

WEBVTT

00:03:17.000 --> 00:03:21.000

Okay, Thank you, Victoria. This meeting was called by CC.

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30, and will be moderated by myself. Whitney. Tucson and the Cec. 30 administrative assistant, Gail Cohen.

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Now this is a public meeting, and is being recorded. There will be 4 public comments, sessions following the President's Council presentation.

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You can comment on that presentation, and also PA and Pta elected officers can comment on their topic of interest. Okay, Deb is signing on. Thank you so much.

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Christina, and then we have our superintendent report by Dr.

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Compost this evening, you can comment after his report as well.

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Then we will have our Queensboro rip to the pip, Sherry Gibson.

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She's giving a presentation tonight on fair student funding updates.

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If you have any questions for Sherie, or any comments on her presentation, you can comment.

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There, and then we will have our proposed Bylaws amendment discussion.

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that's for our virtual and hybrid meeting amendment to our Bylaws.

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You can comment on that section of the Bylaws as well, and then at the end we'll have our public agenda, and speaking time, and you can speak on any education related topic at that time, comments will be limited to 2Â min each but if you're using interpretation you will have 4

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minutes you'll be given a 30Â s warning before your time is up, and we apologize for the abruptness.

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But we would like to hear from as many people as possible, and in the meeting, and a reasonable hour Jonathan is going to be He's going to be

using a timer in his spring to tell you when you're 2 min is up so please do not raise your

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hand. Now we'll first take comments from the participants who have joined via the computer in the zoom room.

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You can raise your hand in at the at the public comment time, you know.

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Raise your hand clicking on the reactions and then we'll call on speakers in the order the in which they raise their hands, and when your name is called, you know, give us your name, and your connection to the district.

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second we'll take comments from participations who have called in, or Spanish interpretation. You want to speak, then also state your name and your connection to the district.

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Third. We will take comments from the participants who have called in by phone.

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Gail is going to read at the last 4 digits of your phone number and allow you to manually unmute your line to allow you to say yes or no.

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If you'd like to say something. If you want to speak again, please set your name and your connection to the district.

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We also let you. Use Q. A. To ask questions. There you can put your question in the Q.

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And a please include, your connection to the district in the Q.

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A, and the questions will be read, following each public comment, session, and during the time for public speaking we have had the chat turned off for this evening.

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The Q. A. Will be used for 2 purposes. First, if you have any questions related to the meeting technology or protocols, please use A. Q.

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A. For that, and we'll respond as soon as we can.

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Second during the public speaking sessions. If you cannot speak I would prefer to leave a written comment.

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You can do so in the Q. A. During those sections of the agenda comments left in the Q. A.

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Maybe right at the end of public speaking time, and also additional comments or questions can always be addressed to the Cec.

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Via email at Cec, 30 at schools.nyc.gov.

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So the first order of our business this evening is the quarterly meeting with the district.

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30 elected PA. And Pta officers. Please raise your hand, and you'll be promoted to a panelists

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Thanks, Deb.

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Beck, should I promote you to panelists

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It's okay, It happens.

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sorry I'm driving. I don't know how to do this while driving.

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Thanks, Gil.

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No, she's on here, down

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Can you hear me? Okay.

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Hey, it says.

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Sure I think he's driving, too, though.

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Do you want us to? She would Pre allow Nick to speak also right now

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Yes, yes, please.

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Hey, There, I'm I'm also driving, too.

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Oh, no! Oh, no!

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Well, thank you for coming to speak at our meeting this evening.

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Beck and Nick, our officers in our district, 30 President's Council.

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Is he wrong

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It. It's all good. Thank you. Thank you.

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Yeah, sure, absolutely. Thank you, you know. So we we wanted to let everybody know about the the district, 30 trunk or treat through Dr.

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Composto's office, with the support of of President's Council, Cec.

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And a lot of our elected officials, Trunk or treat is something that you see a little bit more in suburban and rural communities.

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though it's starting to pick up a little bit more within New York City, the 15 precincts is going to be hosting their second annual trunk retreat, and I believe a couple of areas up in whitestone and college point are as well, so the whole purpose.

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Of this is, we have a story apart, setup, ready to go next Friday.

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On the 20 eighth, from 4 pm. To 7, where all of the Pta's PA and ptos, as well as Dr.

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Kimposto, the 14 and elected officials.

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we'll have either a trunk or a table that's part of the trunk, or treat, and it'll be a great community event to have kiddos out in costume.

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Another excuse to get them into their costume other than just the thirty-first and good, wholesome family fun.

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Everything is absolutely free. Free. Admission. Obviously the candy that's gonna be handed out is free as well.

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And we're partnering up with CC. To collect donations for the asylum seeker.

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Families that have come into the district, 30 community as well.

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more details on that will come, and more communication will be coming through Dr.

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Kimposta's office via President's Council.

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With regard to what we'll be asking all the schools and the principles to be working with the parent organizations.

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We'll be asking for candy, donations, etc.

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and it'll all be next Friday. The 20, eighth, from 4 o'clock to 7 Pm.

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Well, I guess our first thing to talk about. I'll let Nick go with that, because I know he's heading somewhere, so I do want to talk about the trunk or treatment

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Okay, and then so on. So outside of that, that's our big project.

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But one of the things that not a big project. We're working on is trying to kind of streamline all the communication with President's councils, because sometimes there are some schools that have not been able to attend our meetings, possibly because they just don't have, we don't have their contact, information.

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Or they don't have ours. They don't know we exist.

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They're brand new There's a lot of reasons that could be.

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So we are trying to get everybody to have their own individual email for their, so that when there's at transition of roles in June, if there's not a continuing officer at least that Pta will continue to receive female updates and reminders about

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meetings, and hopefully, it will also allow us, as President's Council to have a more direct line to our other Ptos, because, as of right now the chain of command is we send email to Dr.

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Toss's office. Then he gets sent to the principals.

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Then it gets sent to Pta. So we kind of want to speed up that process.

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No, thanks, everybody in the middle. But we want to cut out the middle man so that we can, you know, be more in touch with each other So that's one of the things we're working on.

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And also been our most recent meeting. We discussed one raising that it worked. We have a Google dot we've been sharing among all the schools with different ideas of fundraisers that people have done, that at 4 12 for them and I feel like i'm forgetting something else I don't

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have my notes in front of me. So, thinking my forgetting anything

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well, so you can also visit our website, which has a all the information there.

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A lot of the stuff that you find on the district.

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30 website on Cdc's website just as another resource as well for all of the Ptos Ptas and PA's, and a lot of the sign up sheets to stay connected with us, and and register your schools email address and now with the trunk or treat if you want to sign

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up also for your school to have either a table or a trunk.

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Oh, yes.

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I can put the link unless someone has it already. When I get home I'll be home in like 5 min, and I can put it in the Q.

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A it's not. It's one of the it's a Google site.

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So It's like Google sites, Dot Google Slash, President's Council.

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I think, but I don't. No 100% without I'm looking at it.

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But then I'll put it in the Q. And A.

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That's okay. Thank Thank you. No big Rebecca, Nick. Thank you so much.

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Right now

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That is all on our website.

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Oh, cool, thank you. I might duck out a little bit early. I apologize.

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And then, also, since you all our panelists are going to remain panelists for their many remainder of the evening, so you can put that in the chat for everyone to see also the the email address

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Oh, no, it's okay. No, thank you. And I appreciate both of you all participating tonight.

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And I'd also like to say, You know, we really appreciate everything you're doing, especially with your initiative for the trunk, or treat I'm probably jumping out too early I didn't need to jump in familiar presentation but no thank you for all that, you all are doing we really appreciate it and coming

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I've got a hard stop and 7 15, but I'll stay as long as you'll keep

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Okay, great.

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Our pleasure, and and likewise thank you for the help th The time for the trunk retreat. So it's 4 o'clock until 7 o'clock.

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the setup will be able to start at 2 Pm.

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For everybody open to the public at 4, and then we'll have the parking lot for an extra hour.

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on, and speaking with us this evening

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Okay, also, I I I does that conclude your presentation that way, We can open it up, you know, for Council Member and public questions.

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2Â h to be able to break everything down

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Yes.

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yes, it does.

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If they have any. Okay, thank you so much. So from the Council.

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Do we have any questions for Beck and Nick this evening?

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thanks, Whitney, and thank you, Beck and Nick.

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I'm really glad that you're making an effort to reach all of the Pta.

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Npa Presidents across the district. I do want to note that we do have in our every district has an employee who, Why, I think he's job, it should be to really get this information from each school to reach out to parent coordinators and the the family leadership

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Coordinator should be reaching out to all the schools to make sure that they are.

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They have current information about who the PA, president and PA, President or Pta president, is at each school.

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I don't know. Dr. Composto. Can you maybe say something to that?

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Because you all shouldn't need to gather that information the district has somebody employed to.

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well, well, because of the fact that not we are not allowed to share anybody's email.

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They have to voluntarily give it to themselves. So, in other words, just what they're doing, the Presence Council is correct.

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They are asking other. They're asking people to give up their emails unless they use their school account, which not many do.

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They have. Then we're responsible to let not to give out their email, but to protect their email.

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But certainly you can ask, and that's why they're asking if anybody wants to.

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Most people will give it, I hope. But what we do we, if they don't give it, we will still continue what we do, where we get it.

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That's the reason why I'm the middle guy, right?

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Yep.

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And there's also a reason we're trying to include or encourage everybody to have their own individual like email, like either Gmail account or schools account Someone's walking my driveway.

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That's brief, To have a Gmail account or a Nyc.

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Schools Account for the Pta, so that when you know you have the end of the year and you have your transfer, you might forget to remind you.

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Oh, hey! By the way, now that you're on Pta, you gotta go to President's Council you know. It's something that gets forgotten very easily.

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I don't know if my computer is down, Beck.

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We don't hear you again, and anybody else here I'd be sorry.

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No right, so beck Rebecca. We apologize, but we didn't hear you.

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everyone to have. But I email that way.

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Oh, okay. So our goal is to have everybody have a generic, email.

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A either like a Gmail account or Nyc.

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Schools, account email for the Pta, so that we can set up a mailing list, using that email.

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So that then, when we send out our messages, we send it directly to the Ptas.

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Not an individual person, because, you know, term limits and whatnot like every year the Pta could change.

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So this way, we're always reaching the Pta, no matter who's on the board.

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yeah, right? I I guess what I'm saying is that I I think that the Yep.

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So that's what real goal is to get a general email

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The district, regardless of that change should be, should have a current, always have a current list, and so, if somebody, you know some, some some pas or pts, might not want to, you know create a new email address.

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But I just wanna make sure that that Venna does have a a full full list. It hasn't. I know it hasn't always been in the past, but I think you know Probably a good idea to keep going both.

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To just you being able to both both channels and the other thing.

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I just wanted to say is, there are a number of Pts.

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I want to make sure a number of Pts. Where the President's are monolingual Spanish speakers, so I wanna make sure that all of your accounts to them, especially about meetings is also in in Spanish, because that has you know sometimes been a a barrier to

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so I just want to add to that bond, and it does have a name of every Pta presence.

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She's had that for the last 5 or 6 years women mandated to hand that in every year, to the chances.

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Once again. We just can't share their email, but we certainly could give you their name in their school, and you could, you know, call the school email the school and ask the parent to do it that way.

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sorry. I just wanna reinforce Jonathan's request, because then I don't want to, you know, Shout bummed out.

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But I was the Pta President for 7 for a year, and I never got invites to the President's Council meeting.

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I kept begging and begging to be added on the email, and I wasn't.

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I didn't get invited for months. It wasn't until another Pta president was forwarding me the invitations, and then I left.

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That school. Was no longer part of the Pta, and now I'm getting the invite.

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So I just think that Jonathan's point of like finding multiple sources is a really good idea, because I I I can attest to the fact that I was excluded for some time, not intentionally. I'm sure.

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So I apologize for that. But you should always come to me if you know something that's not working right.

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Von. Then I was busy again. I don't want to shatter out, but if it was happening to me, I I have a concern that it was, you know, potentially happening to others as well so

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Just come to me, and we'll take care of it.

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Alright. Thank you, Dr. Kimpo. Thank you. It was just, you know, working full time.

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It's hard to keep being being a single mom working full time.

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Sorry.

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Hello!

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and Juliet. This is Nick. A big reason why we're also trying to assemble is as Dr.

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Composer said. You know they can't hand out the personal information so we're trying to aggregate it.

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I mean, when I first came on board is is one of the co-presidents of 1, 22, last year everything was funneled through our principal and through our parent coordinator so I was able to stay on top of that and i'm sure all the parent coordinators, and

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well.

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I I should also just add, we had a lot of difficulty getting a Do we email address? So Dr.

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Composo, perhaps, like some email out to the parent coordinators, with instructions, so they can forward that to their Pta crew would be helpful I don't know that we ever got one.

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But it, it seems, really challenging. No one really had the answer to that.

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Well, one of the I just wanted to point out. I I know you're paying about the emails before.

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Because so, yeah, sometimes it's just simple typo, like, I discovered 2 typos that like, it was just one little number being off now or letter being off.

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And then you're not getting the email. But it looks like you're getting the email.

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But it's not. It's it's so.

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We want to try to, you know, obviously get everybody's emails.

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But we wanna also like, I said, I really want to stress the make sure we're clear that what we're really trying to get is everyone to have a centralized, email and we've been encouraging people to try to get a Gmail account to have a way to have that Google drive to people their paperwork keep

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all their files, keep all their their bylaws and everything else in it.

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So when they have that June transfer of power it's a lot easier and a smoother transition because I'm thinking back. I've been doing this for a while, but I when I first started I got all I got was a checkbook and That's how I started on the pta I got a

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checkbook, nothing else. So so I started like trying to keep everything continuous. So this is why I'm like, I'm trying to help those Pts that are brand new.

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Have no clue. And don't know what you know.

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what, to what's supposed to happen and how things are supposed to be.

