

WEBVTT

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If this is your first time at our meeting, we're offering you a special welcome tonight.

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Thank you for being with us, and we come together as a council once a month to meet with the superintendent, relevant DOE parties and employees, and the parents in our district.

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I hope you all have our agenda, as tonight we will hear from the alleged parent leaders of District 30 for the Quarterly report presentations on fair student funding and meeting academic challenges through culturally responsive teaching and learning.

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You will also hear our superintendent report from Dr.

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Compasto on the state of our schools, and if you have any questions, suggestions are concerns.

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Please be sure to stay to the end where we have a public comment period and want to hear what you have to say.

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I'm also using this time to let everyone know that our seats will be up for election this year.

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The candidate application period has now been extended to February 20, third, and to complete an application, you will have to have an active Nyc.

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Schools account, so please don't wait another day to open a Nyc.

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Schools account. If you have not done so already, because you will need it to not only complete a candidate application, but to vote as well if you do not have one, please talk to your parent coordinator tomorrow, and they'll set it up for you.

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This is very important that you vote for the people who will make up this council because we make decisions that impact your children's education and the district voting will start on April the twentieth first, Victoria, would you please call the role.

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Good evening, everyone. Alexander.

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She's she's in a meeting at her school with one of her children.

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I think she put it in the chat.

00:03:54.000 --> 00:03:55.000  
Yeah, she's right. She can't. She just can't speak right now. But she's president.

00:03:55.000 --> 00:04:00.000  
Christina Berwat.

00:04:00.000 --> 00:04:03.000  
Just swiping Christina, Burouette. Don't see her here.

00:04:03.000 --> 00:04:06.000  
Kelly, Craig.

00:04:06.000 --> 00:04:10.000  
Present.

00:04:10.000 --> 00:04:11.000  
Awesome. I don't.

00:04:11.000 --> 00:04:15.000  
Okay. Okay. I thought someone else spoke to. I was like, confused.

00:04:15.000 --> 00:04:17.000  
Okay. Got it. Jonathan Greenberg.

00:04:17.000 --> 00:04:19.000  
Present.

00:04:19.000 --> 00:04:20.000  
Juliette nor Haji excuse absence.

00:04:20.000 --> 00:04:25.000  
Fati moly!

00:04:25.000 --> 00:04:27.000  
She's here, she said she can't hear us.

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I don't know if that's still the case in the chat.

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Yeah, she typed in. She's here. Yeah.

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Great Victor Medella is present. Michelle Moore.

00:04:34.000 --> 00:04:35.000

Present.

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Marcella, Santos.

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Preston.

00:04:39.000 --> 00:04:41.000

Whitney, Tucson.

00:04:41.000 --> 00:04:42.000

Present.

00:04:42.000 --> 00:04:44.000

S overhaul!

00:04:44.000 --> 00:04:45.000

Present.

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Kimberly, Androvet.

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Okay, Dev, just put in the chat. She's here. And Kimberly, I don't see just yet. Okay, thank you. Everyone.

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Thank you again. This meeting was called by Cac. 30, and will be moderated by myself.

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Whitney Tucson, and our administrative assistant, Gail.

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This is a public meeting, and is being recorded. There will be 4 public comment sessions following the Quarterly meeting for our elected Executive Board officers.

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Parents can comment. Following the fair student funding presentation, you can comment on that presentation and we're also open the chat during that presentation as well I'll give more guidance later.

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Following the meeting academic challenges through culturally responsive teaching and learning, presentation and the public agenda and speaking time.

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That is where you also have the opportunity to speak on our superintendent's report, as well comets will be limited to 2Â min.

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If you are using interpretation you will have up to 4 min to speak.

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You will be giving a thirty-second warning before your time is up.

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We apologize for the abruptness, but would like to hear from as many speakers as possible, and in the meeting, and a reasonable hour.

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First we will take comments from participants who have joined via computer in the zoom room.

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Hmm!

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Please press the raise hand, button to raise your hand. This can be found by clicking on the reactions button at the bottom of your screen.

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We will call on those speakers, in the order in which they raise their hands, and manually unmute their microphones.

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When your name is called, please give us your name and your connection to the district.

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Please do not raise your hand now. Second, we will take comments from the participants who have called in for interpretation.

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We will ask the interpreter if anyone on the Spanish line has any comments.

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If you want to speak, please state your name and your connection to the district.

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Third, we will take comments from participants who have called in by Phone Gail will call out the last 4 digits of your phone number and will manually unmute your line to allow you say yes or No.

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If you'd like to say something, if you do not, if you do want to speak again, please state your name and your connection to the district we'll also be using the Q.

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And a for 2 purposes. First, if you have questions related to meeting technology or protocols, please use a Q&A for that, and we will respond as soon as we can.

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Second, during public speaking, sessions. If you cannot speak or prefer to leave a written comment, you can also do that in the Q.

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And A. During those sections of the agenda. Please include your connection to the district in the Q. And A.

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As well, and also comments left in the Q. And a.

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May be read at the end of public speaking, time, and, as always, additional comments and questions can always be addressed to the CC.

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Via email as Cec. 30@schoolsinnyc.gov.

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So the chat again this evening will be available only during the fair student funding presentation.

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We're making this chat available during this presentation to permit a more interactive experience during this portion of our meeting the chat will be monitored, but we will not be able to respond in real time.

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If you wish to ask a question, I'll leave a comment that you would like to address during the meeting.

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You can do that again by raising your hand as discussed, are leaving a note in the Q.

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And a after the presentation you'll be called on, and your note will be read, and we'll move on to the next topic.

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During the chat rule. We've asked that everyone. Please be kind, and courteous and stay positive.

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We also will not allow any hate speech or bullying, please be kind and courteous and stay positive. We also will not allow any hate, speech or bullying. Please make sure that everyone feels safe.

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To ask the question, and we want everyone to respect each other's privacy.

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And lastly, while the chat is open, please. And lastly, while the chat is open, please stay on topic.

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This is not a time for any promotion, so let's get started with our agenda for this evening.

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Our first order of business is our quarterly meeting with the district already elected Executive Board members.

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Gail, do we have any attendance that we can promote to a panelist?

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Yes, we have, Becca, and we have Nick. I don't see Hannah. Does anyone else? Could you just raise your hand and I will promote you.

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Okay. Hick.

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Okay. So Becca and Nick can. Now they have the ability to speak.

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Hi, Becca! Hi, Nick! The floor is yours. Thank you so much for coming this evening.

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Hello! Well, oh, like to say Hi! To everybody. It's been a you know.

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Obviously a little while. So we just wanted to update everybody that we have.

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We actually returned to our first in person meeting, not this past month, but in January.

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It was really nice to see everybody face to face. It's been a while.

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Some of us had never met face-to-face, so that was even better and we have our next meeting on March second.

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At 10 Am. At Ps. 3, 98, in person. Again.

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So we're excited for that. We have various schools.

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Did a bunch of holiday drives, clothing, drives, food, drives, and toy drives, and we've been like keeping each other on, you know, on informed of what we're doing.

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Also newcomers. High School is a good place.

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If you are looking to have clothing drives to reach out to Gloria.

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Controls, can would be, would gladly take items, especially, I think she recently posted that she needed some like coats and clothing, for from older male, like younger or older boys and males, and but she takes I think she takes everything so but it's a

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lot, for for a lot of the migrant families that are coming in.

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Also and I know, as already mentioned, but CC. Elections are coming up, and we will be hosting the candidate Forum, which may, I believe, last year it was 2 days worth it.

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All depends how many candidates there are so don't forget to nominate yourself by the twenty-third.

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I am going to turn it over to Nick because I know he'd like to talk about his favorite thing.

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The trunk, or treat.

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Thanks. Thanks. Becca, hey? Everybody. So just so everybody knows we're gonna be bringing back after the incredible success of the longest period for treat.

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The second annual trunk or treat, which will be held in October.

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Most likely going to be that Friday leading into Halloween weekends since Halloween Falls on a Tuesday.

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This coming year. So I believe that puts it the 20, seventh, or 20 eighth somewhere in that ballpark.

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More details to come. And we're gonna open it up to more participation within the schools to have more tables, more trunks, hopefully.

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If you have other organizations within the school if your student Council wants to participate, if you have a table of teachers that want to participate, which would be fantastic as well, and we look forward to seeing you, then, and we also are trying to get everybody or make everybody aware of the date, as early

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as humanly possible. So that if you're looking to plan individual events within your own school community, you can potentially have this already pre blocked off for next year, and we hope to see you in a story apart back to backup.

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And well, and finally, just wanted to let everyone know that we're also we've been doing the students at the center book study with Dr. Compost. We took a little bit of a break, but I know we'll be getting back to it soon, and we are soon gonna have an official website name with

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right now at just a Google site with a long spread out, you know, drawn out address.

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But if you want the website, you could email us at D 30 Presidents counsel@gmail.com, and we can send you the link we're also on Instagram.

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So you can follow us there. It's been really cool to see all the different schools posting the various things they have going on, but especially the basketball games.

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I haven't been on Instagram, because I literally just got back like 45 min ago from our first basketball game at Ps.

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234 versus Ps. 70 was a lot of fun, and I just real, you know, very exciting. See all the kids, all the cheerleaders, the basketball players.

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It was just, you know, and I'm seeing all the pictures of everybody else.

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It was nice to see one in person, for our school, so if you have pictures, share them with us, and we can share them on our Instagram account, we'd love to see it.

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That's it.

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Thank you so much, Beck and Nick. I'd like to ask my fellow council members if you'll have any questions for Beck and Nick while they're here.

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Okay. I'm gonna take that as a note. But I do have a question.

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So, becca I know that y'all have been working with a lot of the other presidents on some of the capital requests that they may have for the schools.

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Could you go into some more detail about that? And you know, and how they can be more of assistance to you with that process, because I know y'all are doing a lot of work?

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Thank you for reminding me though I was on a citizens assembly with Tiffany cabon, and I'm happy to say that a good like the time projects that reached that will be reaching a to score that participatory budget for for district district district

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22. They're all school projects. There's an auditorium upgrade water fountain, upgrade, bathroom upgrades. I think.

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Bathrooms was Ps. 70 auditorium was 2 34, 2 35 wanted.

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I think more either laptops or mobile smartboards.

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I had to list somewhere else, but I'm in the middle of running back and forth and but there are all the programs that made it.

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Art, our school program. So those will be on the Presidency budgeting, which is great, and the for participatory budgeting anyone that is, ages 11 and up can vote so that'll be that list will be coming out soon.

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So that's really exciting. I know, though, we compared notes about the different schools asking for things, and only 2 requested via participatory budgeting to have their auditoriums upgraded.

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But there were actually in total. I made like a little spreadsheet because I was just curious because I like spreadsheets too.

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11 different schools wanted auditorium upgrade. So I don't know like there's been a lot of them lot of schools that need different projects.

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I'm hoping that some other council members participatory budgeting projects will accommodate some of those.

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But oh, I mean all the projects that Tiffany Cabon has up to vote with our school projects, which is great.

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Thank you so much, Beta Michelle. I'm so sorry I should waited till you raise your hand.

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Yeah, I could find my black hand again. I'm just so sorry.

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I wanted to think, Becca, for mentioning the cold drive that came from youcomers. But there's also Ps.

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111 has made an outreach for clothing, and as we as all know that newcomers in one-eleven is in the district, has received the largest number of asylum seeking families, and they are taking not only clothing of all sizes, because they not

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only clothes the children. They close their parents as well, and they're looking for shoes. That's the last call I had gotten back from a lot of them that they were in meat of shoes like sneakers. You know, regular day where that the families could use so I just wanted to mention that.

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Thanks, Michelle, thanks. Becca. Do we have any other comments from the Council?

