2022-2023 Receivership School Quarterly Report #2
Report Period: *November 1, 2022 to January 20, 2023*

Complete all sections by fully responding to each prompt**.** For Districts with State Monitors, to streamline reporting, related metrics, data, target status, and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
12X480 - Bronx Regional High School	321200011480	NYC Geographic District #12	East Side House Settlement	Cohort 2	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
John Sullivan	Colin Thomas	10/19/2007	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership; Sharon Rencher, Senior Executive Director of	10-12	67.9% (6-year & HSE)	128	11%	26%	5.3%

			State/Federal Education Policy; Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions; Daniel Atkins, Director of State/Federal Program Implementation					

Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that each and every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor's Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.

Four Pillars for Building Trust in NYC Public Schools
The four pillars for improving and building trust with our families include:

1. **Reimagining the student experience**
   - Career Pathways Initiative - creating career-connected learning and pathways for all our students to help activate their passion and sense of purpose.
   - Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.
   - Supporting our children to become strong readers.
   - Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.
   - Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages, strengthening early childhood education.
   - Creating an advisory council on literacy.
   - Virtual learning - expanding virtual options for students.

2. **Scaling, sustaining, and restoring what works**
   - Identifying the amazing practices throughout the NYCDOE and sharing via state-of-the-art knowledge-sharing systems so that they become models that other schools can try to emulate.
   - Expanding opportunities for accelerated learning in every school.

3. **Prioritizing wellness and its link to student success**
   - Working with the NYC Mayor's office to increase the number of school safety agents.
   - Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.

- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our school's capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

4. Engaging families to be our true partners
- Ensuring that schools and districts are in close communication with our families, surfacing their expertise to enable all of the staff members to more effectively educate and support our children.
- Engaging with families in policy creation and implementation procedures at all levels.
- Supporting superintendents, school leaders, and other school staff with professional development to find ways to permanently embed families' voices in their particular school communities. That includes supporting governance structures like Parent Associations, PTAs, School Leadership Teams, and Citywide Councils so they can provide policy recommendations that work for all schools and the system as a whole.
- Adjusting and updating the DOE website to make it more family family-friendly.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning.* This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.
- The District should ensure that the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth.*

Part I –*Lead Strategies for Improvement*

Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during November 1, 2022 – January 20, 2023

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Restorative Practices	G	The following supports helped achieve progress during the past quarter: • Our Restorative Justice (RJ) team used results from the Devereux Student Strengths Assessment-High School Edition (DESSA-HSE) to inform the delivery of social-emotional learning (SEL) at Tier 1, Tier 2, or Tier 3. • Over Q2, our Level 1-5 Incident and Suspension report indicates we had no more than two superintendent suspensions and 10 principal suspensions. • Our RJ team is actively monitoring school areas where incidences have taken place to coach students in positive self-management behaviors. • Our school's cell phone policy has been updated to minimize technological distractions. • 100% of staff are trained in RJ practices. • Community-Based Organization (CBO) East Side House Settlement leads the RJ team in collaboration with our school social worker and social work interns.
Educational Technology	G	The following supports helped achieve progress during the past quarter: • We have laptops available for students and teachers each day. • Teachers use Smartboards to engage students in interactive whiteboard lessons. • Some teachers use digital light processing (DLP) projectors for all types of applications, such as videos, infographics, and information.

Receivership, Quarterly Report #2 2022 – 2023 School Year
(As required under Section 211(f) of NYS Ed. Law)

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		• Castle Learning remains an online tool that helps students prepare for upcoming regents exams. • Math teachers use the Desmos Math Curriculum and Desmos Classroom, an online learning platform, to help students with Algebra I Common Core standards.
Focused School Support (FSS)	G	The following supports helped achieve progress during the past quarter: • Our FSS focus is to improve literacy. • We also are continuing FSS work from prior years, which includes teacher team creation of NGSS-aligned curriculum and aligning teaching practices to NGSS shifts. • FSS support teams have developed tasks to improve student ability to annotate. • Select teachers attend monthly district-led professional development (PD) across core content areas.