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So we're trying to encourage people to have like a like a Gmail account, but mostly because, like they can build their own website, Very easily.

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You can have a lot of different options. The schools use Google a lot.

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So we're we're trying to encourage. Okay, can encourage that, just because we want to.

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We want people to be able to have that information right away, and started in September versus not getting it till halfway through the school year.

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Then there, if they only do one year of the Pta, then they've only you know, they missed out on half, you know, half the year.

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By the time they get the information So we're trying to fix.

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That is best we can, and allow us to be able to contact people ourselves like like Dr.

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Kimpo said. We don't have their information.

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We don't have access to that unless they give it to us, and I'm I respect people who want not wanting to send out their personal email email addresses.

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So that's why we're asking them to have a General Pta email address more than we're asking for their individual personalized emails.

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If they want to give us their personalized emails, we're fine with that.

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That's one of the like. We have a little survey Google form.

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You can give us your Pta email if you want to give a second email.

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What do you want me to read? The Q. A.

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wait, Wait! Do we? We don't have any more questions from Council members.

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Are, we

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Okay, I think we do. The raised hand there. Thank you, Fatima.

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Okay, just to comment.

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No problem. Katherine. It has 2 comments. It was very hard to get those invites, because it had to pass through 3 email recipients before I got them.

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Okay, thank you for reading the comments. Victoria Kathy, I'm glad you finally are on the list now, and thank you for all your work that you do at at your school as a Pta.

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President Becka. Nick. Thank you again for presenting this evening.

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also I know we talked about you know, people setting up, I guess a general Pta email is Could you speak on?

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I guess the guidance that you would give for somebody to do that. Or is that something that's on your website

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it's not specifically on the website, but basically, like you'd set up your own Gmail account like, I said, one of 4 Ps, 234, So it's ps 200 and Thirty-fourq.

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Pta at gmail.com and that way, you know, and I.

00:25:22.000 --> 00:25:23.000
Thank you.

00:25:23.000 --> 00:25:44.000
My entire board has the password. We all have access to everything in the drive and access to all the emails So there's one centralized location that everything is so no matter where we are, we can log in, and we can pull up that flyer or that letter or whatever it's been a very easy.

00:25:44.000 --> 00:25:49.000
No, thank you so much. I appreciate that, and sorry for my one more question after questions, but beckon Nick.

00:25:49.000 --> 00:25:58.000
Thank you So much for presenting this evening, and then, you know, whenever you get a moment, if you please, just put you know your website in the in the chat for our attendees.

00:25:58.000 --> 00:26:03.000
And Thank you for all of the work that you all are doing with a precedence Council.

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We greatly appreciate it now is, Are there any questions on the phone line?

00:26:08.000 --> 00:26:09.000
Yeah.

00:26:09.000 --> 00:26:11.000
no, and I don't see also raised hand

00:26:11.000 --> 00:26:17.000
No. And then we did it. Have any hands raised? Do we have any hands raised in the public now? Got no okay.

00:26:17.000 --> 00:26:24.000
So I think that concludes our Pta President's Council presentation. Thank you both.

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I really appreciate you both. Thank you so much.

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Oh, when you excuse me! One last comment from Kathy Reed.

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thank you for all you do. We do the same shared access to the Gmail account, and it works pretty well.

00:26:32.000 --> 00:26:39.000
Okay.

00:26:39.000 --> 00:26:48.000
Thanks, Kathy: Okay, So we are going to the next item on the agenda, and that is Dr. Kimpostos.

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Thank you. Thank you. Thank you. Good evening. Well, good to see you.

00:26:52.000 --> 00:26:55.000
Glad to be here with all of you in this wonderful room.

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So some good stuff, happening just to let you know that on October twentieth, from 6, 30 to 8, 30 we're going to have our district 30 title, one Sl. T.

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Meeting. So far we have 81 people registered for it, and now I'd like to tell take the opportunity to share with you.

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Our district data It's now in bar on embargo.

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We can share it with you all. So Gail is gonna help me.

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Okay, You got it.

00:27:26.000 --> 00:27:35.000
We'll start with the La Gale, or

00:27:35.000 --> 00:27:43.000
I can everybody else. You good, so alright. So I'm just going to show you how to read.

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I'm not going to read it all to you. I just want to go across so as you can see, this is the 22 New York State English language Arts Ela test results.

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So, just a little background. When you talk about level one. Those are our children that are far below level. 2.

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You're approaching the standard level 3. You're on the standard and level 4 You're above the standard.

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So they often do. Group level 3 and 40 together at 1 point.

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So this way, people know that you you'll know an exact percent of how many children at or above grade level.

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So let's just do one or 2 We'll do the first 2.

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So if you look, it's Ps 2, it's a K.

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To 5 school. They had a total of 230.

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9 children tested. They had 31 children in level, one, which is about 13% level. 2.

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They had 56 children tested, which was 23, 4, 23, point, 4 level, 3.

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They had 92 children, which is 38. Point, 5 Level 4.

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They had 60 children that tested the, which is about 25 point.

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One so level, 3 and 4 combined is 150.

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2 children tested 63.6. So that's school can now say that's 63 point, 6% of their children read, read at or above grade level.

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So wh what you Yeah, you notice. Now I did it.

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This is a chart that we put together. This is not a DOE chart.

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This is a district, 30 chart, so level, 3 and 4 in 2,019.

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They was 70.1 so. Ps. 2 in. Ela went down Point 6.5.

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So I'm just gonna do another one. So you get a sense again.

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This is the middle school. So it's a is 10.

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It's great 6 to 8. They had a total of 693 children, tested in level one.

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They had 86 children tested, and that's 12.

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Point, 4% level, one level, 2. They had a 194 children tested, which equals 28.0, then level 3.

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They had 214, which is 30 point. 9 children tested at level 4.

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They had 199, which is 28 point, 7; so level, 3 and 4 combined.

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They have 413 children, which is 24, point 6.

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Now, as you can see in 1,929.

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They will 49%. So in reality, in the midst of all that pandemic is 10 went up 10 point, 6% points.

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So it goes all the way down. Is anybody want to ask me a question before I go on to the math about anything

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Sure.

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Okay, Yes, I I do. I do want to ask. I want to ask, Are was the test exactly the same in 2,019 as it was last last year?

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Our our. In other words, are we comparing apples to apples

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So it was the apples to apples, and not obviously not the same questions, but the same test.

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Yes, yes, it is good. Anybody else have a quick question. That was a good question.

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Yes, I do have question. Dr. Composto. So those numbers that we have here only for students who's been tested.

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Good work, go ahead.

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Correct.

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Do. We have also the percentage of kids who opt out and did not take the state test

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We, we, I can get that. I know that it's oh, in District 30 we have a low amount in some schools, a little bit higher but on, the whole we don't.

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But I could get to that information Let me just write that down.

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of course she'll do opting out vice-chool.

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I believe they have that I will ask We'll see what we can get for that good.

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So if everybody's okay, I want to move on to math.

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Now, would you be kind enough

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Okay, I'm gonna do the same thing. I just wanna talk to it.

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This is the 2022 New York State Mass.

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Once again level one, you below grade level, level, 2.

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You're approaching Level 3. You're on grade level 4.

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You're above grade level. So we're going to do Ps.

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2 again, their k to 5. This time they had 244 children tested out of that level.

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One is 56 children, 23.0 level, 2 is 56 children, 23% level, 3 were 54 children, 22.1 level, 4, with 78 children.

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That's 32% total of a level, 3 and 4 is a 132, so that they can say that 54% of that 50 point, 1%, of their children performed at or above on the mathematics, tests Now, if you look they was 72

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in 2019, 2072.9. So they went down 18 point, 8%.

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on the whole, almost the entire city went down on the whole, and for us in District 30.

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I'm still proud to say I'm not. I'm like pert.

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I want to be number one, but I'm still proud to say District 30 still ranks in the top, 10 in both Ela and Math.

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We are 8 in Ela. We were a 9, and we moved up one to 8, so we did really well in Ela Math.

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We were 8, and we moved down to 10, but we are still in the top.

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10 out of the 32 districts in Ela, and Math, and we're going to keep working, and we have a plan to do the best we can this year to to increase it.

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But I think, considering all the things that happened during the pandemic, I would be remiss if I didn't take a moment, He shout out, our principles, our ap parent coordinates, our teachers all staff who work, together during that pandemic and I watch our staff go ahead and make sure not

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only academically. I watch them as they help children get clothing.

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They helps families. They help family get housing, they help families get food.

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We did a tremendous, a yeoman job I'm so proud of all that they did.

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Countless hours, making sure that everything the whole child was okay.

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So is 10. We're gonna do this quickly total tested with 709 level.

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One is 258, which is 36, point 4 level, 2 is 225, which is 31 point, 7 level, 3 was 145 students tested 20.5 to 20 point, 5% level, 3 was 115 children, at 27.8 level, 3 and 4 combined is

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41251.3. So did I.

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I I think I went down to 11. I apologize.

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If you look across. But anyway, going back to is 10.

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The they, They were 31.9 in 2019. They were 39.9.

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They went down Point 8. So we did. If you go down the column you'll see some schools went up, but on the whole, we went down in math.

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But we, you know, we did. Okay, in the sense that we are still working on improving our reading and math.

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I also wanted to share with you The science was, By the way, you'll not find these charts on the do.

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These are district 30 charts. We don't publish science. Course, but I do want you to see them. As I talk a little bit.

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I'm going to talk a little bit later about the tests, and when they'll be as Gail puts it up, so we know from 3 years ago that we were changing the science tests especially under the next generation learning standards and once again we have an outstanding staff here in district

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30 At that point they only had to do Ela in math goals, but I recognize that we need to start early.

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So we ask them to start a science goal, and everybody put in their cep and have done it for the last several years, putting a ce a science, go on the Cep: We have been doing professional learning to ensure that our children are going to get the right Curriculum when they are finally tested and

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I'm gonna talk a little bit later about when when they'll be tested, Gail, we able to get the science scores up

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And I'll be putting this all on the district website and I'm sure the Cec.

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Will also be putting it on the website

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Thank you. Gail: Okay, So is our science scores right?

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Same idea did the same thing. We I modeled the same thing for Ela and Math, where you have the school type total tested.

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How many children in level one and the percent, how many children in level 2 in the percent, how many children level 3 in the percent, how many children in level 4 in the percent level, 3 and 4 combined and the percent, and we have the where the school, particularly ranks, So we we have done this for one reason only to

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make sure that we know where we are with our data and this data that we break it down into sub skills and to item skill analysis And that's how we move our children, knowing our children, we don't use these tests any other reason but for a map to know where our children, are and where we need to

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take them. As well, Okay. So that takes care of the data. I'm now going to move on to the goals.

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I believe I'm keep on my report here. Sometimes I do that I jump around.

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Yup, Yup goals. And next, okay, So what we've done, and you have this nice little packet we We took the Chancellor's pillars right the Chancellor's Goals, and then we created our own goals.

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And like I said, literacy, math, science, and a supportive environment.

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And what we ask our principles to do is to take our go and break it into their school, looking at their data where they're at and where they need to go, and as you can see in what we have 41 schools.

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So we have different schools at different spots. But one of the things that we do is we learn from each other.

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So we then will take these goals. We're given out to our community, if you remember, I showed these to you in June with just a rough draft.

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So these are our goals, and then the next 8 pages.

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We talk about our plan, we talk about our plan for each one of these goals, how we're gonna you know implement our plan.

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Who's involved in our plan, and what we're going to do with our plan once again.

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This is like the cep. It's fluid right?

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We took this, and we wrote this back in August.

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So right now. These are our goals. But at first we're going to move forward, changing them, and, like, say, change, and they'll always be la math science and supportive environment.

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But we, if we mastered something, we move on, and if we haven't mastered it, we go back, and we don't do the same thing.

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We do something different. So that's how we do that.

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Okay, So those are the district calls. Oh, the next thing I wanted to talk to you about, I'm all excited about offbook study.

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I know that all of us, the Cec members have received their book.

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If you drop me an email and you can't get to the office to pick it up, I will ask you a principle to get you a copy in the school, so if you you know next time you pick up your child whoever picks, up their child so my next move is that i'm gonna ask all of

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you tomorrow. I'm gonna send out like a Google Docs to find out what day and what time works for you for this you know.

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What do you want to do a morning you want to do an evening?

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What day do you want to do? And then I'd like to do it, of course, it's voluntary.

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You will know that where we started ours in President's Council as well.

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So I'm excited about this. It was a lot of a lot of good talk going on so I'm hoping to get a buzz going with all of you about all our book, which is about personalizing education this.

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Will comes from our New York State. Grant that we have received 3 million dollars in the last 3 years.

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To do this, grant, and we have trained every teacher, Every guidance, counselor, every administrator.

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Now, as of as we read our book, we are including all staff members, support staff power professionals.

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Otp and anybody else we could get into our book studies to do it, like, I said, I'm doing with the parents as well, and I came up with a guide and that's what's in your in. Your piece.

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There that I am gonna ask you to look at. And the guide basically is how I broke it up though I'm gonna do the book.

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But I want you to feel free to look at it, and, as you see, for October, I ask you to read chapters one, and 2, and then there's some questions and some activities you're welcome to do.

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if You'd like. So I'm just a little excited about.

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I think it's gonna be really nice, because everybody's reading this book. Some schools have finished it.

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They started in June, but it's all about the students at the center.

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It's about children children to creating children. Voice. It's about co-creating these lessons with our children, so that they, too, are a part of it.

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Co-construction where they're working with their peers like project-based learning.

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And then, if the fourth thing where they are identifying themselves, they're identifying what kind of a learner they are, Are they auditory, or they can aesthetic are They visual and in addition what do they want?

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To do when they grow up. So it's a wonderful piece.

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And look, it looks good, and one, as I go through the schools we're seeing.

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We work, and we'll talk about that, the habits of mind.

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So they're all embedded in within our schools, and was we're watching our teachers in bed in their lesson all the pieces that they're learning from the State grant which is really exciting.