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Okay, do we have any hands? Raise Kelly for the attendees?

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None that I see.

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We have Kathy Reed.

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Okay. Oh, okay.

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Hi, everybody! Yes, I just wanted to also let you guys know, is 1 26 has asylum seeking families.

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We received about, I think, 18 of them at this point, and we have managed to source close.

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But we're having a very hard time finding boys flows ages 10 to 14.

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So, if anybody has anything in that size range and can send it on our way, that would be great we're also doing a toilet tree drive, because apparently the families don't have the basic needs.

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Brushes, toothpaste, shampoo, conditioner, Soap.

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Those things would be great if you guys have or can send them already for the families.

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That was all. Thank you guys, for all you guys do.

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Thanks. Kathy.

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Hey, Michelle! Sorry this is Nick. Real fast. Michelle.

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Hmm!

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Can you put us in contact with the parent coordinator over at 1 11 with regarding to getting clothing over there you know we've only known more about newcomers, because Gloria has been very vocal that I do not 1 22 we did a

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toy, drive this past holiday season with one-eleven as well.

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So if you get that to us, we can make sure that we also share that with the other Presidents on President of Council.

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Yeah, I think I'll definitely send you an email.

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It's Miss Perez is a parent coordinator, and Richard Cautions is a school secretary that's been running the drive over there. So I'll get you that contact in phone.

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Excellent. Thank you, and actually did. Just that's a good way to say, really fast.

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By the way, there are significant amount of children and families that have come into this school district as of December, and I don't know the Updated numbers.

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I think there was somewhere along the lines of 2,500 children that we knew of that have come in, and with this current law in place that may or may not, or that is, I think, expiring.

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Soon there are probably a lot more on their way, and the more that we can do as a community to help these families and make them feel welcome the better.

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So that is something that we will certainly talk about again at our next President's council meeting, and maybe something.

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Whitney, and with the members of the CC. We can also talk about further to try to do something on a larger scale. District.

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Wide.

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Thank you so much, Nick, and I also like to add, not only Michelle, could you give him the parent coordin. I have the Pta President's contact information at 1 11, so I can get you all in touch with Phoebe as well.

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That would be great. Thank you.

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Okay, Kelly, do we have any other hands, or for attendees?

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Okay, do we have any hands raised in the interpretation room?

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Okay, anything. And the are we good on that?

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And Nope, nobody on the phone.

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Alright guys.

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There, there yeah, there's a question in the Q&A.

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But Victoria has already working on it. Thank you, Victoria.

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Okay. Thanks. Answer thanks, Victoria, and there's no questions in the interpretation room.

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Correct. I didn't hear from interpretation.

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Sorry we cannot see it.

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Okay, there. Okay, thank you. Can't see the questions.

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Are there no questions?

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We cannot see. I don't know, Andre. Can you see some?

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Okay. Oh, no.

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I cannot see any questions, anything!

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No, if they had a question they would ask it in the interpretation.

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Though. Okay.

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Okay, thank you. All right. Well, second, Nick, thank you so much for your presentation.

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We appreciate you all coming here every quarter and giving us information.

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We do have some follow-ups for you and relation to 1 11, the parent Coordinator in the Pta. President there, and we appreciate everything you'll do and thank you for coming to this evening.

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Thank you.

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Yes, thanks.

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Okay, so thank you. All right. So the next item on our agenda is our presentation for fair student funding. So we have Dr.

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Composto and Elena. There are going to give us this presentation this evening, so I am going to turn it over to you and Nicole.

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You're gonna be assisting with the presentation. Correct.

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Thank you. Okay.

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And gale also is gonna be my help me with the slides, because everybody to work.

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Thank you. You're not kidding. Thank you. Okay, good evening. Everybody.

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We got the all-star team all right. Take it away.

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And welcome to the annual school Budget engagement, session.

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I'm Superintendent Phil Composto, and I'm happy to be here with our district budget representing Ulenia, who supports our schools directly with all that matters in in their budget.

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Every spring the panel of education policy, the pep votes on the DOE budget allocation formula for the following fiscal year in preparation for this event, superintendents and borough-based support staff presents the DOE proposed fsf budget

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allocation for the 2,024 to all community and citywide educational councils.

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The the purpose of today's presentation is to review the DOE budget and allocation formula, review for fair student funding, and the proposed change to fiscal year 2024, with a lot which aligns with the 2324 school year this presentation

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marks a new Approach to how New York City public schools in conducting community engagement around our school budgets, and any proposed changes to fair student funding for our goal is to increase our transparency in ensuring that you as critical community stakeholders are made aware of how schools are

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funded and made aware of the resources available to you. To better understand your school's budget.

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Our new approach is a change. That was one of the few recommendations made by the fair student funding working group convened in July 2,022, as request of the Chancellor and the Fsf working group worked over the course of 4 months in Partnerships with National

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school finance experts in our own finance team to deeply understand the current fair student funding formula.

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Look at New York City, New York City demographics, and make recommendations for changes to the formula.

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The working groups include a wide range of stakeholders, including Cec.

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Members, pep, members, union leaders, advocates, parents and elected officials.

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The working group, publish, report November the twentieth, 22, to make recommendations to the Chancellor for changes to the formula which he considered and determined to a few recommendations to move forward with.

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We will be discussing those changes in the presentation shortly, and.

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Okay, here we go again with my tech technical abilities.

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Yeah.

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Just tell me when you want me to share the screen.

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Oh, I apologize so you should be on screen one. I'm sorry.

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Slide one. I apologize.

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I'm when you're ready.

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Okay. Now, go to.

00:24:17.000 --> 00:24:18.000

Oh! And is! Is the chat open? Is the chat open for our attendees?

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Okay. And I'm gonna ask Nicole to please put into the chat.

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So you can see the presentations with, please note this.

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The Cec presentation tonight's meeting is posted on the link I just shared along with, translated versions of the deck.

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So Nicole's putting that in the chat right now, and Gail may ask you to go to slide 2.

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Alright. The chat is now open. Okay.

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Yes, Dale, would you go to slide? 2, please. Our agenda?

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Thank you. Today, I'm going to be discussing 3 main topics, one sharing the overview of this year's overview.

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New York city public school budget to providing a detailed explanation of the fair student funding formula.

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3 discussing the proposed change to fair student funding formula for the 2324 school year.

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If you have any questions during this presentation, I'm going to ask you to direct them to the chat.

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We will have team members ready to respond to these questions, questions that they are not able to answer during this presentation will be collected and shared with the New York City Public School team?

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Who will then respond in. I will share back with the group.

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Additionally, the intention of this session is to collect public comments on our proposed changes.

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We ask that if you have specific feedback on the proposed changes to the fast student funding formula that you please feel free to share them to



the website@budgetpubliccommentsatschoolsnyc.gov, our New York city public school team will be taking public comments received at the email into

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the dress above, so we should be in the chat I just want to take a moment, and after reading this elaborate piece here what I got out of this whole PC.

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So the great news is that the Mayor in our Chancellor got together this whole PC. So the great news is that the mayor in our Chancellor got together and decided to come up with this entire looking at fair student funding and come up with this team to look at the budget overall so

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here are some of the things that I love most of all that 100% of each school will get a 100% of the Fsf money so that there will be no money taking away in prior years.

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If you remember, some schools only had 80% of their funding.

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Some had 90, some went down to 70, but this year and following next year all schools will have a 100% of fast school funding.

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Always know that Fsf money is contingent on registers right?

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So it's all about how many, children everything is per capita.

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But they will still get a 100% of the budget depending on how much they register.

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Is there few changes that I noticed was that the weight in groundbreaking shift is how schools allocate resources to public schools, students with this specific focus on students resides in temporary housing students who are asylum seeking children and their families, providing them with other supplies as well as

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school supplies. This change is expected to drive approximately 45 million dollars in funding, impacting student and temporary housing across all 5, adding to the concentration weights of the Fsf formula schools has serve higher concentrations of students would need such as students living in

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poverty, students with disabilities, English language learners may require additional resource, wide high quality, education.

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This change is expected to drive over 45 million dollars in funding to schools in all 5 boroughs.

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So as you can see them. Changes are coming that they're good for our children.

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Would you go to slide? 3. Now?

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Where can I find information about my school's budget?

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And one final note about the presentation. Well, I will be providing an overview of our overall.

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New York City. Public school budget and our district budget I will not be reviewing our individual school budgets.

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Those are accessible on our public white website. This slide shows you to step by step how to find the school budget from our homepage.

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I will give you a minute to look in the chat, and we will put in the website where you can go to your school budget from our homepage. I will give you a minute to look in the chat, and we will put in.

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Yeah. Would you go to slide? 4?

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Thank you. Gail.

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Okay, so looking at this slide.

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First of all, all funding generally comes from income from corporate taxes, property, taxes, and sales, taxes, so as you can see, our budget for the 2223 school year fiscal 23 is 37.6 billion dollars we estimate we

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will spend over \$31,000 per student this year.

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So as you can see, the Federal stimulus was 2 billion, which was about 5%.

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The State gave us 13 billion. That was about 36% Federal money.

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Other Federal money was 2.2 billion, about 5% in all other was point 2,000,000,001%.

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The city's 20 billion dollars was 54% of the money.

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So the city gives us most of our money at 54%.

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Go to slide. 5. Please.

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Okay. Just give me 15 s. I just want, but it's right in front of me.

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Easier for me. There we go. Okay. So where does our funding come from?

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And we did that one. There you go. Thank you, Gail.

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How is New York City public school budget spent so as you can see off the top 10.5 billion goes to employees, benefits, pensions and debt.

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So that's really where the bulk of our money goes for our payroll.

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3.3 billion dollars. Go to state mandated payments to charter schools, 2 billion go to non-public and contract schools.

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As for special education, mandates of the remaining 15.1 billion goes to K to 12 schools, 2.2 billion goes to early childhood programs, 4.3 billion goes to school operations.

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About 300 million, or 1% goes to our central administrative offices.

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Another 300 million or 1% goes to superintendents and 4 offices.

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So as you can see the breakdown there, that's where the money goes.

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Can I have slide 6? Please.

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So we have 52 pre-k to 12 schools serving 34,394 students, not including District 75 pre-k centers, are not funded with Fsf.

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Money, so you can see this is all in District 30 money. Pre-k to 12.

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So we receive 417 billion dollars. This school year.

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And the way it's broken up a 101.7,000,024%.

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When was the other state and local money? The orange is the Fsf.

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Money, which is 269.2 million dollars, 60, 65%.

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The green is 46.1 million, which is our Federal money.

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So that's all of our money combined for District 30.

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If you want individual schools, you will be able to go on to the website and find the schools.

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Schools, you will be able to go onto the website and find the schools. Now, that's for this year.

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They certainly have not calculated for next year yet, so we don't have that.

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I'm sorry. Gail, would you go to slide?

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7. There you go. Thank you. So who decides how the money spent at the school level?

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So principals have a great deal of flexibility in deciding how this funding is spent and we've come a long way when I was a principal there was no flexibility at all.

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They told you exactly where the money was spent. You couldn't move it around, so we're moving in the right direction.

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Principals, of course, went along with our Sl. Teams, create these school comprehensive education plans and based on these plans.

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That's where the money is put. Principals work with their Sl.

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Superintendents myself. One part of my job in the summer is to go through each and every one. Cep.

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And make sure their budget is aligned to what they want to do for this.

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The children in the school.

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What is fair school funding for what is fair student funding, fair student funding is the largest funding stream that we provide to schools, and is based on the number of students enrolled at each school, and a specific needs of these schools student needs are waited based on the cost of the meeting of the students

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educational needs. What does that look like? It could be whether they need special Ed, who needs Ot, who needs Ell?

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All these services are considered part of the efficiency.

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Fsf. Makes about two-thirds of most K.