Part II – *Demonstrable Improvement Indicators-Level 1*

Level 1 Indicators
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how the lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 20, 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Total Cohort 6-Year Grad Rate - All Students • Progress Target: 40 • Indicator code: 250	Y	**2022-23 Goal:** By August 2023, 40% of all students will meet the 6-year graduation rate. **Key Strategies:** • We implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence-Based Intervention). • We provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships. • We provide alternative programs for students, as needed, to pursue their HSE diploma.	The following data trends show continued progress toward meeting this indicator: • Our 6-year grad rate will be based on Cohort W, which currently has 53 students. • 24 students in Cohort W have graduated. • 22 obtained Regents Diplomas. • 2 obtained Local Diplomas. • 6 students earned their HSE Diplomas. • 4 students are currently attending our partner program called Pathways to Graduation, where they will earn their HSE. • 13 students in this cohort have dropped out (Discharge Code 39). • 3 students in this cohort have moved out of NYC (Discharge Code 11). • Our Progress to Graduation Tracker (PTGT) shows the likelihood of a 62% graduation rate by June 2023.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
School Safety – HST • Progress Target: 1.15 • Indicator code: h3	Y	**2022-23 Goal:** By August 2023, the school safety metric will improve to 1.15 by implementing restorative justice practices to reduce incident rates. **Key Strategies:** • As a NYSED Evidence-Based Intervention, our Restorative Justice (RJ) Team will ensure all staff is trained in RJ practices. • School leaders continue to implement alternative strategies to suspension. • We will re-launch our Respect for All Initiative, which builds upon ongoing programs to help students, staff, and communities better understand diversity.	The following data trends show continued progress toward meeting this indicator: • Student infractions during Q2 remain lowest in the bathroom, cafeteria, and classroom, where no more than 3 incidents occurred on average. • The school lobby is the location where most infractions occur, and the restorative justice team is addressing ways to curtail this uptrend. • We only had 1 incident occur along the school perimeter outside our building. • 85% of students we interviewed in Q2 expressed feeling safe inside and outside the school building.
Credits Earned: Students Starting 11 to 22	G	**2022-23 Goal**	The following data trends show continued progress toward meeting this indicator: • We currently have 38 students in the 11 to 22-credit bucket.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
• Progress Target: 6.7 • Indicator code: u2		By August 2023, students who currently have between 11 and 22 credits will earn an average of 6.7 credits. **Key Strategies:** • We continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence-Based Intervention). • We provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships. • We will set progress monitoring targets within our CEP that reflect expected student credit accumulation after each trimester.	• The credit accumulation rate for this credit bucket after the first trimester is 2.54. • The YTD attendance rate for the 11 to 22 credit bucket is 53%. • Q2 student sentiment based on student interviews reveal that 92% of students are satisfied with our new CBO (Community Based Organization) and the possibility of becoming a part of LTW (Learn to Work) programs.
Credits Earned: Students Starting 22 to 33	Green	**2022-23 Goal**	The following data trends show continued progress toward meeting this indicator: • We have 44 students in the 22 to 33-credit bucket.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
• Progress Target: 7.5 • Indicator code: u3		By August 2023, students who currently have between 22 and 33 credits will earn an average of 7.5 credits. **Key Strategies:** • We continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence-Based Intervention). • We provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships. • We will set progress monitoring targets within our CEP that reflect expected student credit accumulation after each trimester.	• Our credit accumulation rate for this credit bucket is 2.59 after 1 trimester. • Our YTD attendance rate for the 22 to 33 credit bucket is 54%. • Q2 surveys indicate that students are excited about graduation on the horizon and the potential to attend trips as rewards for excellent attendance.
Credits Earned: Students Starting 33 to 38	Green	**2022-23 Goal**	The following data trends show continued progress toward meeting this indicator: • We currently have 18 students in the 33 to 38 credit bucket.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
• Progress Target: 9.4 • Indicator code: u4		By August 2023, students who currently have between 33 and 38 credits will earn an average of 9.4 credits. **Key Strategies:** • We continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence-Based Intervention). • We provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships. • We will set progress monitoring targets within our CEP that reflect expected student credit accumulation after each trimester.	• The credit accumulation rate for this credit bucket is currently 3.22. • The YTD attendance rate for the 33 to 38 credit bucket is approximately 54%. • We had 1 graduate in December, and 4 are slated to graduate in January. • Student sentiment based on Q2 student interviews with students in this credit bucket shows that 80% of students feel their classes help them to think critically and prepare them for college or careers.