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So tomorrow I'm going to PIN you out that Google Docs let me know if you're interested, what day and what time?

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And of course, then we'll move forward. New York Public school, 171, received a grant for the New York subworks support Their science. Lab is pretty exciting.

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They have a nice new lot science lab and this Grant to go along with it.

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I also wanted to take a moment and inform you of all our community schools.

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So presently we have psi s. 1, 11 Ps.

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1 12 is 126 ts, 1 48 Ts, 1 49 Ps.

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171, and on is 2, 30, are all community schools.

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And what does that mean? They wrap around services. They have a community based organization in there.

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They have mental health in there. They'll have a bus for our children with their vision for the teeth.

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Once in a while we get a doctor in there, and basically providing services for families and children together.

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Someone had asked me about the Mays new initiative, which is called the Project Pivot.

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Now I I put it in your report, because so this way, you know what project pivot is now.

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It's 138 schools We are not one of them.

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The good news is we're not in that kind of situation.

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The bad news is any help we can get is good, right?

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So the the fact that we have these community schools it's the same idea as project pivot.

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It's basically community school to have wraparound services in the school for the parents and the children.

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Different pieces. But it's working with a community based organization that helps out, and then they keep the schools open sometimes.

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From 9 o'clock at night, you know. Sometimes adults go in and do learning whether they want to get their Ged or they which I know.

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They don't call that a Gd anymore, but they get their high school equivalent.

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They. They also have sports programs there, you know, after school programs is the best, like one of the things that Whitney's doing a wonderful job.

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I don't know. If she'll talk to you about it, but she's meeting with all the principals, and what I'm hearing resoundly is that we need more funds for after school programs and these community school pieces.

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Our our middle schools, We're lucky because they have by mandate of the Last Chancellor and Maya they got a community based organization.

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They got a assigned to them. So every middle school has an after school program.

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Our elementary schools we've been applying, and most of them have it.

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But we have 2 or 3 that the parents are paying, you know.

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So that's good. If a parent can afford it. My always concern is for a parent who's in a school that has to pay and they don't have the money to do it.

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How about them and the other pieces? We might have 7 800 kids, and perhaps the school.

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The community base can only handle a 150 of them.

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So there is still pieces that we need to work on to make it even better than we have it.

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But I'm really glad of all the things we have, and that we've been able to do this.

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So we are not a part of the pivot program.

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We're not one of the 138 schools.

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But that's okay. We have the community schools and every single one of our school is hooked up with a community based organization.

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When you're a community school you get more money, though you know you can.

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You can get. You can have more services. We can hire the mental health piece.

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We can hire professional learning pieces. We can hire people from the community-based organization to stay late and help our families out that way, too.

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is that this is a piece I wanted to talk about about the testing Alright.

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let me see here. Yes, you know the good the scores are are are the embargo's results for the 22 to yoke have been released.

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So the the exams are out there. You now have yours.

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I don't know if it's been out in the paper.

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I haven't seen it myself, but it might have been, but the you now have us for District 30.

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the school survey is out too Starting October fourteenth.

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Everybody should be looking at that you should be looking at your school survey to really interesting As I go around, I meet with the principals. I look at it with them.

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We sit and We talk about the results as we do with the data for the math.

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We have honest open conversations, smart, wonderful principles, who listen, who talk to each other.

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And I'm gonna I'm gonna show you to talk about something later.

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How proud I am of our principles, because they help each other.

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They do such a phenomenal job. I was sitting with one principal just last week doing a ppo.

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That's your evaluation. And we're we're talking about this different pieces.

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And before the pandemic I had a program going where principals got together, gave a towel out, and they went to everybody's.

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To 3 or 4 schools, and we looked. We looked at each school, and we looked and see what they were doing, and how we can get that.

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And we asked questions. She told me the other day without me, even prompting 3 of them are doing it already. They started.

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They're going to visit each other's schools. They're working together.

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They had good questions to begin with. So I'm really proud of that.

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They're self-study. They're not waiting for me to get it going.

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This self started and it was a grassroots piece by the way, our principals are really talking to each other like one of the things for having a principals meeting.

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Tomorrow they'll share a best practice, And the next thing you know everybody's calling them up and going this school.

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So that's that's really good stuff happening.

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So we know that the survey is out.

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I was talking about the survey. Please look at the survey as we're looking with our principles, and I asked them to go They had they should go over with the slt and they should go over to with their with their staff, and I ask our middle schools and our schools.

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That have sixth grade to go over with the children.

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Everybody should know where they're at. Why, you know, it's it's one thing I love about the principal.

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They're not afraid to ask the question of breaking up and Google say, why, why did you think we got such a low rating here?

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You know, No matter? What the question, even pertains to them.

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And that's good, because we can hear from our constituents what what they perceive sometimes feel about perception.

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So it's really good stuff and I'm proud of all of them for doing that.

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Now, I want to share with you about the New York State Test.

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So new. The New York State test grade through 3 through 8 English language odds and math again, exams will be administered.

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The Ela will be April nineteenth and twentieth, and the math will be may second and third.

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the performance section of the New York State Grade. 8 Science test will be administered from May 20, third to June, the 20 to June the second, and the written portion will be administered on June the fifth. This year.

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We are not testing our fourth grade? Next year we were with the new standards a new science test.

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We have a whole new science curriculum coming out.

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We will be testing our grade. 5 children, the other piece for us with testing that everybody should know is we're transitioning to computer based testing What does that mean?

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Schools continue to have the option of participating in operational computer-based testing, which we have had.

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Many of our schools do, and that we we see some glitches. We do.

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We see glitches, with sometimes the the school doesn't have enough whereabouts to hold the all the tests We run into different glitches, because, according to the state in 2,024 all schools, were required to participate in operational computer-based testing administration in grade 5 in grade

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8 great in 2,025 all schools will be required for grade, 4, 5, 6, and 8, and then by 2026 all schools will be required to participate in operation of the computer based testing 3, to 8, So we're moving forward with this and it is important that we have

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up to date computers, bandwidth everything that we need We're trying to get into place now.

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As we move forward with testing a lot of children and the other pieces.

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And that's why I have encouraged our principles not to be afraid to test this stuff, because it gives our children an opportunity to think about it.

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You're used to using a paper in a pen. Now you're using a computer.

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Think of how we get glitches sometimes. So you do the wrong thing, and you bring you to another page.

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It's really important for our children that they learn how to do this.

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Really easily, too, and quickly. So it's a good experience for all of us that we're trying to as we do these pieces.

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We're learning how to take a test on the computer, a whole other world.

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Because we have seen that our children who take that for the first time that take a computer based test, they don't do as well as paper and pen, which is only expected because they've never dealt with a computer for an hour or 2 h and and being under pressure So it's, really a good piece for

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us as we're trying to teach it. But I'm proud to say that we have computers and smartboards in every room.

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We are presently updating our computers and our smart boards to permit the endboards, and I just want to shout out to all of our politicians So I've been really good to us, and keep giving us money to upgrade our equipment because that's such an important piece as we move forward with

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our children, and we want them to be a part of the 20 first century.

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Learning in support of the chances, pillow for engage in families.

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we still have this the save, the Safe Foot college program.

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You know all about New York kids rise that we started in District 30.

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I do want to know everybody that virtual information workshops for family began on October the sixth, so we are the only ones, of course, that go up to grade 5 right?

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Right now. Everybody else is doing kindergarten but was doing K.

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To 5, and what I like, what came out of this for us, and you should make sure everybody knows this.

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I keep telling all our parents when I meet with them. You have a right like.

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When we first started. Only the kindergarten, when they moved up to first grade, were entitled.

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Then that year we talked to Deborah Ellen.

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From there, and she was able to. So somebody moved in. They could register for it.

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So any of our children moving into fifth grade, starting Now they are part of it, too, now.

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So I think it's really wonderful. So this is our fifth year, but we encourage our parents, and like I said, if you go to our there is a college, website, The New York City New York kids website in which you can go out for family facing workshops, and that began in October the

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sixth.

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So we used to give the low tee test, and we still give it.

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But we have a different name for it. So aligned with the chances of vision for integrating technology into the learning experience.

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All schools that administer the was the Lotte is now called the Slp, which is the Spanish, Latin, proficiency efficiency.

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Exam. So the second language, Efficiency exam for grade.

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8 are expected to do so did digitally by 2,025.

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As we spoke about, note that the digital Administration will begin with a small number of children starting in 2,023.

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So the same thing with this. This is the test in which is like the regions Really, children, take it in the eighth grade, and if they pass it they get credit for the regents, and they get credit for their foreign language, and they don't have to necessarily take it in high school, unless they want to of

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course, and then by 2025, all schools admitted, and Spanish and Latin exam will be but on the computer by 25 I'm happy to say that we are presently, in the respect for all essay contest and post a contest we have encouraged all of our

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principles as they've done in the past, and we have had many each year.

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Respect for all winners We actually thank you. We've always used the Cec.

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As a way, a vehicle for highlighting our youngsters and inviting our families to get a certificate.

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So. Thank you. I hope to do that again with them. So this is something that was new, and I thought was interesting.

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You might be interested in. The DOE is offering students and their families.

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The option to opt out of receiving Charter school promotional mailing products compared in God.

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So in the past. Sometimes families would approach me, and parents would say, Why are you sending me stuff about chartered schools?

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Well, who gave my address to the Charter schools. We never gave up addresses, but I guess, since charter schools are public schools, and they worked with the board, they were doing that so I guess they hurt, and that's.

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What I like about this administration. Good listeners! They've heard from the parents that some parents are upset about that, so you can opt out,

and any family can opt out by saying I don't want, my my name and address to go to charter schools for them to send me. Information.

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And that has that form has to be completed by October.

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The 30 first. So anybody who wants stuff out they can opt out.

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So you have to do. By October 30 first.

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If you don't want the chart of schools to do it.

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Now, come some good stuff. The screening and I'm getting to the end and for those who are not patient with me, but I have so many good things.

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I got to share all this good stuff screen schools, so we are remaining with our.

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By the way, this is only middle schools and high schools. I try to address our gifted and talented in elementary schools or screen schools, and at this point I was told, with just doing middle schools and high schools so today.

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I'm talking about our middle schools, which are is 126 psi, s 1, 22, and psi s. 300.

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Right, So they also considered screen schools, Yeah, gifted and talented prior to this year, coming well for the last 2 years, there was a lottery, but prior to the lottery it was where children were tested for their and got in so this year I have 2 things to say about that this year

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coming, the fourth grade, scores of Ela Math, science and social studies will be used to to administer our to get it to our children into great 6 gifted and talented right.

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So all of our children in fourth grade this year right?

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Their final grade, and what we call the core La math, social studies and science will then be ranked and get into these schools.

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The good news is, I'm going back. Oh, goodness!

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About 5 or 6 years ago we had a situation, and we were able to get our children from Ps.

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85, grandfathered in to not have to take a test either way.

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In other words, before all this started, it was a smooth transition.

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If you were in gifted and talented, in elementary school, you automatically got into middle school.

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It was under contract Forina that she said, No, we want to stop that.

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When children finished, elementary school, they have to retest for middle school, but we were able to get a a waiver until 2024, So this will be the last year that all our children in 85 will automatically articulate into 126 after that they all of our children are in these

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elementsary, gifted and talented programs will follow the criteria, and as of today, the criteria is grade, 4 final grades in Ela math science and social studies.

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That's how the children will get in and the next thing I wanted to talk about somebody had started saying, You know how about middle school.

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Let's have old middle school who wants to be a screen school.

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So a wonderful smart, caring, dedicated principles for our middle schools and K.

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To 8 schools. I put them in a room. 2 h later we decided that we weren't going to apply for screen, school but we were still gonna do enrichment for our children, and that, looks like that every child entering in sixth grade we'll have the opportunity to take a regions track with We are looking at

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an advanced region track for Ela Math. Science and social studies.

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We're going to try to do one a year, but what we're going to do is backmap.

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What does that mean? So that every kid has the opportunity to pass?

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Not only the ones who have the ability because they have the opportunity to learn more, but so we will take our sixth graders, and are we are once again smart?

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People are smart teachers. Are gonna come into a room and they're gonna help us backmap. They're gonna say, for our all of our all of our children.

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The past, the eighth grade regions we have to do this in sixth grade for them.

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We have to do the seventh grade in them, and then, when they get to eighth grade, this is the rest they have to learn and we're hoping that we get many, many, of our children passing the regions.

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So it's, really been exciting. But our last piece, so we've been in 2 meetings.

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We had a meeting about do. We wanted to. The screen district wide, or one or 2 schools.

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We And then the decision was that we want to be in in offer enrichment to every child in this district.

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Personalizing education, those pieces that I talked about. So we're going to do this piece, and I Thinkve asked them to bring it back to the school leadership team.

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Right. So we will have an answer. And so we've got one committee.

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Oh, I'm working on a what? What is the backmap with teachers?

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What is that look like? We had another committee talking about that We all want to be screen schools, and then we have the third committee now figuring out, How do we do this and how about our small schools like We have some schools?

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Like the K to 8 that are part of this. They have 2 classes only right?

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So with thinking out of the box for them we're thinking about how we can maybe share teachers.

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If you have a high school close to you, and we have several close to Summer law school.

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Not all of them, but maybe the High school work with us.

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When I was going back in 1,992, I used to work with Lic, and their teachers used to come down and teach your regions.

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Course for us, because we didn't have a license.

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You have to have a license math teacher, license, science, teacher, social studies, teacher, every one of those regions have to have a sometimes even the science.

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There is labs involved It's a project, but we're taking it on, and we're all excited about it.

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So that's basically the pieces that I wanted to share with you.

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And now I'm gonna open it up for questions.

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okay, we're gonna start. We We're gonna start with our council members and let them ask questions.

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hey? Sorry I was late

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so I I love everything about what you just said about the middle schools.