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To 12 new York City school budgets. Of course, as we talked about before, there's other, there are other money, such as Federal title, one title I.

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Title, 3 title three's happens to be the the Ell ell money that we receive our idea is our special Ed funding charter schools, 3 K.

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And Pre. K. Mandated. Individual educational plan students related service in Iep powerprofessional example.

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Speech teaches occupational therapists, and a one-on-one powers of funded separately.

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They are not taken out of the Fsf. Money. Fsf.

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Provides principal schools with sustainability, flexibility, tailor spending to schools and community needs so that's where it becomes really special.

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So if I'm a principal and we decide we want to have a new reading program.

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We want to. We want to increase our science labs, and we want to make sure that children have the right science books.

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We have the right to do that slide. 9. Please.

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This is sort of a summary of the fast student funding.

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How does it work? So the foundation which is all schools, receive \$225 each?

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Plus collective bargaining, which is basically the contractual pay of our teachers and our power professionals and all staff members.

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I guess, plus per capita. The dollar value of an Fsf.

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Student weight of one. This is updated every year to reflect any changes to the citywide average teacher, Sally.

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It was approximately 4.2 this year. Times the students and their needs right.

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Everything is per capita which equals fair student funding, allocation.

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The number of students enrolled at each school, and specific needs of these students.

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People needs are weighted, based on the cost of meeting the educational needs.

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See the next slide for table weights next slide, please, so.

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As you can see, these are the categories, academic intervention.

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And those are our programs that help our children that are below standards.

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Right English Language learners the weights that also change there and then.

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This the other way is special education, and then, of course, portfolio high schools.

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They have a different weight. So, looking at this, you have to know that if a student, might fall into 3 categories, he or she might be a special Ed child, she, he or she might be an English language.

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Special Ed. Child, and have neat academic intervention.

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So it all varies and we're going to sort of go through one of these on the next slide.

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If you can go to the next slide. Gail, please. And I'm just going to.

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I want to read this to you, because it's very okay.

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So we just took a look at all the weights that students could be eligible to receive within the fair student funding formula, allocation.

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I also shared that, as we are calculating that formula for each school, we take into account the instructional needs of each individual student within the school.

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As we determine, schools overall budget allocations in this slide, we will take a look at how each students calculation is determined.

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The different types of weights are indicated by color in the upper right corner of the slide.

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In order to determine the weight for each student, we evaluate the eligibility for the weighted base on the date in the New York City public school system.

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That store key information about students. Now, we are going to walk you through the process for how fair student funding would be allocated for 2 students.

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Sam and Alex, through the fair student funding formula. Sam and Alex are 2 students who attend an elementary school in our district.

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The orange section shows the grade weight that the first received because they are elementary students.

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They are both entitled to the K to 5 grade weight of 1.0, again shown in the graph in Orange.

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If they were a middle school students they would have a weight of 1.0 8, and if they were high school students they would have received the weight of 1.0 3.

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Both Sam and Alex are classified as English language learners shown in Green Sam is in elementary school multi-learner, lingua, multi-lingual learner, enrolled in a standalone English as a new language enl program therefore, Sam is entitled to the K to 5 enl

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weight of 0 point 4 Alex is also an elementary school.

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Multilingual learner, Alex is enrolled in a bilingual program at his school.

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The school has a approximately coded Alex, as it enrolled in a bilingual program in the New York City public school scheduling system, which is, we call stars.

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As such, Alex is entitled to the Kad. 5.

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Bilingual weight of 0 point 4 4. Both students, with disabilities requiring special education classes, instructional services, of special education teachers support services, special class, and or an integrated co-teaching.

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ICT class. Sam's individualized educational program requires less than 20% of Sam's instructional program to be in an Iep setting.

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Therefore Sam is entitled to the 20% of special education weight of 0 point 56 shown in Yellow Alex.

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Individual educational program is 21 to 59% of Alex instructional programs he spent in an iap setting.

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Therefore Alex is entitled to the 21 to 59%.

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Special education. Weight of 1.2 5 shown in yellow. Both students are students in in poverty, therefore they entitled to the Fsf.

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Academic intervention weight of point 12 shown in blue. When you add all these piece together, Sam's allocation to the Fsf.

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Formula, would total a weight of 2.0 8, while Alex.

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Allocation is a total of 2.8 one, because each weight of one is equal to 4,197 Sams.

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S. Weight of 2.0 8 is equal to aximately 8,700, while Alex's weight, of 2.8 one is equal to approximately 11.8 under the Ffc formula.

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Would you go to slide? 12, please?

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And then, of course, 13.

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So!

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Improving, fast-unify funding. While our funding methodology directs additional resources to schools with many high- students, for example, we know that our schools with the highest shares of students in poverty have received an average of 26% more per capita funding than our schools with the

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lowest shared students in poverty, which is so, students in poverty are our title, one schools, right, non-title, one.

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Schools are the ones on the lowest share of the students in poverty.

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Similar patterns exist for students in temporary housing.

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27% of students with disabilities, 36% of English-language learners and 14%.

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You go to slide 14, please.

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So improving fair student funding, we believe improvements can be made to Fsf.

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As a result, the chance to create a working group which met this summer, and and issue their final recommendation in early November.

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The work group was tasked with reviewing and making recommendations related to the fair student formula, including the categories, types of students, grade levels and weights within the formula.

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In order to best meet the needs of students in citywide. While keeping equity at the core of our work, the group met bi-weekly, both by video and in person, and reviewed models created by both DOE and the Ibo to look at the impacts of the proposed recommendations.

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Developing recommendations that timely fashion. Go to 15, please.

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I'm just gonna read this out. The Fsf.

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Published a report where recommendations for change in the fair student funding as well as policy recommendations for how New York City public schools could improve fast student funding overall as a note, some of the public materials published for the working group showed that in some of the modeling of the districts would lose

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funding as a result of some of the proposals in our implementations of these new weights, districts, and schools will not lose funding as a result of these new weights each school will receive 100% moving forward.

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The Chancellor has accepted and is proposing 2 changes to the fair student funding formula which I will now discuss.

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We are first proposing to add a student and temporary housing weight to the Fsf formula.

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This weight would provide additional funding to schools for students who are identified as students and temporary housing.

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This marks a significant shift in how we allocate resources to our students.

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With this specific focus on supporting students, reside in temporary housing.

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This will have an impact on all asylum seeking families who are living in temporary housing, provided additional resources to schools who are taking them in.

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Superintendents consider tailor more of their pieces here, and I wanted to just talk a little bit about what we do in District 30 in District 30 World.

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All about personalizing education. That's where we're here.

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We want to hear the voice of our children. We want our children to work with our teachers as they co-create lessons.

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We want our children to do project-based learning, co-creating lessons with each other, working with their peers.

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And finally, we want them to discover themselves. We want them to discover how they learn whether they're visual or auditory.

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And importantly, it also is what do they want to do when they grow up?

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What do they like? What are their subjects? They favor?

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Okay, would you go to 16? Please.

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The chance has also accepted additional recommendations from the working groups would do not directly impact fair student funding.

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One the idea of having complete transparency here that's what we're working on enhancing the budget appeals process to ensure that it is responsive to school.

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Special education staffing needs and to strive to improve budget transparency around the both the Fsf.

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Formula, and New York City public school budget, as well.

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Would you go to 17, please, Phil, thank you. Good. So this is what we sort of looked at before.

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So you, if you have time, you can compare later on from piece to piece.

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So this is basically looking again at the academic intervention the portfolio on high schools, the new weights, the English language learners and special education.

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So with the new weights. This is what it would look under those categories.

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We will put a a copy of the Powerpoint in the chat would you do that for me, too? Please?

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And Nicole. Yeah, would you go to? Thank you, Nicole?

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Yes, we'll do.

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Would you go to 18?

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So this is our timeline right? So march the panel of education policy votes on the estimated budget.

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So anything that we talked about tonight can only happen if it is approved.

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In the April panel of Education Vote, which is a fair student funding late spring.

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The DOE will release the budget. Allocations to school, and once that happens, they will be public, and you'll be able to look at them.

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In June, Princess, along with their school leadership team, proposed budgets for the coming year.

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July. That's when superintendents have to certify and align the budgets with the school.

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Comprehensive educational plan, and, of course, September the New Year begins.

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Gail, would you go to 19? Please?

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So we are continuing to review the formula to each other concerns we have heard about schools budgeting and F gears, including challenge of related to school size and enrollment, shifts.

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We value your feedback comments and questions may be directed below by April eighteenth via email to [budget\\_public\\_comments@schools.nyc](mailto:budget_public_comments@schools.nyc).

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Dot gov, or by phone t02123746754, and 20.

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Please.

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Okay. Now, we're gonna open the, we're gonna basically open up the floor to questions. First.

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Okay. Kelly, do we have any hands raised? Yes. Sorry.

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I'm so sorry. I think we go to the council members first, and then to the public.

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So does anyone have any questions? Please raise your hand, Jonathan.

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Thank you, Dr. Capaco. I had a question that just relates to something you said in the very beginning of the presentation, which is that we can see.

00:47:45.000 --> 00:47:46.000

Right.

00:47:46.000 --> 00:47:49.000

You, you share the link where we can see all of the school budgets.

00:47:49.000 --> 00:48:07.000

I noticed something about the galaxy table of organization report that in the Chancellor's regulations it says that the S.

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And Sr. Team member can request the galaxy table of organisation report up to 2 times per semester.

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Now I'm assuming that's different than what is publicly available.

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Correct, right.

00:48:19.000 --> 00:48:25.000

What you, what you linked to? Can you tell us what that is, and how and what it is?

00:48:25.000 --> 00:48:26.000

What the table of organization report is.

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I'm gonna call my friend Eulenia. You, Lenny, could you help us with that?

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Or we can get that answer and send it later on.

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Yes, yes, so the galaxy table organization is printing 50.

00:48:39.000 --> 00:49:04.000

8 will show every person who works for the school. It will have all it will have a principal name, a system principal, all the staff, which is all teachers, secretaries, parent coordinators, school aids, you know, help, and how the schools spend money for supplies how the

00:49:04.000 --> 00:49:09.000

school, and how much this a budget for other than personnel items, and then how much is budget for teacher absences?

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Professional absences, additional hours for the school age. Let's say, if you need extra hours for dismissal, or, you know, in the morning for the kids to come in and also will show how much money spent for procession which means after school activities and or, professional development for the staff.

00:49:36.000 --> 00:49:41.000

And is that in real ties it updated throughout the year that report.

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It's it. The report will be as of the dates printed.

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Okay.

00:49:48.000 --> 00:49:49.000

I think I'd said twice a year. It's updated.

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Jonathan. Okay.

00:49:50.000 --> 00:49:51.000

Okay. Alright, thanks very much. And there was a question about how we get that.

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And it. I think that an Sl. Team member can request it from the principal.

00:50:00.000 --> 00:50:01.000

Is that correct?

00:50:01.000 --> 00:50:04.000

Correct, and it's called the Sl. T. View.

00:50:04.000 --> 00:50:08.000

Okay. Great. Thank you.

00:50:08.000 --> 00:50:11.000

Okay. Kelly.

00:50:11.000 --> 00:50:15.000

Thanks! Is it possible to go back to slide 6 just for a second?

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I don't.

00:50:16.000 --> 00:50:27.000

Sure!

00:50:27.000 --> 00:50:36.000

Okay, so do you see where it says for d. 30, where it says the gray bit is other state and local.

00:50:36.000 --> 00:50:37.000

Right.

00:50:37.000 --> 00:50:38.000

And 1.1 7 million, which is 24% of the pie. What does that mean?

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Well, yeah. The C free money comes from the State right?

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Yeah.

00:50:50.000 --> 00:50:53.000

We get Federal money from the State for textbooks, and I'm gonna ask you, Lenny, or if I'm missing anything, please help me.