Part III – *Demonstrable Improvement Indicators-Level 2*

Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how the lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 20, 2023

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	
			• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Plan for and implement Community School Model • Progress Target: See the Community School Model Implementation Rubric • Indicator Code: 2	Green	**2022-23 Goal:** By August 2023, the school safety metric will improve to 1.15 by implementing restorative justice practices to lower incident rates.	Our lead partner East Side House Settlement, supports the school with a range of school-based and school-linked programs to improve student learning that include: • Workforce development services that focus on preparing participants for careers in growing industries through education services, skills and certification training, job placement, and financial literacy.

		Key Strategies: • Restorative Justice Team will train the staff and ensure that any all-staff members are fully trained. (NYSED EBS) • Administration will implement alternative strategies to suspension. • Our CBO will work collaboratively with our Parent Association to expand community school efforts, including ELT, parent workshops, and our food pantry.	• Attendance improvement/dropout prevention (AIDP) services to increase student attendance, sustain participation and enhance achievement through individualized support, referrals, and parental engagement. • One-on-one interventions, group therapy, and family therapy to promote the social/emotional growth of children so they can thrive in school.
DTSDE Tenet 6: Family Engagement • Progress Target: See the DTSDE Phases of Implementation (Tenet 6) • Indicator Code: 6	Green	**2022-23 Goal:** By June 2023, at least 90% of Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school. **Key Strategies:** • Our CBO will increase Parental Outreach by working with various departments and Parent Associations to support and develop community workshops on multiple topics. • Our established school leadership team, comprised of the members from our community engagement team, will share in decisions of substance pertaining to curriculum, instruction, professional development, and family engagement.	The following data trends show continued progress toward meeting this indicator: • The parent coordinator solicits the perspectives of various parents to understand their sentiments and concerns. The school has a system in place for parent representatives to regularly check in with the principal, and, when applicable, share the feedback other parents have provided. • Our students discuss the quality of their work during parent-teacher conferences. • Displays (e.g., bulletin boards, showcases, student work) within the school reflect the different cultures and languages of the student population. • Translators in the most prevalent languages are available at school functions and events. • Families regularly share their perceptions and provide feedback to the school. Survey results are routinely shared with families.

| Providing 200 Hours of Extended Day Learning Time (ELT)

• Progress Target: See the ELT Implementation Rubric
• Indicator Code: 94 | Green | **2022-23 Goal:**
By June 2023, the school will analyze student performance data to identify student groups in need of targeted instruction to be programmed for at least 200 hours of ELT.

Key Strategies:
• We will increase student outcomes by offering ELT courses that capture student interest and strengthen student learning.
• We will integrate academic, enrichment, and skill development through hands-on ELT experiences.
• All ELT programs will continue to be offered beyond the normal school day, including on weekends, and during holiday breaks.
• Upgraded technology, including Smart Boards, iPads, and laptops, will be available to enhance on-site after-school offerings. | The following data trends show continued progress toward meeting this indicator:
• Our school year calendar currently reflects an additional 200 student contact hours to the compulsory school year of 990 hours per year in secondary school.
• Our ELT program includes the following components: Academic Programming, Enrichment Programming, and Teacher Collaboration time.
• Our guidance counselors have reviewed student programs to determine students who need to make up credits, and these students have been programmed for ELT.
• The School Leadership Team (SLT), Community Engagement Team (CET), Community School Director (CSD), and partner organizations meet regularly to review ELT programming data and make course corrections as needed. |
| Transfer HS Grad Rate: Most at Risk OA-UC

• Progress Target: 30
• Indicator code: b1 | Green | **2022-23 Goal:**
By August 2023, the 6-year Transfer HS graduation rate OA-UC will increase to 30%.