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2 questions. We had 2 schools that I think are under the High School superintendent, but I just want to give them give the question about young women's leadership and baccalaureate. I'm assuming they are figuring that out under the supervision.

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Well, I did such a good job

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Correct, but I believe, because I got the I spoke to the High School for young women.

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They're gonna follow their screen. They're gonna continue with their own, the screen that they have now back to Laurie.

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Of the High School Superintendent

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We have a new principal there, so I really don't know but I could find out if you want what's what's happening there?

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Yes, I I have. I have heard from Baccalaureate that they are working on a bunch of a bunch of a a nice holistic admissions. Process.

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my second question is about the the regions tracks.

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So for both small schools, and really for all schools, not every child might be interested in being in a region's track.

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So I just want to clarify what you mean by a regents track.

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Right, no all 4. We're gonna start in sixth grade We're gonna do it in seventh grade when they get to eighth grade Then we'll make a decision.

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With their family, if they you know. Sometimes we've had that even now, with children.

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We think are prepared, and family say no, so we will then consult with the family.

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Will say, like we feel that your child can really do this, and of course I'll have the option of saying no, and we will also, if we feel concerned about a child that is frustrated, and not able is not yet ready, because please remember it's okay.

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If they're not ready, because these are really high school exams, but just trying to do that enrichment, that rigor, bring it to the next level for our children.

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But we are not going to force that on anyone. We are personalizing education, meaning when they get to that eighth grade.

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So if a school has 4 sections on a grade, what all 4 of those sections be headed towards the regions, or one of the sections

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I see. So eighth grade would really be this in the separate tracks of of of that but sixth and seventh remain with the back mapping, which is a really interesting goal-oriented.

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Concept which I like, the we're gonna challenge all the students.

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We're gonna enrich all the students. And then give them that option in eighth grade.

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Therefore families, and this school staff will make that decision

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Okay, thanks not to composto, you know, that's so.

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I'm not the last series of comments I was in and out of the meeting so, and I apologize for my scratchy voice.

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I'll try to talk slow, so I can articulate what I need to, but I really wouldn't.

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You know, you know. Thank you for encouraging principals, and for them coming to this.

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No consensus about, you know, encouraging all children, because I know you know that I'm a big fan of and that's what they've been doing in their school, and all those kids get an opportunity to take all Those regions.

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And you know, with my kid, it's fair to him.

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Very well, right They fired him very well, and I know it has done, for a lot of gives all these kids an opportunity to do better and to work.

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And then to be more advance when they get into high schools.

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You don't know the up that it has given Xavier haven't had that education in middle school.

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It's really very important, very important. And he wasn't considered one of those screen kids, you know.

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So the other thing was that when I was looking at the numbers, and I didn't get to see all of them completely. So please.

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Excuse me, but you know I have a particular interest in how well 111 it does and I saw when I was looking at the number, that 1 11 doesn't look like it was doing well, and we know that sometimes you know I know you had the number of students that took the test and then where they fit and you

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know. Their numbers were extremely low, and then, when we looked at the percentage of improvement, it was at. 0.

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So what's going to happen? What happens to these schools?

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Cause I know they're probably not the only one that's just the only one that I fixated on.

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So what happens to these schools that we're not seeing, you know, seeing the market improvement?

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Is there any more? More augmented effort in terms of getting them?

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Thank you.

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So I just want to say you are correct, that in math they were flacked.

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They got 0, but I have to be fair to them. We had people that lost 18 point, 14 points, 19 point, 17 points, 10 points left 17 again, 13 and in Ela they went up, one which is this: very small baby step and I've never never really happy.

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Into a number one, and our children all are in threes and forth, But if you said to me what we got to work on it, was teacher student absence, Chronic absism.

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It was so high, was so hard to get our children back in.

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During this whole pandemic, and even now we are working super hard.

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We're getting a lot of parents that's still feeling that the the effects of the pandemic.

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So the first thing we got to do is get our children into school because if we don't get our children, no matter how smart anybody is, if you're not in school learning, when you take a test, you don't do well, so we've got it that's the biggest problem, we've been working

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with a very closely we have put in there, and so what we call Mts.

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Mtss: multiple tier support system, which is like an ais program.

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But it's built in what I like about better with this.

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It has a social emotional piece. So we're going to do a academic piece and a social emotional piece like our book.

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You know habits in mind. You can do this. Never give up.

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Keep trying those kinds of pieces work long, So we are putting we what we calling leads.

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These are the people that I got from the new district. There are staff developers, so we already have set up Mtss.

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In that school we have set up professional learning in science as well, So we have a plan of increasing it.

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But if you said to me, where do we have to start?

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Have to get the kids in. We've got to figure out this chronic absence and I'm going to be so fair to this principal and staff.

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What wonderful teachers! They have! A walking school bus Anybody know what that is that our teachers get up in the morning?

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They walk to to the housing and wait for kids on a corner, and then they walk them back to the school, and that has helped us right.

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So we have this walking school bus. We have incentives that Pdis, which is where children get a root.

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So we bring them into these into a school store, and we elicit from them what do you want?

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And we buy good stuff things like you know whether it's something for their music or a sports equipment.

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we before the pandemic. We've been buying trips, tickets to go to Broadway plays with them, trying to help them with that piece, doing a little culture with them.

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So we've tried all of this, so we are never giving up, and I'm gonna remind you renewals.

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lll has always had, was a renewal school.

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We got it off the list. They didn't make. They were flattened math, but a lot of people went down in math.

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They got one up, in in La, and I'm not.

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I'm not saying that's good enough. It's not We got to keep trying I I would. That was the first school I visited.

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That was the first principle. We sat down for several hours with her team and talked about.

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What are we going to do here? But I'm telling you resoundly I know it's the chronic absence we we've got to get our children to come to school, so we have tried everything.

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We have. We call them, we give we buy a line alarm clocks for the kids.

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We try everything, and if anybody has an idea I'm with, I'm willing to listen what we need to bring our children back like the other piece that we talked about and Ps.

01:07:39.000 --> 01:07:55.000

76 has the same problem. Chronic absence. So we have even talked about our next pieces that I remember when I was at 204, the best bang for my buck, was one-on-one We're an adult takes a a child now We don't have enough staff but I said you

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do one child at a time, you know, and you just get them feeling good about themselves.

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Get them on the on the right track, where they understand they get up Everyone got to go to bed early, get up morning, get to school every day.

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You can't say. Oh, today I got up. I got it.

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I got a thumbnail. You know. It. Everybody gets up in the morning, and you know, doesn't feel well unless you have fever.

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We always say, and come to school. So that's what we're trying to do.

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That's where we're going to put. We will get our children to come in.

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I'll teach you the smart They're being well trained, but we need our children to come to school, so anybody has an idea. Please let me know.

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But we are trying everything and anything any out of the box in the box, and and keep thinking.

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I wanted to thank you for that. Thank you very much. I was also going to reiterate them.

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It had the same line, my mother used to tell me. I don't care.

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Are you breathing? You go to school and it's the same thing I do with Xavier.

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You have a fever, or how high is that? Oh, it's not high enough.

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You go to school, So we go to school, no matter what, and you're right.

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We keep thinking.

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Right, okay, okay.

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thanks. Whitney, by a couple things. One was just about this the title one Sl. Team.

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Hmm! Can you say say a little bit more about what what that is, and what will be covered in the in the meeting?

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My mom did that, too. By the way, Okay.

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So we we will have a Spanish translator, and Ben Arabic and Bengali.

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Those are the 3 that we put in for so yes, we will have translation.

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So title one they built. We have an X-ray coming.

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He'll talk about title. One they'll talk to.

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What is it? How does the school become a title one?

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They'll talk of the parents, rights of a title one How they get to spend 1%, how they should be involved.

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It'll also touch upon the pack piece an slts.

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He basically just goes over. How do you run an slt?

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The whole makeup of it. You know, 50 50% reaching consensus having bylaws, anything, and everything.

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And of course, then we leave it open for questions. We will have a Powerpoint that we will send you all, so you'll get exactly every slide.

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And what did I get? All your questions, Jonathan?

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I'm sorry.

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No, I I think so. Yeah. Thanks. So it's basically 2 There's 2 presentations, one on title, one and one on school leadership teams.

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Okay, okay, So I just th. The other thing I wanted to ask about was the the you're talking about.

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you know what's what the the plan is for middle schools that there would be enrichment for everyone.

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Fair yes.

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More generally. But we have. We have many schools that have the enrichment model.

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We do have schools using that. No, we're just talking about what when we talked about the screen, everybody you know, the idea of screens is hook kids right to get it.

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Hook kids. My thought was, We're gonna hook every kid, you know, we're gonna give every kid the opportunity to take these regions.

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So if that enrichment, word confused, I apologize, is not what we do have enrichment models within, and we have every school has to have a steam or a STEM.

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Program So we have that in each and every one of our schools that difference, some around arts, some aren't.

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But each school have. We've asked each principal do that once again.

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They're doing it. They're doing it So

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and just to clarify for the screened schools the you said the fourth is it the fourth grade scores, or the fourth, grade grades? That will be great.

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Okay, Okay, Okay, Okay, So I and the other thing, And maybe you don't know this.

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But yeah, but so essentially, you're saying, add middle schools, sixth and seventh grade.

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All students will would be doing the same curriculum.

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Great not state test grades on the report. Cla. Math: science, and social study grades

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Right? Is that that's the idea. So we so schools would not have to track those those students into different levels or different classes. There.

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Correct: Right.

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Correct, but but but you have to understand, as we move along.

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Sometimes children need that Mtss. Or Ais. So we have to look at each other.

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Listen about personalizing education. It's about looking at each kids, Some, not everybody, is the same right?

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So children who need to look what we call scaffold up, we need to build the lesson up.

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We do that there are children who who move quickly. They get this.

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We don't want to hold them back. Get them to be bored, and they don't like like school, either, so we have to balance all of this out working with all children, but our goal is to provide every kid with the opportunity to do these tracks So that when I say tracks I mean the region tract right to be

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able to take those 4 tests at the end, and we're not, and I don't want to admit missing represent this.

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I'm not saying some of our schools do right now.

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Give 3 and 4 of these tests, and some give none.

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We are now uniforming uniforming that every middle school will do this every K.

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To 8, will work with us to do it as well to you know, to make sure that every children have the opportunity.

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But understand, that's what personalizing education is about. That's what we're teaching about teachers, how to scaffold up, how to make sure that if the kids are, there Okay, how to give them and keep them moving.

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I want to use the word enrichment, but just keep them moving, You know, in other words, that they're not stagnating, waiting for someone to catch up with them.

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and you know in other words, and another word. I think that people have used a lot.

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They keep moving. Personalizing, education.

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Here is differentiation. Right? Is that? Is that fair that that we're talking about?

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Yeah, so. Because I think that in many cases, when schools have tracked students into different levels, they they've sometimes done a disservice to the lower levels, who aren't mixed in with everybody else and don't meet or you know hear or learn from their fellow students in different classes, so I

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just I want to put a I I guess I want to put a a request in that schools.

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Now, if they are in indeed doing the same curriculum that they really do mix as much as they can.

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Yeah. With that? Absolutely. Thank you. Yes.

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So that goes without saying Right? We know that's a great practice, but understand also sometimes when and I like that word track.

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But when we see our children that are more challenged, we might do a smaller class with them, you know, just to help them, because and I'm looking forward to the the reduction of class size.

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That's the antsy here, and that we now have 32 Alright, We're going down to 25, but 25 for one.

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Teach is still a lot when everybody's needy, and they're all over the place Right?

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But yes, differentiation is what we're working with our teachers That's what we're teaching them a whole scaffolding piece.

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But I'm never, never going to mandate anything.

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We've had this. Tr: The this conversation that you've talked about with our principals and many schools think differently.

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Right? So that's a piece that Well, what did I say to them?

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Bring the C School leadership team You know the first one principal call me up and said they loved it, but I'm waiting for somebody to say they don't want it and that's their prerogative. You know I'm I'm hoping everybody goes with this but that's what this

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is about one of the things one of our successes is that we don't all do the same thing.

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We don't all march to the same drum. We look at our communities, we look at the needs of our children, and we we then create these programs with our family.

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So that that piece is you write on the money, but it goes to the school leadership team because there is some value to helping children. I don't.

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I I That word track. I don't like it, but but but you know, saying Phil needs really help 3.

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These 3 young men, and this one young lady need help. These 4 children, We're gonna group them. Right?

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We're gonna group them in an ideal situation. That's how we can differentiate in a room, And sometimes it's good, and it works.

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And I like that. But other times it's very challenging.

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We might have a brand new teacher, and it's better for us to have a smallest class size for the child state, and as well as that, like the Mtss.

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That's what that's all about small pieces, But you're absolutely right.

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Children learn from each other. Children learn from when they share each other's culture.

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That's what it's really where the rubber hits the road, because now they're respecting each other because they're learning about why we wear certain clothing or eat certain foods.

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So that goes without saying. Our children do much better when they're in groups that are different.

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Different.

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Sure.

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We we will agree. Yes, yes, they They took it to the school leadership team, absolutely I don't see anybody saying, No, we're not.

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We're not forcing this on anybody, right? We're not saying you have to do it We're saying we're going to give the children the opportunity to take it by starting in sixth grade and seventh grade but if a family said you know when he got to eighth grade no we don't want

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just a quick thought, because I think it's really valuable to hear what the middle schools have to say.

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I also think that there's value in talking to the elementary school parents, and I don't know.

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In the short time. You know that we have, logistically, but talking to the maybe the principals or the Ppa Pta, President or even a survey, or something because ultimately these are the fifth graders who are going into Sixth grade and I think you know talking to the kids who

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are already there, and the and the you know, gets you somewhere, but not necessarily doesn't necessarily give you the whole picture, because the

one that are coming out of elementary school, are the ones that are going to be.

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it. We respect that

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I I think it's a great idea. I'm not sure how we'll do it, but it's great idea, and just that you do know they do know about it a little bit because we started algebra for all in our middle schools about 5 years. Ago.