00:50:53.000 --> 00:50:54.000

So!

00:50:54.000 --> 00:50:56.000

What is specific? Bit of the timing?

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I'm sorry.

00:50:57.000 --> 00:50:58.000

The great. They look just for the state, like what kind of money?

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The the gray bit.

00:50:59.000 --> 00:51:02.000

So we get C, 3.

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So the Gray is other state and local funding right is that what you're saying?

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Okay.

00:51:09.000 --> 00:51:10.000

Yes, correct. So she wants to know. What does that look like?

00:51:10.000 --> 00:51:11.000

What state money is that?

00:51:11.000 --> 00:51:34.000

So we receive a lot of programmatic allocations, which means for certain programs, we receive certain funding, like, for example, nestal money, which is New York State textbook law schools receive additional funding for textbooks, library books, computer hardware and computer software then we also receive additional allocation

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that's used to be called early grade class size, reduction money, which additional things to fund classroom teachers, maybe one or 2 per school.

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We get additional funding for not just.

00:51:51.000 --> 00:52:13.000

Other funding sources that cover not fsf, other funding sources that cover idea funding, which you know, or you know, one on one funding will also receive additional funding for therapists, which is not part of fair student funding speech teachers.



00:52:13.000 --> 00:52:17.000

I could occupational therapist, physical therapist. All of that does not come up.

00:52:17.000 --> 00:52:25.000

Come out of fear, student funding. And then a programmatic which means 4 different programs in in the district or in the school.

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So I guess my question is, is there somewhere? It shows the breakdown of how that 1.1 7 million is just first between the 41 schools in District 30.

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So you could see per school what they receive in each school budget we don't have like dollar, but per dollar details, but if you look at the each schools in Zoom's individual budget, you will see in the galaxy report what that money.

00:52:55.000 --> 00:52:58.000

Is, and how they spend it.

00:52:58.000 --> 00:53:02.000

Okay. Thank you. Jonathan, for bringing it up, because I will definitely, oh, definitely be requesting that.

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Can we also go to slide 5 just for a second, if possible?

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Okay, I have a question. So looking at, this is New York City.

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As a whole, the 10.5 billion on is there a statistic that shows how much of this goes to our teachers and registration at schools versus how much this going to like district offices and face?

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And is there a statistic or a slide for that?

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It says right there on a slide, 300 million dollars goes to central offices, and another 300 goes to superintendent in the field offices, which is 2% of the total budget.

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I think she's looking for a breakdown like how many go?

00:53:42.000 --> 00:53:45.000

Yeah.

00:53:45.000 --> 00:53:46.000

Yeah.

00:53:46.000 --> 00:53:47.000

How much of this money goes for the teachers? Salary? How many goes for administrative salary?

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No, the teacher salary is not in that. It's in the through 12 instruction, which is 15 billion dollars.

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Okay, so what then? I'm confused. What is the 10.5 billion dollars?

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That's benefits. Pension, not just, you know the teacher.

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Salary is not just. The salary teachers received other benefits and also retired teachers receive pension.

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So what part of this pie is going to the children?

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The K 12 schools, 15.1 billion dollars direct to the directly.

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Okay also. But that's my. But the 10 point. So out of the 10.5 is salaries correct?

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Not like, I said, the salaries right? It's the benefits of the employee.

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So as an employee you get, a you get a salary, but you also get health benefits, and you know you have a pension.

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Sure!

00:54:35.000 --> 00:54:36.000

So that's what's coming out of the 10.5.

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The benefits and the pension that's not the salary salary comes out, I guess.

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Another bucket of money.

00:54:42.000 --> 00:54:43.000

Salary comes out of 15.1 billion.

00:54:43.000 --> 00:54:46.000

Oh, Soviet!

00:54:46.000 --> 00:55:03.000

Okay. So I guess, is there a way that we can show just it's easier for just this is how much we pay like this is the bucket of money that we have in general, and how much from the pie chart actually goes to children?

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That's what it is. The 15.1.

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Well, I mean, it's not because it's like separated because you have it. K.

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Through 12 schools, and instruction, and then so like I mean.

00:55:11.000 --> 00:55:12.000

But what does that? 2.2 is early childhood, like?

00:55:12.000 --> 00:55:17.000

I don't. I'm not quite sure how much is going to schools.

00:55:17.000 --> 00:55:22.000

2.2 early childhood goes to the early childhood, and and the pre-k classes.

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Uhhuh.

00:55:23.000 --> 00:55:25.000

You have to combine all of that.

00:55:25.000 --> 00:55:38.000

Well, I mean, but I just I'm wondering if there's a way we can be more transparent to families that are tuning in to watch this, to see like how much of the big pie that we're all paying for in taxes how much of this is actually going to the instruction of our children

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and we're investing in resources and enrichment and.

00:55:42.000 --> 00:55:55.000

So you so when it says, school operations is school lunch, it's turning on the light in the building, you know, because I have all the lunches, and breakfast is free.

00:55:55.000 --> 00:55:56.000

It's busing. So it also goes to schools.

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Then direct dollars to the schools where the Princess are in control.

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It's 15.1 billion dollars of the Fs of the budget where they have direct control over the money.

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So? Where is that which one is it on the pie? So I can just see.

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The orange.

00:56:11.000 --> 00:56:12.000

Is it the grey, the orange?

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So. So you have orange. You have green, which is early childhood, which is also goes directly to children.

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But salaries included in that part right like the paying for this.

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Not great. Okay.

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Yes, because bulk of the schools expenses is teacher. Salaries.

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So less than half is actually going to schools, correct.

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It's. It's not less than half you have to combine.

00:56:36.000 --> 00:56:37.000

Well, I'm.

00:56:37.000 --> 00:56:44.000

All of that, because school operations it, even though it's not direct dollars to the building, it's still spent on children.

00:56:44.000 --> 00:56:45.000

No, I?

00:56:45.000 --> 00:56:46.000

School lunches, school breakfast transportations, and things like that.

00:56:46.000 --> 00:56:47.000

Teachers standing in front of the children. We need them, too. Right?

00:56:47.000 --> 00:56:51.000

So the teachers are part of that deal too.

00:56:51.000 --> 00:56:52.000

No, what I I'm just trying to figure out like how.

00:56:52.000 --> 00:57:01.000

That's a very large pie chart of like exactly how the money is breaking down, because it seems like.

00:57:01.000 --> 00:57:09.000

So, for the principals. Control direct is 15.1 billion.

00:57:09.000 --> 00:57:10.000

It does.

00:57:10.000 --> 00:57:19.000

Does it make sense? 15.1 goes directly into the school's galaxy budget, and the principals are responsible to get it with the soot in deciding how the funding is spent.

00:57:19.000 --> 00:57:28.000

2.2 billion dollar goes to the early childhood, which is pre-k sensors and things like that.

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4.3 goes to school upations, which is food, transportation and other services.

00:57:39.000 --> 00:57:44.000

So where does the when we hire third party contractors?

00:57:44.000 --> 00:57:45.000

When? What do you mean when you are?

00:57:45.000 --> 00:57:51.000

What part of the budget is that it like when we hire working groups, when we hire working groups, when we hire like, where does that for the budget come from which color?

00:57:51.000 --> 00:57:55.000

What do you mean? Working group? What is the working group?

00:57:55.000 --> 00:57:58.000

Welcome to the do we? I mean, there's working groups for everything.

00:57:58.000 --> 00:58:05.000

There's a working group for fair student funding like who pays for these third party contractors to come in to leave this stuff.

00:58:05.000 --> 00:58:10.000

So you could definitely ask the question in the chat, send them that question.

00:58:10.000 --> 00:58:15.000

To who I'm on. Cuc. What do I have just put it in the chat? Why can I just ask it?

00:58:15.000 --> 00:58:16.000

Because I don't have answers to that question.

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You can ask me, you know, but you know what?

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That's why I'm saying I don't have an answer.

00:58:20.000 --> 00:58:22.000

Okay. But you could just say, I don't have an answer you don't have to tell me to put it in the chat.

00:58:22.000 --> 00:58:23.000

Okay, that's different than same put it in the chat.

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That's why you will put it in.

00:58:25.000 --> 00:58:26.000

Oh, that's no! I meant.

00:58:26.000 --> 00:58:27.000

I'm just saying that's very different.

00:58:27.000 --> 00:58:28.000

Thank you. We'll just. We'll email it. We'll work on.

00:58:28.000 --> 00:58:29.000

We'll work on an email together. Yulanna.

00:58:29.000 --> 00:58:31.000

But I'm okay with an email. But I'll put it in the chat.

00:58:31.000 --> 00:58:35.000

Thank you. No, I understand. I understand, Kelly. I believe me. I understand.

00:58:35.000 --> 00:58:36.000

Thank you. No, I wait. I got you.

00:58:36.000 --> 00:58:44.000

Because when you say what you said 30 third party contract, I thought maybe you were asking who pays like when the school?

00:58:44.000 --> 00:58:45.000

I am trying to understand your question, because when we talk about.

00:58:45.000 --> 00:58:53.000

It's a legitimate question. No, I don't want to know what part of the pie goes to certain things, but don't tell me to put it in the chat cause like I'm a cease accounts. But we're asking you a question as a do we employee.

00:58:53.000 --> 00:58:59.000

That is here as a guest tonight. That is a basic question, because we spend millions of dollars on the do we to hire third-party contractors?

00:58:59.000 --> 00:59:01.000

I don't have to put in the chat. You can say I don't have an answer.

00:59:01.000 --> 00:59:02.000

Kelly, Kelly, I understand what you're saying.

00:59:02.000 --> 00:59:03.000

Please email, me.

00:59:03.000 --> 00:59:11.000

Kelly. Thank you, ladies, I understand.

00:59:11.000 --> 00:59:12.000

They do, they do. There's a lot of.

00:59:12.000 --> 00:59:13.000

No, I was trying to. No, no, I was trying to find out what party contracts, you say, because schools also hire educational consultants or professional development.

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Yes, but what is that part of the chart? Where does that go in the pie?

00:59:15.000 --> 00:59:25.000

So if the school hire somebody to let's say dancing in the school, a ballet program, it comes from that order portion.

00:59:25.000 --> 00:59:28.000

I'm.

00:59:28.000 --> 00:59:29.000

It's not what I'm asking.

00:59:29.000 --> 00:59:31.000

If the school hires teachers college for professional development, for they teachers individual teachers in the in the building.

00:59:31.000 --> 00:59:32.000

That's from that.

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I'm asking the do we contract working groups? And that's sort of thing when it's contracted. What does that come from?

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Again. If you talking about the total, Dewey as a whole, I don't have an answer for that question.

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I'm the one that's not a do we employee?

00:59:42.000 --> 00:59:44.000

So!

00:59:44.000 --> 00:59:46.000  
Okay. So we'll get it. We'll ask.

00:59:46.000 --> 00:59:47.000  
We'll we'll work on something and get that.

00:59:47.000 --> 00:59:51.000  
Ask, but I think and please forgive me.

00:59:51.000 --> 00:59:54.000  
Prepare phrasing, but I think she's asking you know what, when those contracts are hired, when contractors are sourced through the deal.

00:59:54.000 --> 01:00:05.000  
Where does that come from? In the budget? But again, we'll work on a response.

01:00:05.000 --> 01:00:06.000  
We'll send that we'll work on an email so that we can get a response on that.

01:00:06.000 --> 01:00:08.000  
And have some questions, but also some of these things.

01:00:08.000 --> 01:00:13.000  
Kelly, you know we we can ask it at the PET meeting because they do vote on those contracts and those contractors and all that stuff.

01:00:13.000 --> 01:00:17.000  
So we, you know, we can work on getting that later.