Key Strategies:
• Community-Based Organization (CBO) partner Brooklyn Community Services (BCS) will provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. | The following data trends show continued progress toward meeting this indicator:
• Our enrollment consists of 28 students entering the high school as most at-risk, over-age, and under-credited (OA-UC).
• We had 32 students enter the school as OA/UC but not most at-risk.
• 42.9% or 12/28 students in the Most at-Risk OA-UC subgroup graduated as of August 2022.
• 7 students in this cohort received a voluntary withdrawal or discharge from school. |

		• We offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • We implement the AP for All initiative that offers AP Statistics and AP US History for interested students seeking college credits while still in high school.	• 5 students in this cohort received a HSE (High School Equivalency) Diploma. • 5 students in this cohort earned a Local Diploma. • 7 students in this cohort earned a Regents Diploma.
NYC School Survey: Collaborative Teachers • Progress Target: 2.81 • Indicator code: k3	Green	**2021-22 Goal:** By June 2023, there will be a 2% increase from 79% to 81% of students who agree or strongly agree that there is a positive school culture where students feel respected and listened to. (Q6) **Key Strategies:** • We implement restorative justice (RJ) circles that focus on how to support our students with credit accumulation and graduation while mediating any conflicts that may arise. • We will administer internal surveys to students and interview students regularly to ensure we are meeting social and emotional needs. • We engage all stakeholders in equity self-reflections to support CR-SE. • We identify new school priorities based on information solicited through ongoing student interviews.	The following data trends show continued progress toward meeting this indicator: • All teacher teams receive professional development on effective formative and summative assessment in instruction aligned to Danielson 3d. • The Instructional Leadership Team (ILT) is focused on reviewing different instructional units and identifying the most high-leverage literacy strategies for immediate implementation. • The ILT meets two times per month and district staff occasionally join these meetings. • Science teachers meet with district staff on Mondays to revamp science and math units. • Teachers surveyed in Q2 expressed the need for ongoing support to elevate instructional rigor in ELA and math.

Part IV – *Community Engagement Team (CET)*

Community Engagement Team (CET)
<u>*The role of the Community Engagement Team*</u> *is to serve as an active thought partner in contributing to and supporting the development of recommendations for school improvement by the school and district soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.*

Report Out of 2022-23 CET Plan Implementation

- List the constituent categories of stakeholders that have participated as CET members during this reporting period. - Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.
Our CET membership has remained unchanged since the first quarter report. Categorical CET membership currently includes but is not limited to: - School Principal - Lead Partner Agency - Other School Leaders or Key Staff - Teachers - Relevant Community Agencies - Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services - Parents of or persons in parental relation to students attending the school - Students attending the school	Our CET is currently addressing a recommendation made by a student during our public hearing. That recommendation was for PM school. We formerly had PM school last year, and we are currently working on bringing back PM school for the spring, pending our budgetary review. In the interim, we are sending students to a nearby Young Adult Borough Centers (YABCs).

• List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.
CET members may be modified at any time on the basis of recommendations made periodically to the school leadership and, as applicable, the receiver. Please click HERE for SLT/CET agendas and flyers highlighting quarterly events.	

Part V - *Receivership Powers*

Powers of the Receiver
Provide a summary of the use of the School Receiver's powers <u>during this reporting period.</u>

The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. Listed below are any other efforts to utilize the powers of the School Receiver:

- Replace school leadership to help transform a school on an as-needed basis.
- School-level community engagement meetings to discuss Receivership status, solicit public input and recommendations and share school-wide progress.

If necessary, THE NYCDOE will plan and conduct engagement activities with the UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

Part VI – *Assurance and Attestation*

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):   _____
Signature of Receiver: _____
Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print):   _____
Signature of CET Representative: _____
Title of CET Representative: _____
Date: _____

The CET Attestation must be signed by a CET member other than a school administrator.

Updated November 2022