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So parents have been hearing that their children in elementary school do work for algebra fours, and we tell our parents, and like, what what is this about?

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This is about when they get to eighth grade they can take a region so we sort of done it. But I don't think it's a bad idea.

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If you want to work on a survey, or whatever you think to how to get the message out, I brought it up at President's Council.

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Maybe next time I can ask President's Council if they don't mind if they could bring it to their Pta and get some voice.

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I think maybe that's a better way to do it.

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I don't know. I'm I'm open.

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I'm open for suggestions. Let me know what you think but I don't think I think it's a good idea to listen to more parents who buy in the better off we are and for. Me.

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It's about going back to what I said before we want to engage our children in education.

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We want them to come to school every day. The most important thing attendance.

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So we need to make school exciting, whether it's through the STEM program through this algebra for all.

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We're even talking now about still doing the sports program, and that's the other thing.

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So I got this thing going. I need to raise money for the referees and stuff like that.

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If anybody has any ideas. I've been trying to tap into a few people that I know to figure this out, but if anybody has any ideas about that, because we're starting it an into bureau's program at the elementary school level, and I think that's really exciting for our kids to

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do, because I think sports and arts go together. I think it's something that that kids should have have the opportunity all the way through, and we've never had that in our elementary schools.

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Okay, Thank you.

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We're now doing that this year. So if anybody has any great ideas, how I can figure out how to pay for these referees and coaches that coaches necessarily the the referees for these games, let me know and that's what i'm working on love to have some help

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Thank you, Doctor, Compost. Now I see, like a raised hand.

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The okay, go ahead and the and mute yourself.

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Oh, she lower her hand. Okay, Next person is Sherry Gibson.

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I I did not lower my hand. I think somebody and did that, and I didn't see the button for unmute, so I I had a question Dr.

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Composto on the on the regions trucks.

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I think it's very exciting. I have a fifth grader who will be going to sixth grade next year, and I think it's great.

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So the regions struck. Is this going to be a deeper dive into the 4 call subjects?

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Good.

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We we must. Excellent question, excellent question. And that was one of the part of our that was a big part of our conversation.

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Don't forget. Our children are still tested in the State man test so we can't give it up.

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We can't give that up. So it will be in addition to So our children will get the sixth grade curriculum right in addition.

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We will then start the the the piece for the regions in 6, 7, and 8.

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So that's where this work. Great question. No. We were still preparing them for the Do meet the next generation.

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Standards that they have, that, and are prepared for the State.

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In, or in addition to the current curriculum? Or is it going to be walked into sorry

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Ela or math test correct

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Okay. And then, how's it? I I'll ask my questions before I run out of time.

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How is it tailored to the individual students, and will will the kids have a choice of let's say, living environment?

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I'm just trying to algebra.

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One geometry, etc. Etc. Or will the school pick one of the 4 under math or something, and and give it to the kids?

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That's okay.

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How's it going to play out

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Okay, So our goal is to do all 4 of them. And you know, if we can remember what I said, I want to always be on transparent W.

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For schools that are just starting they're gonna do one.

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One subject at a time. Some of our schools are doing the right 3 regions, but at the end of the day we talked about, We talked about the same thing like others said how about the living environment compared to life signs, and And pieces, like that so we are working on that and you welcome to once we get

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rolling. You can even talk to the sl team Gladly give your your thoughts, because what we're doing that that's in the end of November, when we come back as a group that's what I want to do I want to collect Everybody's thoughts And Then start to talk to.

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Every every point that everybody brings up, and that was already brought up, Which ones and can we do?

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2 or 3 absolutely. It also depends on the teacher. We've got to get teachers that are licensed in the particular areas in which we want to do this for but we're open right now we're with this is, we're reimagining right?

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We're reimagining this program for our young people.

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That's what we are right now. So we're open, you know, and I think what you quit. Both Your pieces are certainly fair.

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Oh, I'm sorry. Okay, go ahead. Okay, Okay, Thank you go ahead.

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Thank you. Next person is Sherry Gibson. Go ahead and then use yourself.

01:23:52.000 --> 01:24:11.000

Did I answer your question? Okay.

01:24:11.000 --> 01:24:31.000

Hi, Good evening, Dr. K. Pasta. I'm good. So I was very glad to hear that in terms of looking at the state scores, And what can we do in support and help in the district that from your view review that you really think is chronic absenteeism and so i'll take you

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up on your call for assistance, and help them to determine how we can help minimize chronic absenteeism. I sit on a committee for New York State, LED.

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Hi! How are you

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And all last year we talked about with different people, different stakeholders in education across the State, because chronic absentee was a issue across the State on the ways in which to improve chronic absenteeism numbers rates etc., how it was measured most of the

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districts and by districts upstate, sees New York City as one district, but most of the districts across the State the ones that had the most success is the ones that came from it from a multi-tiered program It wasn't.

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Just 1 one area that's wrong, like the parents not getting the kids to school or kind of thing.

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It was looking at. How can we support the families? What is the students experience in the school?

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How can we support the teachers? How can It's a multi-pronged approach to look at what students may not be coming to school or their experiences?

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Yes.

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You You're absolutely right on the money. We do that whole multi-piece.

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Oh, each one of our schools have an attendance committee, some as one person, one principle State.

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We have an awesome committee W. We talking about all those pieces You're actually we you right?

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There are many reasons why children don't come to school, and that's why we talk about personalizing education, because we know they have to be engaged.

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They have to want to come So what I learned in my 11 years is being a principal.

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If kids want to come to school, nothing gets in their way.

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They come to school They're excited, They want to be in school.

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So you write the multi-tier approach is the way to go.

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Love to work with you, we can We're waiting for an attendance teacher, and at that point I want to get a district level attendance committee Maybe you'll join us for that if you like, and Give us some thoughts I'd love to hear you and anybody else who has great ideas.

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So once I get my committee first one, they give me a an attendance teacher.

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We will get a committee going for the district, and I'm going to invite you, if I may, and you'll let me know if you're interested

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Thank you, Sherry Next person Katie Red. Go ahead and mute yourself.

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I can't allow her to talk

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maybe she doesn't have an up to date zoom

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Yeah.

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You want to ask you to put in. Maybe she could put it in the the question and answer.

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okay, So while we're working on that, do we have any questions in the interpretation room? So Dr.

01:27:57.000 --> 01:28:01.000

Compile.

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Okay.

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do you want me to go through the Q. A. Now.

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Oh, what a great question! I love it! Yes, we're doing that.

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But you need to go to work with each school individually.

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Whatever school you're at, we are asking our slts to do.

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also from also from Desiree, also. Q. 141 is shown as K.

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That as well to break it down. That's that's our next move. Now, as we get the data, we're breaking it by subgroups to see where we? Are and how we can help Yes, that's a very good piece Yes.

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Through 5. But aren't they a 6? Through 8

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yes.

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Correct it is that is that on my data, you see.

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Yeah, it's it's on the Ela math and science.

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As an elementary school

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Well, we got to fix that there after the correct. It's it is a 6 day.

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I I believe this was like early on at 7. 10 is, when the question came through

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Thank you for saying that I didn't see that no one else said that we'll take care of that

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question from Kathy Reed. Will the sign scores be available on

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Great, also from Kathy Reed. I am very interested in this topic with regard to community schools, because we have an issue that almost all of the clubs are scheduled.

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I'm gonna put all of this. All 3 charts will be on our district website yet.

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So. That's certainly a school school issue with it. Did you bring it up to the principal talk about?

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On Tuesday after school students wants to participate in multiple clubs

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I think Kathy is the one that we can unmute right.

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Why why are we doing everything on Tuesday

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Oh, that's where she should start. And I'll I'll certainly talk to the principal as well.

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Gale.

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and that that's the end of the Q. A.

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Questions with me. Oh, wait! She says. Yes, budget issues.

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About Tuesdays only 1 26

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Well, we can't give you they they can't get more money.

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But why can't they break some of the off on to another day, maybe Tuesday, Thursdays have that conversation.

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It's not about money, I mean, we're not gonna be able to have anything extra, but we certainly can take what we have and just divide them 2 days.

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Maybe not Sure? What? Why on? Why, everything has happened on Tuesday

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okay, Gay, Do we have any questions on the phone?

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No, And do we have any questions in the Spanish room? No?

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yeah, I I just have a question for the extra composer regarding the it's different thing.

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Which is the several students, trained assessments. The well known as a De Ssa diagrams.

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yes, sir. Yes.

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I just wanna ask a question is the result from the screen or the diagonals from last year being shared with the parents, or is just like for this school because a lot of parents been asking like so since they some of them allow their kids, to be diagnosed they want they're asking like what's

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Well.

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And so we when actually publish that, obviously, but they they can go to the school, meet with the Guidance Council, and they can review the the data with them absolutely.

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Okay, So parents are allowed to know what's the result?

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But we're not like Yes, yes, but when I like W, we're not doing it at a large scale, putting on putting you know, mailing out lettuce and telling everybody it's on A, needs basis, that you know, You talk to the school or the the teacher or the guidance counselor and

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Right? Okay, Great.

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they'll help you. But yes, they have a right to know what's going on

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Okay, alright. Thank you. Dr. Composto: Thank you.

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Everybody I'm hearing that we don't have any attendees in the interpretation room at this time I guess we can go ahead and release you if we don't have any attendees that way.

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Okay.

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You know you often get on with your evening. We really do appreciate your services tonight.

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Thank you. So we're gonna go ahead and get started on our next presenter.

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Thank you so much Sherie Gibson.

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She is our Queen's representative to the panel of education policy and she is going to speak tonight on some fair student funding updates.

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She is on the working group and has done a lot of work for our community.

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Thank you so much for participating in our meeting to Nicery, and taking comments from District 30.

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So I'm going to let you take it away. I'm Gail.

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She's been promoted to co-host.

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so hi! Good evening, all alright. So it's after 8 o'clock.

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I know it's late. The The last thing you all want to hear about is fair student funding I think, going through it.

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So I was in scrolling through like. What can I cut out of this presentation?

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So I saw. Thank you first to Whitney and Cec.

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30 for inviting me, and having me at allowing me to collect some feedback from District 30, About some of the recommendations that the fair student funding working group is considering for changes or improvements to the current formula I want to thank you guys for sending out in advance and I hope people look at those slides because there's

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a whole section about fair student funding and what it is.

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And so I'm gonna kind of hope that yeah kind of looked at that, So I can fly past that part, and we can talk about the proposals, because I really would like to get feedback from you guys to take back to the working group because we are in the process of writing And looking at the

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recommendations, because we have to get a report to the Chancellor October the 30 first.

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So, unless anybody tells me they really want me to do a quick on specifically the first student funding.

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Is it Okay, and get a thumbs up or shake heads or or do you want me to do some a little something on for their sleep?

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Funny little stop. Okay, Michelle said little something. Jonathan said, Yes, Okay, alright.

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I get it. I am here to serve. Okay. So I s give me a second to share my screen

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Okay. So part of this presentation is last week, the fast student funding working group along with our senior leaders from DOE did engagement sessions across The citywide engagement sessions to get feedback from our communities about the recommendations that we are considering and looking at we did not unfortunately, have

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a lot. I mean, just a lot going on last weekend this week as well, so we didn't get as much feedback as we would have liked.

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So that's why some of us has continued to reach out to people to talk to people, to get feedback in here.

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What people are thinking. So part of this presentation is that so?

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The goals of the working group pretty straightforward is to look at the formula Considerate!

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What could work? What could change? We do all keeping as our North Star and our Guidance Star is how we can improve equity, which was at the core of our work.

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With the this file. One of the things is that just talking to experts and stuff, looking at a formula, looking at funding is not a quick 6 months thing.

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It's a two-year process, so we knew we're not going to be able to make major changes in the formula now, so we figured we'll start with some short term goals and some long-term goals and see what we could do that can impact next.

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Fiscal year, 2024, and then continue the process over.

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The next year to with it. So please keep that in mind that we work with what can make and good impacts within this time period, so we could get the report to the Chancellor at the end of this month so this is our short, and timeline you know we started it convened in July and we're

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now in October, working on doing engagement sessions and working on finalizing our recommendations.

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So the quick thing about fair student funding. So school, how schools are funded is there's fair student funding monies.

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There's state that state Yeah, it was state money comes through the first student funding.

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And there's Federal money, which is like the title ones, and the title. Thing.

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So every school has different parts of funding Fair student funding, though, is probably 2 thirds of your school's budget is the biggest part of money, and the formula was created during the Bloomberg administration as a way to Take that big part of money.

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And equitably distribute it to all the schools Right?

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And so it's different models that they would. But the budgeting method that this one now is based on is giving each student a weight.

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So this. This allowed the formula allows to send money based on students, not so much schools, Right?

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Which was the major change from there. So here we have. This is the example.

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You've seen them. This is what they use in the kind of thing we made the change instead of doing the weights where you see like point 2, 5. Because most parents are like we don't understand what that means.

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So for this engagement sessions, we put it into what the money actually means.

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So Sam is a student who, his graded weight is if we're talking about everything using per capita is a dollar.

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He gets a dollar each one start with a dollar.

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Their grade weight. Then, if they're English language learners, they get 40 cents on it or 44, as in Alex's case and then the next one yellow is special education.

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So Sam might get. Sam might get 56 cents, depending on what Alex's needs.

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His is a dollar 25, and then, if there needs to be academic infrastructure, academic intervention, it's 12 cents.

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So this way, the students do drive. What kind of money is coming to the school?

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Right? So the schools get base for each student. What their needs specific.

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Our needs are and utilizes that those needs to service.

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The whole school. So these are when it looks like with the weights right?

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So the base ways for keyergarten to fifth grade start at one glade.

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6 to 8 is 1.0 8 and grade 9 and 12 is 1 13.0, 3, and then depending on what their individual needs are That's where you see these different individual weights under academic intervention There's a poverty weight If students are below standards.