01:00:17.000 --> 01:00:25.000  
And again, you know, if and we're we can all work on saying if we don't have an answer, we'll just try to find out.

01:00:25.000 --> 01:00:28.000  
So thank you.

01:00:28.000 --> 01:00:31.000  
I think that thing thank you. Whitney. That's basically what we're saying.

01:00:31.000 --> 01:00:32.000  
So you'll Lenny. You can't answer it.

01:00:32.000 --> 01:00:33.000  
Yeah.

01:00:33.000 --> 01:00:37.000  
I can't answer that, but we will forward it to the, to the working group down in Central.

01:00:37.000 --> 01:00:39.000



So you we'll take care of it not to work.

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We? We'll work on that.

01:00:40.000 --> 01:00:47.000

I think a lot of parents would also like to know those answers.

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Yeah.

01:00:48.000 --> 01:00:49.000

So we can be. Maybe when we get the answers, we can present it that way, because.

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We do, and we always will cause. Remember, we come back, and we present that later.

01:00:50.000 --> 01:00:58.000

So thank you very much. I understand. It's a spirited conversation, so let's stay on the agenda for the rest of our parents.

01:00:58.000 --> 01:01:03.000

Here, Dan, I see your hand is please go ahead and ask your question.

01:01:03.000 --> 01:01:06.000

Thank you so much. I and I want to apologize.

01:01:06.000 --> 01:01:12.000

I was at a meeting for my son's school, so if I had, if I ask a question that was already answered, please just tell me, and I will watch the recording.

01:01:12.000 --> 01:01:16.000

I I don't think so, but just let me know, and I don't want to take extra time repeating.

01:01:16.000 --> 01:01:29.000

So my first question is so, how well, first of all, I wanted I just I have to say.

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Several council, members wrote to you, Juliana, about a question that is now moot, because it was answered but we never heard back from you or your office, and that was maybe a week and a half ago or so, and I just we wrote independently of one another.

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And we, I said, Did you get a response? Did you get a written?

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No. And we just we never even yeah.

01:01:49.000 --> 01:01:56.000

That's correct. I was trying to get answers to your questions from central offices, and then I believe Daka can past the guided today.

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Couple of hours ago.

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Correct.

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Yeah, it's it's moot now, because I guess that my first question is just to verify and it was said in the presentation, but just to verify out loud that that no no money is being taken away from any of the schools to to add money in the new formula so that was

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really my only question over email, but it is moot. But if you're looking for questions or answers, just just let us know we're happy to be patient or say I'll talk to you about it on Monday.

01:02:25.000 --> 01:02:28.000

We just never heard. Yeah.

01:02:28.000 --> 01:02:33.000

We? Yes, we were. We were just waiting for at least some response, so I don't just go empty handed to you right?

01:02:33.000 --> 01:02:34.000

Yeah, sure. Sure. I don't. I can be patient.

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So how? How is the do we proposing that the 90 million dollars in the new formula?

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45.

01:02:49.000 --> 01:02:50.000

Oh, sorry 45 million dollars will will be funded if it's not coming from other schools.

01:02:50.000 --> 01:02:55.000

Budgets. Where is it coming from?

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So that will be, I believe, additional funding to the way.

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So what they will do is they will get all the data based on, you know, the lunch form collections, because that's how the priorities calculated and what they will do is they will take 300 the most needy schools regardless of where the schools.

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Located geographically, and they will break that. Break them into the tiers.

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Bye!

01:03:33.000 --> 01:03:35.000

Tier 3 will be the most neediest one, then tier 2, and then tier one, and based on those tiers, those schools will receive additional funding to the budget based on the poverty level, so that will be the most neediest in the city.

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But that money has to come from somewhere. Right? Where is it coming from?

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We were not told where it's coming from. The world just told.

01:03:40.000 --> 01:03:45.000

It will be additional 45 million dollars to the.

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Okay, so just either from the State or from the city or from somewhere, we just we don't know where.

01:03:50.000 --> 01:03:54.000

45 million dollars is coming from. Okay, let's see, I guess this is sort of a question for Dr.

01:03:54.000 --> 01:04:09.000

Composto about how you see the the, the changes to the formula improving learning outcomes.

01:04:09.000 --> 01:04:12.000

How does it get from money to learning outcome?

01:04:12.000 --> 01:04:21.000

Thank you for asking. It's a great question, and it's funny that today I was working with 1 26 I think we got more than 18 in Kathy. There.

01:04:21.000 --> 01:04:25.000

But we need another teacher there, right? So we're going to get that.

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So now that the asylum children will have more teachers.

01:04:26.000 --> 01:04:30.000

What we're finding is we need to do a bilingual program like we have all these wonderful dual programs.

01:04:30.000 --> 01:04:41.000

But not all of our asylum. Children fit into these dual programs, because some of them are in need of learning in their own language.

01:04:41.000 --> 01:04:44.000

So it was really difficult to put them in a in a dual language, but they would benefit from a bilingual transitional program.

01:04:44.000 --> 01:05:07.000

So we're looking for a teacher now, matter of fact, I was on the phone with Central for a teacher, for is 1, 26 who needs a transitional bilingual teacher, so I was on the phone with central for a teacher for is 1 26 who needs a transitional bilingual teacher so that's one piece in addition we're using the

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money like and some of the asylum children have been coming to that too, so the money will always be used for ais academic intervention, or Mtss.

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Multi-tiered support systems for children who are below so that's really what we do.

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What does that mean? Small class size teachers pulling out one or 2 in groups.

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Maybe a power or having paraprofessionals for transation. So that's why we would improve instructions, small group, and pulling either out or pushing a teacher into the classroom to help.

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So then I guess my follow-up question to that. It's maybe, for Jelana is, how is there an internal?

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Do we process to determine or to audit, whether these funds are indeed being spent on those targeted populations?

01:05:48.000 --> 01:05:58.000

Because the school is going to receive the money, but our schools are, you know, some of our our title.

01:05:58.000 --> 01:05:59.000

One schools are just barely tle one and almost half.

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The school is not title one, so how, when we're looking at these targeted populations, is there?

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Is there some sort of audit or review, or determination that the money is going?

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Not just to whatever the principal decides to spend it on, but to those targeted populations.

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They're always mechanism on how to order, how the school spent the money.

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You know the instructional teams at the superintendent's office will monitor the progress, and how the funding is spent, because the school will, when they, when they write the Cp.

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What are they calling?

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Plans and goals. They will put in how they will, supporting those populations, and if they say we're hiding additional teacher, it is very easy to check, because we could ask the school, who is the teacher?

01:06:47.000 --> 01:06:48.000

Please show us her program, and what classes and what students she's either pulling in.

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Pushing out. Or maybe it's a small group instruction that's very easy to check.

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So we have this program that I talked a little bit about called Stars, where teachers, principals have to put every particular, what every child, every day, every child, what period, and what they're getting on that particular piece.

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And that's what we use to monitor the situation.

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Okay, yeah. And I may ask that.

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And we also I can't think of. That. I'm losing my brain.

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But at we are all title one schools, but in the title one schools that we are, we have that clause where we don't just look at.

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When I was a principal, you will only title one.

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Children got that money. Then they came along with you, Lenny. What's in the word?

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I'm looking for.

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Conceptual Consolidation.

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Conceptual consolidation. So because we take that piece on, all of our children are considered equal, we don't like.

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When I was a principal you literally had to pull children out that would title one, and they had to have separate classrooms.

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They no longer do that, they use it. The money for all children who can benefit from it.

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Got it, and I will just limit my questions. One more.

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So speaking of accountability, what plans does the De we have to audit this?

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The change to the formula in, say, 3 or 5 years, to say, Hey, we've now adjusted this formula.

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We want to see. How has it improved? Outcomes? Is there any sort of mechanism in in that's been proposed to actually look and see if these out, if outcomes have been improved with the additional funding?

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I don't have an answer to that yet, because at you know, the changes are proposed, not folded only yet so once it's all you know.

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A law, or you know, a proposition, and it will take into the into the problem.

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They will be working on it in the future right now. I don't have an answer for that.

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Okay, thank you. Thank you so much.

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Thank you. Do we have any other hands? Or is that for our council members?

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They have a think your hand is still up. This all hands!

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Okay, okay, thank you. Kelly, can you please call on our attendees?

01:09:09.000 --> 01:09:16.000

Thank you.

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That conception.

01:09:18.000 --> 01:09:30.000

Sorry. Wait. How to unmute first new ipad my son, reconfigured the the settings.

01:09:30.000 --> 01:09:35.000

Good evening. Hi! This is Sherie Gibson.

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I currently serve as the Queensborough President's appointee to the panel for education policy.

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Also called Pat, and I was also one of the members of the fair student funding working group, as well as the original Fairstone Funding task force that did not get a report through so proud of the work this group did in terms of getting a report and getting recommendations approved so answering this Gomez

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questions in the chat. The 2 proposals that the 2 recommendations that are proposed now that will be in front of the pep for a vote in April are actually 2 of the 5 recommendations that the fair student funding working group put in their final report it is less money then

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what was modeled out, but it's a good start, as the working group feels that it's a good start in terms of answering Council Member Craig's questions about third party contractors, and where they're coming from.

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So I will definitely highlight and elevate for many people if you are very interested in this is to the pep, has a contracts briefing a public briefing every month before the pap meeting. Pep is usually on a Wednesday, so the contracts.

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Public contracts meeting is on a Monday which was today for Wednesdays meeting, and it is where we literally go step by step, by any contract that the deal we is entering into for any services products.

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Everything is that we've got air conditioners and service things on this week asbestos removal that we had French toastics in the fall on the contracts that we vote on.

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So the contracts are based on each division or department proposals are based on each division or department proposes a contract.

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So in terms of like a third-party contractor, as you mentioned in the working group, has facilitators and stuff.

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If they are compensated, they are usually compensated from some divisions.

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Budget. And so that's central budget. Not a school.

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Now we do have contracts for like professional development and stuff which are called an tax, which means we provide the contract.

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But each district superintendent, principal accept can choose whether they book that service or not, and that would come from their budget.

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So, if Dr. Composto wanted to provide like one of the contracts up, Dr.

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Capaco is for math professional development, because of next, you know, New York State Ads.

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Next, Gen. Requirements for the no common core is gone, and we've got next gen requirements.

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So they're been requests for professional development. So there's a contract up to be voted to provide that it would be something that each superintendent would make a decision on whether they would provide that or not based on what they have in their budget and stuff so that is what the most working groups

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the members of the working groups are not compensated. We do sometimes have paid facilitators, sometimes they have facilitators who are just, you know, because of the existing relationships and stuff with, do we staff or with do we as a whole, they choose to facilitate whatever that session or that topic

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is so, not always a cost with working groups. If there is, as I said, it usually comes from that division on that department's budget which, on your pie chart would be centrals.

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Budget. And I think that did that cover that, and would be she.

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Would that contract have gone through the pep? Or if it was via the office?

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Logistics plan would not become into discretion, which contract like like a third-party company.

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Right, like a facilitator of a working group.

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So the facility, like depending on where the working group is being initiated from so like with this Chancellor one, it would come out of this working group, was out of the Chancellor division, plus the chief operating officers.

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Division, so their budget would be for any if we had a facilitator or a consultant, or something like that.

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One of their budget would have paid for the contract.

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So it would. That contract would not have had to go through the then.

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Got it?

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No, it's more for the system. The bigger system ones, like.

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Well, let let me correct that. A certain amount. If they were over a certain amount, then it would have to come to.

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So if it's I think I wanna say it's under 25,000.

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Thank you. Thank you.

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The whole need to that kind of thing. Different categories have different amounts.

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So depending on how much it would be, it could come before the PET.

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But Pep usually takes on the big items that overall effect are over the whole system's budget.

