. Martuge): adjourn at 2:59

Moved & 2nd motion – M. Bradish

Opposed: None

Abstained: None

All Approved- Motion carried