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If they're well below standards, you know, if they're having graduation challenges that's on the academic interventions, and then you have different ways for English language.

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Learners, special education, and then we have portfolio high schools that have different.

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So like your cte specialized high school specialized audition and your transfer.

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Those are considered portfolio. Weight, portfolio weights for high schools So that's that's the quick.

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4 on how first funding. So they use this formula to calculate how much money is given to schools by the students that they have right.

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So one of the issues that has what has where everyone has been saying over the years is when this formula was created.

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We didn't have. Is, it's now missing special population.

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So students in temporary housing students, experience students in foster care more.

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Some people, the students in poverty More people think there should be more for students with disabilities, English languageers. So they're now. It's like to re-look at the formula, and maybe make so adjustments as you know, from this year, we're funding the whole big thing about cuts there's

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a discussion, should it be based on enrollment right? These are the different things that are now impacting, was like we got to look at this formula again, and maybe make some adjustments to better service our schools because we're not equitably giving money towards our schools And so this these graphs is just to show

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like before. This, I guess, is tan before the festival funding.

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You see how disparately like it was all over the place in terms of who?

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How much smooth got, and is all over the place, since the fss and climate.

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You get it more closer on the line. But we still are saying there's still too much schools that are still need maybe more support, because they're dealing with a larger number of poverty or a larger number of things so how are the ways, that we can improve.

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And make changes there. So these are the proposed changes that you know that the the working group has been working, talking, looking at models, I will have to say this time I was a member of the fair student funding task force in 2,000, and 19 and we did a lot, of this work we had a longer

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timeline, but and work more met more often It's not the weed.

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One of the things that we weren't able to do is we weren't given models right?

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So we would have an idea of. We think this would be great, but what would it really look like if you broke it down this time?

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This working group is, we have been shout out to the Do we finance team who is really sat down and created these models for us to look at, because some of them we looked at and we're like Whoa!

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That's not doing what we thought was gonna Do you know, anything where that's taken away too much? Money?

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Or this is not enough. So it was definitely helpful to help guide our ideas, And what we're talking about, what we could support.

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There were things that came up that we like. Oh, that would be a great idea.

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But you have to put policy right. You gotta put some policy around it to to make sure that principles or slts understand that this is how that funding should have so dirt should happen so during our engagement sessions these are the questions that we put out so our community as we talking about it you could

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think about the look at the recommendations, and think about these questions, to help focus on So I'm sharing the same.

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So we make sure that the feedback that I give is still in line with what these are.

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So I'll repeat them as we go. But for the problems that we identified are these the right solutions?

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Are there other solutions for the the problems identified? Did we miss the march?

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Should we be focused on something else, and keeping in mind that with limited resources, is this where we should be prioritized? Right?

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Okay, ready? So first of all, always with everybody. Talk about fair student funding formulas, not supporting special populations. More.

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So okay, let's take it on what we're going to do.

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So our first problem is, Schools do not receive additional funding through fair student funding to support students living in the shelter and students in temporary housing.

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So the recommendation that is under consideration is, if you add a weight for students in temporary housing, so additional funds would be given to schools that.

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Have students in temporary housing. Right? So, and I won't.

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I'm in essence of time. I'm gonna keep going.

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I would have stopped and get your feedback, and then go to the next one.

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But I'm gonna keep it, So please make notes if you need to put them in the Q.

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And a put it that when I do ask for feedback you you remember what your thoughts are on that second problem.

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Schools, especially small schools, do not have sufficient funding to open special education classes and address breakage quote issues.

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So the recommendation we are considering considering is adding weight for Special education.

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Students in small schools, so additional funds are given to schools for these students.

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So now before we move on from that I wanna be able to be clear and explain the breakage, because not everybody understands that term, and what it means.

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So breakage within a school is. So. You have a special education class, and it you have students who need a 12 to one to one meeting as well.

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Students, one teacher, one power or assistant. Right So you have that class.

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You have students to have it, So say this school has 14 students, right, and they have so they can have one class.

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But then the breakage is they don't have enough to power 2 classes. Right?

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So then it's like you can't. What do I do.

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I still have 2 other children that I have to serve, and I don't have enough students to do this and I'm not supposed to put them in.

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You know all the classes go up to 14. No, they're they're supposed to have a 12 to 1. One.

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So this is a problem across the system, but it was brought up all the time that small schools have a big issue with this, because they can't get other students right at the time, and you know there's different reasons as to why they're a small school.

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But that's explaining what the breakage issue is. Is.

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They get to that the market, that number, and then they don't have enough to fund a whole nother class.

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So. This was an answer to, maybe helping to support that. So, continuing with supporting special populations, schools serving high proportions or concentrations of students with a additional needs require additional funds and support to serve all those students, so some of these are students in poverty, soon as in temporary housing so the

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difference here is that we're saying, add an additional. The recommendation is adding an additional weight for schools, serving those high proportions.

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Concentration. So if your school has high poverty, you would get an additional funding a weight that will bring additional funding.

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If your students has a high level students in temporary housing, etc.

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Students with disability, so it'd be like, which would we be able to give them a weight just to deal with these additional people, right?

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So that's different from the first one which the first one was clearly just given.

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Students in temporary housing and additional way. So Problem For while fair student funding does recognize and provide schools with additional funding for many groups of students, it does not provide additional funding for students experience in poverty at all grade levels so one in first recommendation, adding an additional weight, for students in

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poverty, So additional funds are given to schools for those students, or another recommendation replacing the current weight that's based on academic mean with the students in poverty right So this was this 2 different options to help specifically students experience in poverty no So as I said, throughout.

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All of our discussions. Always click, it came in back. And just if you're not familiar, the working group has parents.

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It has teachers, it has principals. Ela teachers, special students with disability, has elected officials.

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It's a real large mix of different people bringing their thoughts and what always kept coming back up is how small our schools are impacted by the fair, student funding.

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Right. They usually are really in need because of their small enrollment.

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So every school problem, every school gets a base allocation of 225,000 per school. Right?

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That's right. Now. The base, every school is given that it is based on 2 salaries.

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It's a composite, 2 salaries. Your principal and the school secretary.

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So where everyone felt that this is not adequate, cause schools need more than just a principal in the school secretary to fund.

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So our recommendation we're considered is we're looking at 2 ways to increase the base weight for all schools.

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So one is like either the cover or salary of an additional staff.

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Person, whoever you want to say, you know people like guidance counselors like Aaron nurse it could be, or make the way make the amount for just 3 additional staff, right, whatever whoever you want to just 3 additional staff so that's one but I will have to sell you pretty much everybody across

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the bows, especially principles. Were speaking back to us, and superintendents speaking back to us that the 200, and \$25 base, 225,000 base weight was just not enough for what schools need to do to up and go so it's like what what can we do to help

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that problem schools going back to the breakage issue for students in special education.

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This is, you know, the same recommendation previously, but this one focuses completely as a support for specifically for schools.

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So supporting small schools. So then those take a brushery right?

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So the additional areas that we discussed so portfolio.

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The problem was portfolio. Weights, drive additional funds to a very narrow set of schools, A small number of schools get a large amount of funding, so it was like a recommendation that their casinos like well what do you do can we remove specific portfolio categories

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and so so it's in Whatever's in the portfolio categories.

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Now it's like, is there? What was it look like if you took away, those? So it's like what's in there now is specialized academic schools, specialized audition schools, Cte: or career.

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Technical education and transfer schools as though there's no one over the other.

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It's just overall looking, and which ones the different models of what it would look like, and how much funding would be destroyed, redistributed if you took one of those 2 etc.

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Problem schools, with staff with higher salaries have to use up more of their budgets on salaries and have less to pay other services.

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So right now, teachers sadly, is calculated into the formula, and it's an average salary for the city.

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So one of the recommendations is charging all schools the same amount for each teacher, regardless of the actual teacher.

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Salaries. So the formula wouldn't be that you get more because you have more experienced teacher, or you get less because you have less experience.

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It would be charging every school the same amount of money for their teachers.

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Then, when they get their funding they can change the allocations, they can adjust their allocations to pay.

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Beyond that average, a lot of the changes. A lot of that.

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A lot of the comments that we heard back we a lot of people were surprised that Michael Moore is on this fashion working group, and he advocated and spoke a lot to what teachers feel about the salaries and kind of things.

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So it was it was quite interesting to hear the feedback about that one.

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So those are what we have at this point. Those are what we're looking to get feedback from at this time.

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So hit me with it Now don't hit me with it, but but please, I do want to hear back from you.

01:52:47.000 --> 01:53:01.000

I am taking this information is as well as this reported, so I can ask for the recording back to make sure I get the notes, but I'll also share your show you on the next slide there's an email that you can send your comments.

01:53:01.000 --> 01:53:14.000

To us as well. If something comes up, we will mainly taking more comments to the end of this week, because, as I said, we're in the process of writing and stuff, so let me know what so council, members and then the public what?

01:53:14.000 --> 01:53:21.000

Do you? What feedback do you have to give us? Or if there's any questions about the working group thoughts And process.

01:53:21.000 --> 01:53:30.000

On this right now. I'm happy to ask

01:53:30.000 --> 01:53:39.000

alright. Thanks, Sherie. I can't see the hands race hold on 1Â s.

01:53:39.000 --> 01:53:43.000

I do I'll try to be brief. I'm sorry.

01:53:43.000 --> 01:53:46.000

Thank you, Sherie. First of all, I love your personality.

01:53:46.000 --> 01:53:50.000

I love the way you deliver it, I heard everything. I didn't even need a slide.

01:53:50.000 --> 01:53:57.000

I wanted to ask you, though, to hopefully, 2 quick questions just to fill my knowledge.

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So so it has class size. The class is built in factor into.

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You'll wait, and you know when you talk about the breakage in schools and these small schools, not being able to like, fill that second class.

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This is class, sizing, influencing that, and influencing how those those weights are measured?

01:54:11.000 --> 01:54:18.000

Not ask answer yes, alright.

01:54:18.000 --> 01:54:19.000

So, if oh, that, let me answer that one so right now.

01:54:19.000 --> 01:54:22.000

Or is, was that a consideration? The other, Yeah, Okay.

01:54:22.000 --> 01:54:40.000

So in our discussions, the impending class size is was always part of it, but in looking at the models it wasn't put in yet, because it still needs to be like, Do We still has to work out, their plan around it but in terms of thinking about it we like well, we still have to keep this.

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in thoughts, because that is coming down the pipe. And so how does it impact?

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How does it not? So we've kind of. They're going to be doing some models for us this week.

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That's compounding them. So it's like if we look at one idea, and then we add, like, say, we we increase the base weight, and then we add poverty.

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What does that look like? What does that kind of thing? Because that'll shift up also depending on size?

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But yeah, we none of the models of what we're discussing now is based on where we are now, because next year they begin working on the plan for class size. Matters.

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Okay.

01:55:19.000 --> 01:55:24.000

Okay, the other people, Another one is that real quick, and I have the other one following.

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That is a follow up to that. So I apologize to everyone.

01:55:27.000 --> 01:55:31.000

Try not to keep everybody well as well. What you were talking about.

01:55:31.000 --> 01:55:40.000

How does has the whole excuse me? Fair student funding effect, And my voice is gonna go after, and I talk longer.

01:55:40.000 --> 01:55:43.000

In 5 min I'll lose my voice. But how does that?

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How did? How does that incorporate with that charter schools, and particularly Scotch?

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All the schools that exist within when they come to schools or public schools.

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But how does that exist within? You know standard school buildings, And how does you know the weights?

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How was how was that distributed? Because there's different facility demands right.

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The schools that are in the building. Then the charter schools?

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They don't actually have to do the work for lowering those numbers until 2,025 will go on You next question

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And is there any consideration given for that

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Gotcha. So fair student funding is not used for charter schools.

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Their funding is different a different model, and it's not used for like this formula, this funding.

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They don't get it, they get through a different I want to.

01:56:26.000 --> 01:56:33.000

Okay.

01:56:33.000 --> 01:56:49.000

Oh, thanks! That's always good to hear. So And my last real quick question is regarding you were talking about like the Cte schools and the other schools who have may have teachers who, you know, require different things and is that a lot of the cte schools exist.

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In cohabitants, particularly the high school. They They're they're like I call them boutique schools. They have more than one in the school, and then they combine resources to to deliver services so is that.

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The stream, funding not before, so that you know

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Also articulated in how your or the models that they give you, that they anticipate that you know there may be some schools that can be able to combine resources that that gives them the latitude you know to hire the the teachers, at the higher.

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so in the in the modeling that we do is specifically is net 0, which means like it's just the basis, not looking at like how schools were in co-located, and how they come together and consolidate, but it wasn't so our models don't and our recommendations

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don't based on that. But we do know, and it's not just Cts.

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For I know, for your example, it was. But you do have other schools that will pull together, and it is kind of encouraged that if we can pull, together utilize our resources to provide. This.

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They they do it. And so I think, in terms of I would say in terms of how we look at and how we think about it.

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It's like. Well, that's supporting. We don't want to harm that, right like we look at a model that we wouldn't want to harm.

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Our take away from that, or is, if we do something different, you give more to each of these schools that then they can pooling resource. So we don't.

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We don't take away from that, but we because it's not something called completely done.

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Level. But I don't. I was just wondering if that was an aspect of this whole modeling, as well

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Great great. I think it's actually I think the whole thing is great.

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I think it's really difficult, but terms, particularly as you aggregate. You know.

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Temporary housing poverty, you know. These are these are conflict, not conflicting, but then, you know, complementary.

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Of course, the system. We didn't calculate it in terms of how we looked at models

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If you can say that you know categories, and you know the finding that is like really difficult.

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But you know I commend you guys for looking at it.

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Thank you, sheriff, for this presentation. I did speak at one of the one of the events that you did last that you all did last week, so I I won't repeat my comments.

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Alright. Thank you.