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I hope that helps to clarify.

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It does. Thank you.

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This. Thank you so much. Chery, and I appreciate you coming to our meeting and speaking and answering these questions again, as she stated before she started speaking.

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Sherie is our borough president appointee Rip to the panel of education policy.

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That's why I let her speak a little bit longer than the 2½ min that we Allott, our public speakers.

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So now we need to kind of get back. We're a little little bit.

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It's okay. It's okay. It's okay.

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Thank you so much about that.

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We're going a little bit long on our agenda.

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So I wanna keep us moving. Kelly, would you please call up the next person?

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I just want to jump into the program that I was thinking about is called Schoolwide Programs.

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So in every school in district 30, who is a title, one voted through their slt to make be a school-wide program, meaning all title.

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One money. Well, this special money is entitled for all children.

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We're not just pulling out title one, children, but the money is used.

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So schoolwide programs, was the phrase that I was thinking before.

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Thank you.

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Thanks. After compost, okay.

01:15:13.000 --> 01:15:17.000

Thank you. Wait next I'm gonna call Hunter Dare.

01:15:17.000 --> 01:15:18.000

Hunter, can you please state your name, and also your connection?

01:15:18.000 --> 01:15:26.000

Our school Facility. Relation to the district.

01:15:26.000 --> 01:15:27.000

Hi I'm Hunter! Dare I have a seventh grader who attends Q.

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5 80 Bste, which is in the clouds, north district, being because it's a he school.

01:15:39.000 --> 01:15:53.000

But the middle school reports into D. 30. So I'm speaking on behalf of my daughter and all the folks I know in the D 30.

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So my question is, Dr. Composto, you talked about that no school would lose money because of the new Fsf.

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Allocation to the proposed new Fsf. Allocations, which are 90 million 45 million for students in temporary housing and 45 million for schools with concentrated needs, the Do E seems to have equivocated on this and they keep saying, it's because no school

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is gonna lose any weight because of the new allocations.

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But the reality is, if the base allocation for what?

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A 1 point o Fsf weight is worth next year is less than \$4,200.

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Than the schools are going to lose money, and the mayor is at least Leonie Haynes, who heads claimsized matter.

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Tweeted yesterday that the mayor is saying at 568 million dollar decrease in the deal budget, and so I'm questioning really to Yelena how is it that you are going to reduce the do E Budget?

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And still keep the base weight for every school the same, and, in fact, with teacher, increases in salary.

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You need to increase what the base weight is just just to stay even with this past year.

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And everyone here. So the total do we budget might be smaller, maybe just because we have less students in the system because it, you know, all of the funding to the school is based on a per capita last year.

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Also average teacher. Salary for the whole city went down because we had a lot of senior teachers retiring and newer teachers coming into the system.

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So, even though the base weight could stay the same.

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It's go up, or could go down per per capita of \$4,200.

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That will be what the average teacher salary for the whole city is going to look like next year.

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And also each school could see individual changes per school just because either shifts in the population increase or decrease in the total enrollment and increase decrease different students with different ways.

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Maybe they have more special Ed students. So then they will have a more need for special education.

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Teachers all. Maybe they will have more.

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Nl. Students because of the increase of asylum seeking students.

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So it's all very, very fluid.

01:18:44.000 --> 01:18:54.000

Well, of course, though if every, if every school has their own amount, but the real question is, what is the base weight going to be?

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And let's say the teacher salary are staying the same.

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There's no movement is the Mayor guaranteeing, or his diet is on Dr.

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Banks, guaranteeing that there's going to be no decrease in the base weight for schools.

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So the base weight will be calculated in April, because that's when we calculate average teachers.

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Salary. We take a snapshot of all the payroll, and then we could say what the base weight for the city is going to be next year.

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Alright. Thank you. Thank you that we're past 2Â min.

01:19:26.000 --> 01:19:28.000

Thanks.

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I appreciate that we're gonna go to the next person.

01:19:31.000 --> 01:19:36.000

Kelly!

01:19:36.000 --> 01:19:45.000

The next person is the parentheses, and if you could please state your name and your relation to the district or school in district.

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Hey! Virginia gums? I have 2 kids at 78 in elementary and Hunter actually asked my main question. So that's covered.

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But I do have a another question. Somebody mentioned auditing the the contractors that on their performance from after they're paid from the DOE budget.

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How does that happen? Are they all? And do we keep track of how a vendor has performed like the you know, the guys who did the the zoning committee work?

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And if yes, how can we see that?

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I'm not sure I could answer the question. I'm I'm not involved in the zoning committees at all.

01:20:30.000 --> 01:20:31.000  
Oh!

01:20:31.000 --> 01:20:32.000  
Okay, not the it's not the zoning committee per se.

01:20:32.000 --> 01:20:33.000  
District planning hide a group of people to help.

01:20:33.000 --> 01:20:35.000  
That was an example. Sorry I didn't hear you, Dr. Composers.

01:20:35.000 --> 01:20:43.000  
So when the schools purchased services from the contracted vendors, let's say Teachers College, Columbia, Columbia University.

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At the end of once the services rendered the school will rate the vendor, they will have to rate them.

01:20:50.000 --> 01:20:56.000  
So that will. That's how central offices get the feedback on how the vendors perform on the school level.

01:20:56.000 --> 01:21:04.000  
So, I believe district planning was the one who rated the organization who came in for the zoning for us.

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Cause. They were contracted by district planning.

01:21:08.000 --> 01:21:19.000  
Okay? And did the CC. Provide any more feedback on that also, and solicit anything from the public who participated in it?

01:21:19.000 --> 01:21:22.000  
Okay, I guess not.

01:21:22.000 --> 01:21:25.000  
Oh, I'm sorry I don't understand that question.

01:21:25.000 --> 01:21:26.000  
If yes, yes, you are provided for feedback.

01:21:26.000 --> 01:21:29.000  
Are you asking if we right if we gave them a performance writing?

01:21:29.000 --> 01:21:32.000  
Are we provided feedback to them? No, we did not. We did not hire them.

01:21:32.000 --> 01:21:37.000

We do not pay for them. We did not provide feedback in that form, so no, we didn't do that.

01:21:37.000 --> 01:21:45.000  
Thank you.

01:21:45.000 --> 01:21:50.000  
Okay, do we have any other?

01:21:50.000 --> 01:21:57.000  
Hands. Okay, I think, Esther, do we have some in the.

01:21:57.000 --> 01:22:07.000  
Yes, we do. What we have is a question from Nick Mason.

01:22:07.000 --> 01:22:12.000  
It is about the class sizes. He writes.

01:22:12.000 --> 01:22:20.000  
They are proposing that none of the budget will be affected or changed for 2322 school year.

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However, at the same time the Chancellor is proposing trying to meet reduced classroom sizes which will have to potentially take money away from schools for special.

01:22:31.000 --> 01:22:49.000  
Our special activities, arts, etc. What are we doing to make sure we don't lose these critical programs that have a positive effect on the children?

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So anyone who who could take that question, Yelena or Dr.

01:22:55.000 --> 01:22:56.000  
That's not for me to decide.

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Composto, no no.

01:22:57.000 --> 01:23:00.000  
So it it's all about money, right?

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And I hear what everybody saying. We don't know our budget for next year.

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We don't know. We don't know the weights.

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We don't know exactly what the formula looks like yet.

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So once we get the formula, then we will have our money, and then we decide what we're gonna do with the money.

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But I, as you said, the pot is not infinite, so at 1 point, that's why we have principals and Slt sit down and go school by school, and they don't.

01:23:23.000 --> 01:23:37.000

We don't. When I was a principal the district made all decisions for us now we're in a great spot where slts and principals work it out with the part of money they receive what they would like to do with that money, and of course they are responsible to monitor the programs and we

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do evaluations on all these pieces.

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Does that answer your question, Nick?

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But yeah, I'm reading, for Nicole left a question in the he has to.

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I mean, assuming that we're still within the 2Â min he left another note.

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It has been made no secret. The children's attendance helps to determine money towards the school.

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What are we doing to be able to compete with charter, private and religious schools, schools that offer enrichment after school art, strip sports at no additional costs, and so forth.

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So I can speak to the attorney's piece.

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We do have a wonderful attendance officer, and, matter of fact, I met.

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With him almost every day, and we are moving up each and every day we're creeping up.

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But we're not where we need to be. Do we have extra money?

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No, but we have been very creative here in District 30, you know, we branded every single school, being competition right?

01:24:35.000 --> 01:24:44.000

We, each one of our schools has some kind of a theme we go out on. We go out on.



01:24:44.000 --> 01:24:46.000

We do all kinds of marketing when they go to fairs, and we do the Middle School fair, and things like that.

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But we do not get a part of money to do that.

01:24:53.000 --> 01:24:59.000

But if a school decides to take some of their own money and to market, they're more than welcome to do it.

01:24:59.000 --> 01:25:04.000

But there's no money set aside for marketing.

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Unless you know more. You, Lenny. I don't.

01:25:06.000 --> 01:25:09.000

I never received money from marketing.

01:25:09.000 --> 01:25:22.000

Us either as schools receive more directly the funding into the galaxy, and principals have this, together with the so great flexibility on how to spend the money.

01:25:22.000 --> 01:25:34.000

Of course, there's mandates that have to be met, but everything else principles, together with the Slties, decide how to spend what I always love.

01:25:34.000 --> 01:25:45.000

Okay, thank you. And I don't see anything else in the. So let's go. Do we have any questions from the interpretation room?

01:25:45.000 --> 01:25:47.000

Again. We don't have anything here. Sorry.

01:25:47.000 --> 01:25:53.000

Okay, thank you. Gail. Do we have any questions from from lines?

01:25:53.000 --> 01:26:02.000

Okay, so thank you, Elena. Dr. Compasto and Nicole, for our fair student funding presentation.

01:26:02.000 --> 01:26:04.000

I really appreciate you all putting everything in the chats we are.

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And Gail to thank you, Gail, for helping with the slides.

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Yes, and thank you, Gail, for being arsen our slide person we are going to now close the chat.

01:26:15.000 --> 01:26:21.000

We appreciate all the participation there, and we are going to transition to our next presentation.

01:26:21.000 --> 01:26:31.000

I like to welcome our speakers, Ben and Liz. They're going to be talking with us for meeting academic challenges through culturally responsive teaching and learning.

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So thank you, ladies, for giving us this presentation this evening, and the floor is yours.

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I just wanted to take a moment as to introduce them as well.

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It's me!

01:26:48.000 --> 01:26:57.000

There are 2 wonderful ladies. Banner is part of writing the book students at the center, and even though her name says Liz, she's been her over there, too, with that beautiful smile that Dana, who wrote the book, had been training all of our teachers in this is our third year, with this Grant and they are finishing up

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with our kindergarten. Fourth, grade and eighth grade teachers, and they've been doing a wonderful job.

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I'm gonna take it away. Liz and Bena.

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Go ahead! Banana!

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Well, thank you so much, and it's it's always interesting to hear how hard you all work.

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I mean more than interesting. I'm so impressed, and it is so difficult.

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So what we are having the privilege of doing is really working with the teachers, working with administrators, all trying to meet these incredibly important academic challenges.

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And I'm sure many of you have seen the book that was co-authored by myself and Allison's muda.

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Where we talk about this question of students at the center. And so it might mean to you many things like that.

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Of course, we keep the kids right at the center of all of our interests, but we also make sure that when we're keeping them at the center, that we're hoping that we help them to develop agency, we help them to develop their capability to become self-directed to become able to

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make choices to think about, where they're going to begin to dream, have their aspirations.

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So we are really concerned with students at the center, really being a part of how we make sure that everything we do always focuses on our children with that in mind.

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We have been doing work with what we're calling a culturally responsive education.

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And we follow much of the work of zaretta Hammond, who really has been very instrumental in helping us to think about this question along with many other people.

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But what's interesting is that what she talks about here is the significance of having an intellectual environment.

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And that is really what we do when we talk about students at the center, we create an intellectual environment.

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You may have heard at home and in Win, or some of the books that you've read, including ours, about the habits of mind and the habits of mind are 16 dispositions.

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A disposition, meaning, and attitude, a willingness to be able to put your effective thinking behind the work that you do.

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So when she says that only the learner learns the learner has to believe that he or she can do the work.

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It means that we really take a lot of attention to making sure that it's not that we feed the kids, the work we give them the confidence to struggle through, try and do the work to the very best that they possibly can.

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So we're going to now share with you some of our approach in helping the teachers develop the empowered agency to provide this fine work to our children.

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So this academic mindset text is really taken from submitted to admin, and we have been using this for 3 years.

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It has been central to the work that we've done, and this is our third year, and we will have done every grade from kindergarten through eighth grade.

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Teachers have all been through the training. So at the court we know that the academic mindset is what makes students successful.

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So we are looking to have every student sit in that class saying to himself, I can succeed here.

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So what does that mean? That means that teachers are making the expectations very clear.

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They're breaking down the work into chunks.

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So that students can take one piece at a time, feel successful and feel competent to move on to the next phase.

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It means that they're giving really good feedback. And we just had a session today on feedback.

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That's our topic for this week. What makes good feedback, that what helps students?

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The feedback has to help students to think more deeply about the work, to understand why they need to make changes and not just to say good work.

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Or this is what you need to do. You need to add this word here.

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We want the kids to understand, to think about what they can do to make it better.

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Quality. And so we also pay attention to this growth mindset which says, my ability and competence grow with effort.

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So the students believe that as I go through this learning process, if I stick with the teacher, work with my peers, I will succeed, because I'll get better.

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So we don't say you don't have it.

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We say you don't have it yet so we're very conscious of that and this is what the work goes toward.

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And then, of course, I belong to this academic community. For us.

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That does not just mean I feel respected, or I feel that you know there are pictures on the wall, or books in the classroom that represent my culture.

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No, we mean that my teacher understands who I am, what I'm interested in, where I've come from, that my peers that I feel I have something to contribute.

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So we pay a lot of attention, allowing students to have a voice in the classroom asking them, Have you had experiences like this?

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Can you make connections to what you're hearing? Bringing into the classroom some of the things happening in their community, and so that they can relate to the actual curriculum by looking at things in their own experiences or their own communities and that makes the work have value for them when the work has value

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they're invested. And we talk about giving kids a audiences, giving them work that really has a purpose.

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And something happens as a result of the work they've put into it.

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So we work with the teachers on these. And when we get to the academics, there are 3 parts that we work very closely on.

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The first one is defining expectations to explicit learning targets, and that means teachers are telling students very clearly what has to be done.

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But also how so you might say, I can get more information by looking through the text and using the Internet.

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So the teachers are working on these, not only presenting clear expectations to kids, but also having the kids coore it with them because they're finding.

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And they're telling us when the kids are co-creating the expectations, they really understand them.

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And then that flows into the attitude toward the feedback.

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If I've got these expectations, I know what they are, then I can look at my workup objectively and say, did I meet these expectations?

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Which ones did I meet? Which ones do I still have to do?

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And what can I do to move forward? So everything here is intertwined together.

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Number 2, allowing students to demonstrate their learning through a variety of assessment types.

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We know that kids have different strengths, and we want to honor all of them.

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Some are good at drawing, some of them are good. Oralie, some of them are really good at meeting.

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Some of them can really think quickly. Some of them are good at music, and so the teachers are working very hard to find out where the students really thrive, and to give them opportunities to demonstrate their learning in those different man modalities.

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But in addition, we have ongoing assessments, so that tasks are broken into chunks, and students get some feedback along, and that becomes very important and empowering, because they know before they hand in something they put a lot of effort in and it's not right.

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They've had opportunities to make sure they're on track all along the way, so that when they hand it in they know that they will be successful.

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And then today, we've been talking about discretionary feedback.

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So first, we give the kids what we call a glow.

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We point out to them the things they've done well to build, that confidence, to make them feel good, and then we give them questions or prompts to help them to think about looking at models, looking at the checklist or the rubric what is my next step?

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What do I need to go? Do next? And where can I go to?

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Yep, support if I need it. Now, I just wanna bring up cause I know there was some question in your group about accountability.

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So when the teachers come to these sessions, and we're on session 6 this week, they come to a session and they get some input and we give them some ideas.

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But during the session we are asking them, How do you see this working in your class?

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What would you do with this? Would you make changes to it?

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So we're not just telling them what to do. We're giving them little seeds and asking them, What are your thoughts?

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And we find many times teachers in different buildings come up with.

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As a matter of fact, this morning teachers had a rubric for kindergarteners.

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That was amazing, and we immediately sent it out to all the teachers, so everybody could benefit.

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So what we're doing is building a community of teachers throughout the district.

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So when the teachers go through this experience, we write reports on what they say.

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They chart on Google, Doc, what ideas they come up with, and that goes into a report at the end of the session we give them a survey question, and we ask them, Okay, what are you planning to do with this?

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Or what questions do you have? Or you know, what have you found?

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Has worked in the past 3 weeks, and we use that, and we generate reports based on that as well.

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Then the teachers come back and when they come to the next session we always begin with, okay, what did you do with last session's work?

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And what did you notice what happened with the kids? So there's that sharing.

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And then our next session next month is where teachers actually will come.

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And share. This is the work I've done as a result of this, Grant.

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This is what I've learned. This is how it has affected my system.

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Learning, and they will share with each other, and we always culminate with a showcase.

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So we get certain schools to actually present the impact that the work this grant has done on student learning.

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Now today, number 3 is on feedback. And so we're looking at 2 things describing what the student has done.

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Well, and then helping the student to understand what to do next, and we're looking at giving them tools that will allow them to do that and to build that autonomous.

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So it's a very comprehensive program. The goal is that each student develops that academic mindset that we talk about in the last slide.



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Now the other piece is, the work has value for me, and I just pulled a couple of slides off some work that teachers have actually done, and you can see we try to.

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Not all it time. Of course there's some mundane work that has to be done that periodically.

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Give students activities that really help them to have a voice outside of the classroom.

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So you can see on the left for Black History Month for February.

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Students created a door. But it's the outside of the door.

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So everybody in the building walking by would look. And we see there's text, there are cartoons.

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They created this phase. Students designed it and worked collaboratively to put that in.

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And they talk about Tubman, Rosa Parks, Jackie Robinson.

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They picked who they wanted, but because they were creating this door, that they were very excited about.

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They really do want with the reading the writing. They were very attentive to those things in the center.

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You see, this little boy has created a diorama, and they're looking at.

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This is part of the curriculum. What are the different communities?

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So we have urban rural, and suburban.

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They had to pick 2 and be able to compare them.

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They were given a choice. Some students create scripts.

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One boy talking about one community, the other talking about his life in a second community.

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This child decided to do a diorama, and present it, and they presented to other classes in the school, so again, they're using their oral language, they're presenting, they're feeling that confidence.

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And they're really paying attention to the details. In the third, the kids were using coding to figure out how to get that mouse to work, and then their coding would be shared with other students who could use their direction.

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But the important thing was they had to figure it out by trial and error instead of teachers telling them, follow these directions.

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This is how to do it. They were empowered to do that themselves.

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This is one project that I thought was really interesting in one school they decided to look at different parks in the area, and they also look at some on videos.

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And they looked at what they saw in the different parks, and they came back, and they posted some of the things that they noticed.

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And as a result of what they saw and their conversations, they came up with 3 things that they thought should be done to improve their own part.

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They wanted more green space. They wanted more signage. They wanted more sitting space for people who wanted to read and they wanted some specialized areas for particular activities.

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As a result of that they did some drafting, and they did drawings and planning out the space that was there, and how they would divide it up.

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So they used their math skills. And then they use their art skills and created a diorama.

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Now you can see they went from their drawing to the Diorama.

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This was all collaborative, but the best part is that Francisco Moya came to their school.

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Listen to their presentation, looked at their diorama, and then talked about some updates that they could actually make happen.

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So these kids came away with this sense that we have a voice.

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People care about what we say. If we work really hard on something, we can accomplish big things.

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So I said that we do have the teachers give us some of their feedback, and I just pulled a couple of statements that I thought were very important.

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We ask the teachers based on this work you're doing on student centered learning and academic achievement, because, of course, we want the kids to feel comfortable in the class.

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But our job is to make them successful academically and to make the academics rigorous.

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So we wanted to know, how is this student centered learning, affecting academics?

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And these are just a couple of statements that we got from teachers.

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The K to 2 teachers, many of them said things like this.

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The more the children feel they belong in the class, the more willing they are to open up and take risks, and we mean academic risks, you know, speaking up, trying something that's challenging sticking with a task when they're frustrated.

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They see, they feel, seen, heard, and safe. In 3 to 5.

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Teachers said they give students choice and ownership, and because of that, the kids are thinking and performing on level, they're trying different to do things in different ways, deciding what works for them and feeling good about the work.

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This builds their confidence and feeling good. And it's 6 to 8 teachers said, using our students strengths, cultures, schema and interest to drive the learning process.

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So they're looking at the curriculum and looking at current events, experiences.

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Kids have had as students to bring that schema into the work they're giving them choices and how to represent what they know.

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And in how they want to present what they have learned, and this makes the learning powerful and meaningful to them.

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Okay. Banana.

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So all of this is, you can see, is so powerful, I mean, when you just look at it, you say, Wow, kids are really learning, not only in school, but how they'll have to think about their future when they're out of school. Good problem.

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Solving, good, listening to one another, building how to be on a team, and how to work with one another.

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All of these things are not just about academic, but they are the actual, the academics of life itself.

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Which is, what do you do when you don't know what to do?

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How do you behave when things are challenging? How do you meet the struggles that you often have to meet? Life is not simple.

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I think we are all noticing that. So it's wonderful to see that one of the habits of mind which we're all learning how to deal with is, how do you take a responsible risk?

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And taking a responsible risk is really different from just take a risk taking a responsible risk is more about having an educated risk.

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It's kind of taking a chance, because something intuitively and in your past and the things that you've done suggest to you, I'd be able to do this if I could just take a chance on myself.

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So what we suggest here is what one teacher did when she was working with the children.

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She said, suppose we turn negativity into positivity, and that means I will not say, oh, I'm afraid I'm gonna make a mistake rather.

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I'll say mistakes can make me better, so we're trying to get them to understand.

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Failure is when you are not willing to learn from what didn't work.

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Learning is the struggle of realizing what works, what doesn't work and how to make things better.

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So the 16 habits of mind, in case you're intrigued, and you think well, I wonder what they are?

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We have here a QR code for you, and also you have the habits of mind.

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You can get to the Internet easily. And there you'll find on the Internet.

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You'll find the 16 habits all laid out, and we have the parent one in which you'll be able to see as a parent.

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What are some of the things that I can do at home that help to support these habits?

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Because in the same way that we're working on them in school, you can see that every one of them could easily be worked on at home as well, so that we're saying in fact, when you're child says to you, I can't do this, that, maybe instead of saying let me help you you could say

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instead, well, what's hard about it? Tell me what part of it is really a struggle for you, or tell me what you've tried, what other ways of trying might there be?

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How can you stick with this? In spite of the fact that you're feeling a little stuck?

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What might you do? What have you done in the past? This helped you to do this.

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In other words, we become the listeners and questioners, so that the students, our children, become the problem solvers.

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Do you want us to take question and answer or not, Bill? I'm not sure.

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We can ask questions. Anybody out there absolutely.