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But I do have another. I have another one because I'm really glad she came, because I and I heard this twice, because different things occur to me, and the more I think about it, it's really this is really complicated stuff.

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And So I I really appreciate the chance to to hear it again, and to have some more thoughts, and the thought that I had was and this is something that I think I and many of us have been thinking about for a long, time it's that schools that have where their enrollment varies from year

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to year, really sometimes suffer from the the way the the fair student funding formula, you know whether that's because, you know, one year they they have. There's a lot of immigration in the neighborhood that they're they're located in in the next year.

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Not so much, you know. We have school. We have certain schools that will sometimes This is come up in our in our Cdc.

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Yes.

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We'll lose fifth graders to to, and that might if it's enough of them, it might affect their budget and or you know, it could just be.

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Right.

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Population changes, you know. It just could be like any number of things, and it is so hard to see a school.

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Say I have to cut this teacher or this program because of this, because of this population change, because something that's really out of their control.

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when you have other schools, especially schools that are not zone schools that always have a consistent enrollment, and can keep things the way they are.

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So maybe this is a larger thing. Maybe this is you would talking about.

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You know things that could be done, you know, with a couple of years.

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Work, but I really wanted to kind of ask whether any of these recommendations might be able to improve that situation a little bit.

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Where a neighborhood school that experiences fluctuations in enrollment might not have to cut their.

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Right.

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So one of the things that has definitely been across all of our sessions has been about not having the formula be based on enrollment, especially when we had one meeting where we had a session.

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With the enrollment, came and gave us the new numbers right.

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Their current numbers, and there is a decline, and it has been declining, for before the pandemic and is a decline.

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But what was really interesting was they broke it down by nicity neighborhoods and things like that, and you'd be really supplies that some of the narratives that have been said as who's leaving turned out.

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And natural numbers is not, we actually see. And so it became a well.

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Are we questioning why they're leaving? Why is there a moment declining?

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Is it charter schools? Is it private schools? You know what it? What is it?

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And in the numbers that they were sharing with us. You could also see that numbers went down for charters, and numbers went down for private parochial schools as well.

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So it's a larger discussion about what our declining enrollment is.

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So the question kept coming up as to well, then, maybe our formula shouldn't be based on that.

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So this way, schools don't have that big fluctuation that you're talking about and having that.

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But so that discussion is, was something, and the Chancellor came to our meetings.

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One of our couple of our meetings, where we talk specifically about those and talk different ideas.

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And so for 2,024, that is not going to change right at this time, but looking at it for like maybe 2526.

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he was definitely open and willing to, but it also means it's a major shift for for the formula.

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And how then determining what that calculation would be?

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But one of the things that we're putting in our recommendation, because, like these are specific to like the the formula in weight But we're also going to put some recommendations around policy and procedures right And so part.

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Of it is like that. Do we? Takes on really looking at what is causing our Roman decline, and then maybe we can have a discussion about the ways to solve that right or to stand that off so maybe there's policy things that we can do their supports that you can give to districts into schools that can help that so this

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way. We're not having the fluctuation until we talk about what the formula should actually be based on

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Hope that helps you

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Okay, I see a raised hand. We can start with the Venus kitchen.

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Go ahead and amuse yourself. Thank you.

02:04:13.000 --> 02:04:18.000
Any other questions? Okay.

02:04:18.000 --> 02:04:24.000
Good evening. Can you hear me

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Okay? Good evening. Sherie. Good evening, everyone. My question. Comment.

02:04:28.000 --> 02:04:38.000
I'm trying to There used to be like a document that my my son's second elementary school would give when the State exam results came out from the State.

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So it was a document printed out from the New York State website that gave a breakdown of their tests, test score, and the different sections on the State exam So I'm thinking of something similar for your everyday parent maybe collaborating with face to create something So that your everyday parent your immigrant

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Perry, your low income parent can understand fair student funding as well as educational, because when there are budget cuts, you teachers come on to zoom, and they advocate for their schools.

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But, like you, said the comparison between us small school and a large school, and how enrollment impacts their budget like something simple, so that they can see okay, a big school has 3 guided counselors and a small school has half of a guidance counselor, a big school has 2 reading coaches and a small school has no

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reading to Co-de, or a part-time reading code, Right parents and educators sometimes.

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So don't understand the how enrollment directly affects budgeting, and then they'll say, Oh, well, we're getting our teachers excess.

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But you lost our 100 students, so that makes sense numbers wise in us ambiguous algorithm of the system.

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So this could be some type of cheat sheet, some type of this is your child and your child who has these services comes with this funding, and your school has this compared to a larger school your district has that so that they can kind of really understand what fair student funding looks like in their building in their

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district in the city, like comparing it because a lot of parents don't have any.

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Okay, my child has an IP. I get, you know, they get this weight or the weight but they're not seeing it in the context of their school and of their district and of the city, and how okay, if I lose 10, students our school will go.

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From having this stack to having that staff, and having this amount of ais to that amount of ais right?

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Something simple, because right now, like Josh said, it's like so complex.

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Yes.

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And even me, who sat through a millions of these schools, don't understand why they are losing teachers, and usually though the only conversation is, we're losing teachers where teachers are getting access, but they don't understand like you never had robust ais program because of your funding are you okay.

02:06:48.000 --> 02:07:01.000

I got you vain it. Yeah, I got you so part of like I just said, is like some of the recommendations that we have that are not specific like to The formula, Wait and one of them because it was, It's been a It was a bug up by behind from 2019.

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Tax force and it came. I came right into this work group with it, too, which is the the training of the Do we staff to do these presentations as well as changing the presentations to be making to make them, easier, and more digestible for people to understand to ask questions so yes, having a key Cheat having better

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presentations having it broken down in the ways that you know principals can talk about it. Slt.

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That the composto can come in on the CC.

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And talk about it, and stuff and the groups understand, because it's presented in a more manageable and digestible way.

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So yeah, we very much. That's one of the recommendations that will be in there.

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Is that the training the Q. A. The website, everything like kind of has to change and be more understandable.

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So people really understand how their schools are being funded. So thank you, yes.

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guys

02:07:51.000 --> 02:07:52.000

But

02:07:52.000 --> 02:07:53.000

Yes, we can hear you all. Go ahead

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Okay, thank you. Venus. Next person is Katie or Reid.

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Hi! I switched platform so I could ask a question. My questions were

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The first one had to do with the wait for children who live in poverty, and how, having them waited more heavily, would be very helpful, because a school with 300 students can't compare with, a school with 1,400 kids in terms of what they can offer for kids and quite often the

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Pta helps by funding and when they're coming from poverty, there's no way that they can compete with that.

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Thank you for the question, Venus

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With that gap. The second question or comment was the

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Or for all teachers, and does not take into effect that schools can retain teachers from, for you know their entire career.

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the ones with the the career spanning time at that school.

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At the end of their career. Obviously they're making much more money.

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So? How do schools account for that? Especially when they are a small school in a poverty area?

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And service students with special needs. And the last question I had was, How does the Fsf funding compare to charter school funding?

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And are there streams comparable? Is there any way to find out how much the public school stream is versus the Charter School stream?

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No problem. So I think I missed part of the teacher one, but I think I took that.

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I'll take you. I took The comment back is like it's the same thing that while we're considering it because the schools that have senior more experience, longer experience teachers have higher salaries, and so, being able to manage that so i'll take that but how so no you cannot compare fair student

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funding form the public school funding to charter school funding.

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It's not equitable. We can't match them.

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Apple oranges. They have different funding sources than public schools do, but I do believe there is something I don't.

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I can. I'll ask finance for you, but I do believe there is something out there that compares like what we spend in public schools, and what chart is schools.

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Spend but once again, I would say it's not. It's not the same, because, like, remember, in our schools, we have fair student funding, but we also have different other pots.

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Title, one title 3, you know. Other edit students with disability has funding, and different things have their own funding sources.

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That may not all happen, for for charter schools.

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Okay, Thank you. I don't see any more raised hand.

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And

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Okay, Jonathan

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no problem. I'm glad to present, and for anybody anybody that has any questions they want to send to us.

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Okay.

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This is our email that comes to us. We met this last week We will be meeting again, I believe, next week, 27. Yeah.

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Gosh! October is going on me We'll be meeting again next week, so any information one is said.

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If you have specific feedback to the recommendations, please try to send it by the end of this week, so we can review it and have discussions next week.

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all of our information from the work working group information is on this website address.

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You can get our meeting materials, our minutes there. We have models that you that all the models that we viewed as a working group, you can look at as well.

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So please go there. We've been putting everything up there also.

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The recordings of of the engagement sessions last week are also available there.

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thank you, Shay. I see like one more hands. You can go ahead and amuse yourself.

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Hi! I can actually put my questions in the question and answer thing because I couldn't really talk.

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But I have one comment, and 2 questions. I'll ask them: Why do we have so many small schools if they're so unsustainable?

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Wouldn't it be better to combine them till they're big enough to optimally support all their students Then you wouldn't have to pay salaries for admin principles and etc.

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Multiple schools. That's one. The second question is, has the working group looked at what each school would lose again with each proposed fair student funding formula, Option And can this be shared with the public and the third was just a comment I think allocating to schools the same amount of money.

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Per teacher, regardless of their actual salary. Sounds like you're incentivizing in experience, and you know, isn't it to the detriment of our school quality.

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So if you wanna hear what was discussed at one of the the ones, the one on Tuesday at 3, 30, the one that okay.

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So they answer, I was I was afraid I was gonna forget.

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Oh, they were in the chat so

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Oh, the models! I knew I did so. Yes, we looked at.

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We didn't look at individual schools we looked at with the models, with each recommendation we got a model of what the districts, what would gain?

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Who would lose what what it would look like for a district with that and all of those models are available on the Info!

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Hub, website, the link That why showed on a screen.

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I can also put it in a chat, or have Gail put it in the chat that you can look at the model, You can look at that. That.

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The models yourself to see, as well as what we saw there, and so it is different.

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Across the board. There's some that you look at, and you can go.

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Okay, this is doing what it looks like. It's doing what we want, and then others we're like.

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Well, the this is not doing what we want. So that was helpful in terms of looking at the at some of the models, and what the impact would be, and what was the other.

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Oh, so I will say to you that a part of the issue that a lot of us had about talking about the small schools, and why do we have so many small schools and stuff that comes from the Bloomberg administration where the movement was that they thought breaking up big schools?

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And small who was more beneficial. And so they know it's now.

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That idea was and in certain areas it worked then. But now the changes that we've gone through Covid moment.

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Maybe it's not the answer. It's the discussion that needs to happen.

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the biggest part that we said is that, deal. We would first have to define what they call a small school right is the small school. 200 students.

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Is it 300? Is it like they would have to find what that is?

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And then we can talk about what's the best way to work with that, to sustain that?

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Or is, that you ask the new question? Is it unsustainable, and what should we do from there?

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So I think that's that's something that they're going to continue to discuss.

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But it also impacts whether a recommendation such as the ones we had for small schools.

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Everyone asks like before we go. With that we would have to find what that and who the small school is.

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Thanks.

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we do. Matthew Cressio says, is there consideration for funding to follow the child's?

02:16:15.000 --> 02:16:16.000

When it comes to charter, I call it the Charter School dump.

02:16:16.000 --> 02:16:30.000

So I hope that ask you a question, and then took the feedback about the teachers

02:16:30.000 --> 02:16:35.000

So, that's the kinda kinda kind of right kind of not right.

02:16:35.000 --> 02:16:48.000

What happens is with a child, lose, leaves a chart and comes into a DOE school after the the register. The 30, the end of October You will that Does the school will get the money.

02:16:48.000 --> 02:16:53.000

But it usually doesn't come until in the spring. Right for that student.

02:16:53.000 --> 02:16:59.000

So they have to provide for those students or that student regardless right.

02:16:59.000 --> 02:17:02.000

If they come. November first, they gotta provide for them at that time.

02:17:02.000 --> 02:17:12.000

What usually happens is if a school gets an influx, they don't get money to actually support that kid until spring, when the modification comes through from that.

02:17:12.000 --> 02:17:15.000

So that's that's one of the issues with that.

02:17:15.000 --> 02:17:22.000

But yes, I trust that was brought up as well. But and that's kind of where it's also, because not even just from charters.

02:17:22.000 --> 02:17:40.000

But how? When a student moves to another school, their funding is supposed to follow, and sometimes that funding doesn't come to the spring, and that hampers a principle from being able to support whatever that student, needs so that is something that and if that's a discussion eternally, with deal

02:17:40.000 --> 02:17:57.000

finance and school leadership and superintendents about do we change the timeline?

02:17:57.000 --> 02:17:58.000

Okay, Gail, do we have any questions on the phone? No, no questions on the phone?

02:17:58.000 --> 02:18:03.000

Right, all kind of things. So that's A larger. One of those larger questions that we continue can have continue to have the discussion

02:18:03.000 --> 02:18:09.000

Okay and none for our attendees. Shri: Thank you so much for speaking with our community tonight.

02:18:09.000 --> 02:18:15.000

I greatly appreciate the presentation, and you know you spending your time with us this evening.

02:18:15.000 --> 02:18:16.000

Thank you for all that you do. We appreciate you.

02:18:16.000 --> 02:18:18.000

You are most well.

02:18:18.000 --> 02:18:26.000

And if you could email the the information to Gale so we can put that in the chat and share it with the community as well.

02:18:26.000 --> 02:18:27.000

Thank you so much

02:18:27.000 --> 02:18:40.000

Sure, and I just just put the link in. So please put it in information as well as I Can do. The email as well But please send us any information we want to hear from you

02:18:40.000 --> 02:18:47.000

sure we. Where in that we're in that link, do you go to see the modeling? I I'm on the page, but just if there's so many links

02:18:47.000 --> 02:18:55.000

yeah, I know. So look at meeting Number 5 additional materials and needing number 6.

02:18:55.000 --> 02:18:56.000

Perfect. Okay.

02:18:56.000 --> 02:19:03.000

Okay, Thank you so much.

02:19:03.000 --> 02:19:08.000

So alright. Well, thank you. I does any. We don't have any other comments on this.

02:19:08.000 --> 02:19:09.000

I think we can move to the next item on our agenda.

02:19:09.000 --> 02:19:10.000

Those 2 had models, specific models of what was

02:19:10.000 --> 02:19:15.000

Thank you so much for Ring. We appreciate you

02:19:15.000 --> 02:19:26.000

Thank you. Alright. So the next thing on our agenda we have our new bylaws, updates for a hybrid and hybrid and virtual meetings.

02:19:26.000 --> 02:19:56.000

So, Gail, if you wouldn't mind pulling that up for me so that I can read it. And we can take public comment on this

02:20:13.000 --> 02:20:17.000

Thank you, Gail. So we are. I'm going to read the highlighted portion.

02:20:17.000 --> 02:20:26.000

This is the new addition to our bylaws that we are proposing, and we're taking comment from the public on this All virtue, all hybrid virtual meetings will be recorded.

02:20:26.000 --> 02:20:35.000

The recordings will be posted, linked on the Council's website no later than 5 business days after the meeting and remain there for at least 5 years.

02:20:35.000 --> 02:20:41.000

The recording must also be transcribed upon requests as video conferencing will be used.

02:20:41.000 --> 02:20:44.000

The council will remain, the council will maintain an official website.

02:20:44.000 --> 02:20:54.000

The meeting, notice will state that a video conferencing platform will be used and will include the meeting, link and we documents will be posted and available when possible.

02:20:54.000 --> 02:20:59.000

Meeting documents will be distributed at least 24 h in advance.

02:20:59.000 --> 02:21:04.000

The public also be able to view the meeting via video, and we're allowed for hybrid meetings.

02:21:04.000 --> 02:21:09.000

Participate in real time on the same basis as an in-person attendee.

02:21:09.000 --> 02:21:19.000

Accordingly, for hybrid meetings, a strong and stable, Wi-fi signal tell or telephone signal telephone line is essential as well as a good microphone. Multiple laptops.

02:21:19.000 --> 02:21:34.000

Ipads, tablets, telephone lines for participation, also barring any technical difficulties, Council members must leave their cameras on while

in the meetings in addition the technology used must meet ada accessibility requirements in addition notice.

02:21:34.000 --> 02:21:51.000

Of all meetings shall be given in writing in English and other languages as appropriate in a form suitable for mass reproduction to the President of every parent, association, the President's Council and all heads, of schools to post conspicuously and to other interested persons and organizations who

02:21:51.000 --> 02:21:57.000

just who express a desire to receive meeting notices. Okay, thank you, Gail.

02:21:57.000 --> 02:22:02.000

so right now I'm going to see if we have any quickly.

02:22:02.000 --> 02:22:22.000

If we have any Council members that would like to comment on these proposed edits to our bylaws. And if not, I'm gonna ask that foxman go ahead and call on any race hands from the public for a public comments

02:22:22.000 --> 02:22:28.000

Okay.

02:22:28.000 --> 02:22:32.000

Guess we're okay for council members talk to them. Do we have any hands from the public?

02:22:32.000 --> 02:22:39.000

If they want to share any comments about these additions to our bylaws.

02:22:39.000 --> 02:22:45.000

Okay, Victoria, Is there anything in the Q. A.

02:22:45.000 --> 02:22:53.000

Okay, Thank you, Gail. Anyone on the phone.

02:22:53.000 --> 02:23:09.000

Okay. Well, I am going to take that as we we have a public that agrees with these addition to our bylaws that they appreciate this other way that we can engage with our community by continuing virtual and hybrid meetings and having them in our bylaws i'd like to thank

02:23:09.000 --> 02:23:14.000

our Council members, and the Bylaws Committee for working so hard to get these as added to our bylaws.

02:23:14.000 --> 02:23:25.000

So the next meeting, we're just gonna vote and have these approved, and this these will be in our bylaws in perpetuity, unless another Cec comes when it takes them out but So thank you.

02:23:25.000 --> 02:23:31.000

Everyone for your hard work. We're going to go to the last item on our agenda, and that is public comments.

02:23:31.000 --> 02:23:51.000

So if you are a member of the public, and you'd like to say anything in relation to our district and education, please raise your hand, and Fatima will calling you

02:23:51.000 --> 02:23:58.000

Okay, I see, Go ahead and unmute yourself.

02:23:58.000 --> 02:24:02.000

hey? Yeah, I had a question. Actually, that's why I joined this night tonight.

02:24:02.000 --> 02:24:06.000

But when are we having what are you having the next zoning committee meeting?

02:24:06.000 --> 02:24:25.000

Has that been decided yet. The working group of whatever it's called, the one that you'll had on Friday.

02:24:25.000 --> 02:24:35.000

we're gonna send out a flyer for that as soon as it's schedule, so that will be coming in the next few weeks after.

02:24:35.000 --> 02:24:36.000

yeah, as of now. It's planned for Monday to thirty-first at 10 Am.

02:24:36.000 --> 02:24:37.000

If you want to go ahead and answer that question.

02:24:37.000 --> 02:24:46.000

I believe there was a repeat, another one happening in 2 weeks or a month, or something

02:24:46.000 --> 02:24:52.000

Okay, next person, Vanikaudson. Go ahead and amuse yourself.

02:24:52.000 --> 02:24:53.000

Thank you.

02:24:53.000 --> 02:24:55.000

Thank you.

02:24:55.000 --> 02:25:02.000

Hello! Hi! Everyone Can you hear me? Awesome. Good evening, everyone.

02:25:02.000 --> 02:25:07.000

So I just have a quick question about the trunk retreat event.

02:25:07.000 --> 02:25:12.000

I know that you guys spoke about it earlier, but unfortunately, I had coming late.

02:25:12.000 --> 02:25:15.000

I'm full time student, and I catch the meeting.

02:25:15.000 --> 02:25:19.000

I caught it, though, but I'm here, Buckley.

02:25:19.000 --> 02:25:34.000

Question I was looking on the website, earlier and I didn't see a forum so that I can register our school Ps: one to be one.

02:25:34.000 --> 02:25:39.000

Okay, I know that beck and make sure that earlier I I I think we can get them in touch you.

02:25:39.000 --> 02:25:44.000

You said your Ps. What's cool? Ps: 1 51.

02:25:44.000 --> 02:25:53.000

Yes, thank you so much. Vincent Victoria. You are on the President's Council.

02:25:53.000 --> 02:25:56.000

I believe there's a form on the on the site.

02:25:56.000 --> 02:26:02.000

If you haven't found it, I'll definitely I I back us on the call, but I will let her know to to reach out to you and and get that form over to you.

02:26:02.000 --> 02:26:07.000

So you can register

02:26:07.000 --> 02:26:08.000

Venezuela Presidents Council website. The address is listed in the chat.

02:26:08.000 --> 02:26:12.000

cool.

02:26:12.000 --> 02:26:14.000

If you go and look for that, you click on there, and you can register there

02:26:14.000 --> 02:26:19.000

If if she joined later Gale she might not be able to see it in the chat, So can you post it one more time?

02:26:19.000 --> 02:26:24.000

Thank you.

02:26:24.000 --> 02:26:25.000

It's okay. I'm in school, too. I get it.

02:26:25.000 --> 02:26:26.000

Thank you, Joe. I appreciate it. Sorry guys I'm sorry

02:26:26.000 --> 02:26:31.000

Thank you for coming. Thank Thank you for coming. Do we have any other hands?

02:26:31.000 --> 02:26:34.000

Fatima.

02:26:34.000 --> 02:26:35.000

thank you, Vinikuano. There is no more hands

02:26:35.000 --> 02:26:45.000

I'll do it again. Okay.

02:26:45.000 --> 02:26:46.000

Whitney. Sorry, Richard Connolly is trying to raise his hand, he said.

02:26:46.000 --> 02:26:49.000

Thank you. Good night. Okay? Well, if we don't have any other hands or

02:26:49.000 --> 02:26:52.000

Oh, no. Okay. Can he type in the Q A. Cause?

02:26:52.000 --> 02:26:54.000

We can take comments there, too, if he can't.

02:26:54.000 --> 02:26:55.000

If he can't speak loudly, we'll wait.

02:26:55.000 --> 02:27:01.000

Hmm.

02:27:01.000 --> 02:27:02.000

I I don't. I think he might be able to unmute.

02:27:02.000 --> 02:27:03.000

We're not gonna hang up on anybody. So we're gonna check that next

02:27:03.000 --> 02:27:07.000

Okay.

02:27:07.000 --> 02:27:18.000

Thanks! There.

02:27:18.000 --> 02:27:22.000

yes! Hello! Can you hear me?

02:27:22.000 --> 02:27:27.000

doing. Thank you. CC: for allowing me to come in and speak.

02:27:27.000 --> 02:27:32.000

I see Dr. Compostle. Thanks how you doing, sir, and Gail How are you doing?

02:27:32.000 --> 02:27:35.000

I just wanted to say, we're really excited to start this year.

02:27:35.000 --> 02:27:42.000

we have 5 elementary schools. Now, I think we had it last time when I spoke, but they actually working.

02:27:42.000 --> 02:27:45.000

They're doing the work they're for people for tournament.

02:27:45.000 --> 02:27:49.000

We haven't. December and I think there's one in November that Ps.

02:27:49.000 --> 02:27:52.000

1 48 going, so I'll just let you know what schools we have.

02:27:52.000 --> 02:27:57.000

Ps; 1 48, which has been with us about 6 years, now 7 years.

02:27:57.000 --> 02:28:02.000

Ps. 70. Actually This is their third year, and then we have Ps.

02:28:02.000 --> 02:28:06.000

17, Ps; 221, I mean sorry.

02:28:06.000 --> 02:28:07.000

Ps. 2, 12. And is it east? Elmhurst community, or 29?

02:28:07.000 --> 02:28:13.000

Hmm.

02:28:13.000 --> 02:28:19.000

We have them, and they're going to be competing in December at all tournament, and I have to also let you know that.

02:28:19.000 --> 02:28:33.000

and have been us. They competed at our city, championships last year, did well, and they also have a bid to go to our tri-state, debate tournament, which we should be hosting in April.

02:28:33.000 --> 02:28:39.000

And in NASA County, so it'll be going to to Long Island to compete data doing so well.

02:28:39.000 --> 02:28:44.000

And we just want to say Thank you. We're hoping to reach out to more schools.

02:28:44.000 --> 02:28:47.000

So the elementary and middle schools to really do it.

02:28:47.000 --> 02:28:50.000

And the last thing is we're hoping, and I want to speak to Dr.

02:28:50.000 --> 02:28:53.000

Composo, too obviously to speak to the principals about hosting.

02:28:53.000 --> 02:29:01.000

We did it before the pandemic. We hosted for the city, but to host the tournament for the D.

02:29:01.000 --> 02:29:04.000

30 schools, in maybe January or February.

02:29:04.000 --> 02:29:07.000

I want to speak to the principals and Dr. Kimpostle, Baron.

02:29:07.000 --> 02:29:14.000

I wanted to let the CC. In a public note. So we're really happy about that.

02:29:14.000 --> 02:29:18.000

So. Thank you, everyone. If you want I'll put in a chat.

02:29:18.000 --> 02:29:35.000

If anyone once to reach out to us where American Debate league at Gmail Gmail, Yeah.

02:29:35.000 --> 02:29:40.000

Thank you, Richard, and thank you for all that you do for our kids in our school communities and your debate program.

02:29:40.000 --> 02:29:46.000

We appreciate you. Coming to speak tonight at the meeting? Do we have any other hands raised, or anything in the Q. A.

02:29:46.000 --> 02:29:49.000

Or anyone on the phone. Wanna make sure we get everyone a chance to speak.

02:29:49.000 --> 02:29:52.000

I don't see any hands

02:29:52.000 --> 02:29:53.000

Oh, hold on 1Â s, please read again. Go ahead and amuse yourself.

02:29:53.000 --> 02:30:01.000

Thank you, Fatima. Thank you.

02:30:01.000 --> 02:30:11.000

sorry about that. I just want to go to the President's Council website, and that Link doesn't work.

02:30:11.000 --> 02:30:15.000

thank you, Kathy. We will share that feedback with them, and let them know.

02:30:15.000 --> 02:30:16.000

Hey, Sam? Because we know there are schools that want to participate in this event, and we want to be successful for everyone.

02:30:16.000 --> 02:30:20.000

I tried it twice

02:30:20.000 --> 02:30:28.000

Thank you for letting us know

02:30:28.000 --> 02:30:34.000

Okay, well, everyone, since we don't have any other hands, no one else in the Q. A.

02:30:34.000 --> 02:30:38.000

and Gail said: There are no more questions on the phone.

02:30:38.000 --> 02:30:44.000

some people have been able to get the link to work. So I think if you keep trying, you might be successful with the link.

02:30:44.000 --> 02:30:54.000

So let's everyone keep trying. But if not, I think there's an email address on the website, too, for the Pta President's Council, and you can reach out to them as well.

02:30:54.000 --> 02:31:00.000

But I just want to say Thank you. Everyone for your hard work We do get a little off the agenda, but hey?

02:31:00.000 --> 02:31:07.000

9 around 9 o'clock for one of our meetings, I think, is work for oh, starting on the right trajectory as far as being timely.

02:31:07.000 --> 02:31:10.000

So. Thank you. Everyone, Thank you for spending your time with us this evening.

02:31:10.000 --> 02:31:13.000

We're looking forward to engaging with you. So thank you.

02:31:13.000 --> 02:31:16.000

Esther for sharing about the plan, Zoning meeting on October 30 first.

02:31:16.000 --> 02:31:23.000

That's the proposed date right now. Flyers and everything will be coming out soon, so I hope that you all have a great Monday evening.

02:31:23.000 --> 02:31:42.000

Spend the rest of the time. However, you like I must be in my family, so good night.