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Yeah, we have some time for first, we start with our council members, and then we start with the public.

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So thank you so much, Elizabeth. I really appreciate your presentation. So do we have any council members that have any questions.

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Okay, I'm going to take that as a note. But what I would like to say is as a council member, Michelle Michelle.

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Thank you. Okay. I saw you later on. I'm sorry.

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Go ahead, Michelle!

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Sorry. I'm sorry. It's just me. I'm always.

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I'm always I always talk folks. I always like to dinner, but I make it.

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I get in the door. I really want to thank you for the presentation, and the book is sitting on my shelf. Thank you.

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Back to my pastel, and but and I also really want to thank you for offering like these tools, like you say, for parents who have been on our own trying to get at this issue and ask these questions.

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I now have a high schooler who I have been ever trying just what you're saying.

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I don't think mine worked out too well, but I'll try it.

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So I just really wanted to comment that I really appreciate the presentation.

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And how it's laid out, and how the format always is easy for parents to understand and use as a guide.

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And I think that's very important to be clear in terms of how to deliver this information and how to have that communication.

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So I just wanted to thank you for that.

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I did put the link to the Powerpoint in Chat.

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I don't know if you noticed that, but if anybody would like to see it, it's there.

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That sounds great. Thank you.

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How Michelle, Michelle. We wanna thank you for persisting with your son.

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I'm still there. Okay, I'm still there.

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Keep at it. It'll work. Yeah, yeah, yeah. It, you know, for some people it takes a lifetime.

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You never know.

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And you know we've been giving workshops for parents as well, so that and less workshop we had.

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We had really what we have, 80 parents talk to compost.

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So that was wonderful, and talking to them about what's happening in school, and how they can support that at home.

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Right, and it's great that you that you've made it clear in terms of like your discussion with the district teachers.

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You know about how this becomes. You know, to all grades, and it will migrate.

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You know some of the high schools already have adapted, you know, this type of thinking and methodology.

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So it's great to see that it's starting earlier and earlier.

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So thank you so much.

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And gal. If you put that QR code when you go to it, tells parents exactly.

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Each one of those habits of mine had to help them.

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Maybe we can put it on the website for parents to pick it up.

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Thank you.

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Okay. And I just wanted to say, I really appreciate the presentation as well.

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I really wanna echo Michelle's comments and then add this one statement, I really enjoyed the slide on the children when they were presented.

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You know the things that they done in their schools. I'm of the mind that all children need to see their backgrounds represented.

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And I'm gonna quote somebody. And I know y'all have heard it because you're working this space.

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But it's very important for kids, you know. If you can't see it, you can't be. It.

01:49:46.000 --> 01:50:06.000

And so when they are in these settings, it just exposes into so much and let them know you know anything that they want to be, that they can do these things so I really really appreciate you all presentation, and I really enjoyed it tonight.

01:50:06.000 --> 01:50:08.000

Victoria.

01:50:08.000 --> 01:50:11.000

Yes, thank you both. I always enjoy coming to your workshops and just listening to you.



01:50:11.000 --> 01:50:25.000

Talk things through my son's school just started like the Student Council, and they actually presented on what the 3 options for participatory budgeting would be today and my son told me what his choice was, and they all voted through Ipads and they're really excited.

01:50:25.000 --> 01:50:32.000

They're gonna announce it tomorrow. So kind of like what Whitney is saying that kids are excited, that you wanna hear their voices, their ideas, that they're kind of like collectively involved in decision making.

01:50:32.000 --> 01:50:34.000

So I think it's really important to kind of, especially to start them at such a young age.

01:50:34.000 --> 01:50:41.000

He wants to show his face. So he he got to vote today, and it's good.

01:50:41.000 --> 01:50:42.000

Hey! Hello!

01:50:42.000 --> 01:50:43.000

Hmm!

01:50:43.000 --> 01:50:48.000

Again, you know, to just teach some from the, you know we ages of how important this work is.

01:50:48.000 --> 01:50:57.000

So that they can continue on in the future. So thank!

01:50:57.000 --> 01:51:00.000

So, Liz, I can't remember when is our next parent session?

01:51:00.000 --> 01:51:02.000

Is it in March that we have another one?

01:51:02.000 --> 01:51:04.000

Yes, I don't remember.

01:51:04.000 --> 01:51:07.000

I don't remember, either. I'll check you. Keep going.

01:51:07.000 --> 01:51:08.000

Okay.

01:51:08.000 --> 01:51:12.000

We'll post that as soon as I'll get us the information. We'll share it with our parent communities that we've been doing.

01:51:12.000 --> 01:51:15.000

The next one is early, and it's not in the evening.

01:51:15.000 --> 01:51:16.000

The next one is a daytime one. Yeah, I know that much.

01:51:16.000 --> 01:51:19.000

Okay. Alright. Thank you.

01:51:19.000 --> 01:51:20.000

It will be March 20,Â s.

01:51:20.000 --> 01:51:22.000

Okay, there you go. We knew somebody would remember. Thank you.

01:51:22.000 --> 01:51:26.000

At 10 Am. But we will send the flyer.

01:51:26.000 --> 01:51:27.000

Thank you so much.

01:51:27.000 --> 01:51:30.000

We're creating a flaw that's with talking. We're gonna get it out to all of you. I promise.

01:51:30.000 --> 01:51:38.000

Thank you. Okay. If we don't have any other comments from our council, we're gonna move to the public. Kelly, do you see any hands raised?

01:51:38.000 --> 01:51:43.000

Okay, no hands, raise no in the interpretation room. Oh, see, you hang us!

01:51:43.000 --> 01:51:48.000

Thank you.

01:51:48.000 --> 01:51:58.000

Just had one go up. Sorry we have oops, Ashley.

01:51:58.000 --> 01:51:59.000

Yes.

01:51:59.000 --> 01:52:00.000

Yes.

01:52:00.000 --> 01:52:01.000

Hi, can you hear me? Okay, this is the public comment period.

01:52:01.000 --> 01:52:03.000

Right? Okay. Alright. So.

01:52:03.000 --> 01:52:05.000

This, this? No, sorry. This is not the public comment period.

01:52:05.000 --> 01:52:09.000

This is a comment on our presentation that we just had.

01:52:09.000 --> 01:52:11.000

We're almost to the public comment period apologies. Okay, thank you.

01:52:11.000 --> 01:52:13.000

Okay, so I'm gonna wait for that point. Thank you.

01:52:13.000 --> 01:52:18.000

Ashley. Okay, so if we don't have any comments from the public on the charges, do we have any in the interpretation room?

01:52:18.000 --> 01:52:27.000

Or on the phone.

01:52:27.000 --> 01:52:28.000

Okay, let's go to our next item on the agenda, and Dr.

01:52:28.000 --> 01:52:31.000

Composco.

01:52:31.000 --> 01:52:33.000

Well, then, we hope we hope to see you all at the parent meetings.

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Yes.

01:52:34.000 --> 01:52:35.000

Yes, thank you for letting us know and thank you for the presentation.

01:52:35.000 --> 01:52:36.000

Thank you. Thank you so much. Thank you.

01:52:36.000 --> 01:52:39.000

And thank you. Lynn. Bena, thank you. Thank you.

01:52:39.000 --> 01:52:46.000

Okay, Dr. Compasto, if you wouldn't mind on the superintendent's report.

01:52:46.000 --> 01:52:49.000

Okay. I'm unmuted. So it was really exciting.

01:52:49.000 --> 01:52:54.000

This month on February third, we had off First District Student Council.

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We had 28 young people from middle school, and it was so wonderful to listen to all of their great ideas and some of the things that we want to do with the Council is 200, and I like this.

01:53:06.000 --> 01:53:20.000

It goes along with everything you all said they want to advise on per programs and services and initiatives in in the that enriched student lives. They were talking about all the some were talking about, some of their music programs their art programs.

01:53:20.000 --> 01:53:32.000

And they were talking about it. Would he each other, and then wanted to know, like how we can all have have the same kind of programs they talked about the fact that they love, that we now have this whole sports program?

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Thank you so much.

01:53:35.000 --> 01:53:41.000

Sounded out. You spell it!

01:53:41.000 --> 01:53:42.000

Lunch, much.

01:53:42.000 --> 01:53:43.000

And they want us to build on that as well, but also in addition, for the last thing that just to move along, they asked, we're gonna be working on Earth Week.

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So each one of the schools are going back, and they're working with their own students to find out what they will be doing for Earth week.

01:53:53.000 --> 01:53:54.000

And they're all coming up with an activity, and I will be getting a list that I will share with you.

01:53:54.000 --> 01:54:01.000

So it was really exciting to watch them and to watch their motivation.

01:54:01.000 --> 01:54:04.000

They des a t-shirt, and all was really exciting.

01:54:04.000 --> 01:54:07.000

So it was our first meeting. We intend to grow this next year.

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We want to go into the use elementary schools as well to have a District Council so I'm very proud of.

01:54:12.000 --> 01:54:32.000

I. Ps. 3, 29. They have this wonderful green project, grant they got from the city of \$3,700 in addition, Assembly Member Audrey gave them T dollars, and if you go to their school they have all these wonderful planters by the school and they're going to be planting vegetables

01:54:32.000 --> 01:54:39.000

and flours come to spring. But it was really wonderful to listen to the kids and flowers come to spring. But it was really wonderful to listen to the kids, and how excited they are as they are studying and look about. Farming.

01:54:39.000 --> 01:54:41.000

So it was really good someone talked a little bit about our basketball games.

01:54:41.000 --> 01:54:45.000

It was really, I'm gonna tell you something. It's like you throw a seat in the ground.

01:54:45.000 --> 01:54:52.000

You never know what's going to grow. These schools are so enjoying the especially our young people.

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So they have grown from having basketball games.

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Now we have cheerleaders, we have marching bands.

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It's really been wonderful to watch how teachers and principals and children are working together and enjoying every moment of this so one of the things I'm looking at next year is, get some more funding to really do a professional job here because a lot of this has been done on volunteer time which is wonderful but the kids are

01:55:20.000 --> 01:55:29.000

having fun with this sports program. And I want to really grow it in the district route to say that we're part of the Queen's North Spelling bee.

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That includes all, all 7 districts, and we 300 had 3 3 winners, and that are going on. And so did Ps.

01:55:36.000 --> 01:55:44.000

11 had the winner as well, and they will all be going on to the next move to see how they do.

01:55:44.000 --> 01:55:51.000

We have the art partnership grants, arts from multilingual learners and students.

01:55:51.000 --> 01:56:00.000

With disability, grants and arts and family engagement grants, and receive, noticit vacation from the New York City Office of Arts and Special Programs.

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That's a school listed below our recipients of arts for multicultural learners and students of disabilities, and will receive up to \$15.

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So that's Ps. 85 Ps.

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1 52 Ps. 166 Ps.

01:56:14.000 --> 01:56:21.000

171 Ps. 2, 34 and Ps.

01:56:21.000 --> 01:56:26.000

166 again, with a art and family grant, as well.

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Yellow School bus. One of our our Cec. Members, asks me from a parent.

01:56:31.000 --> 01:56:39.000

About these yellow school buses, and they were a little concerned that they come late, and they don't always arrive on time.

01:56:39.000 --> 01:56:46.000

So understand that yellow school buses. We don't pay for them in other words, if schools go on trips, they're free.

01:56:46.000 --> 01:56:50.000

But you know anything that's free doesn't always work out for us.

01:56:50.000 --> 01:56:53.000

So there's a some. There are some pieces here that have to.

01:56:53.000 --> 01:56:58.000

They follow in, that is, you have to.

01:56:58.000 --> 01:57:08.000

You have to book your trip with the within within a period of time they what is it? One week at least one week in advance?

01:57:08.000 --> 01:57:22.000

The trip must be in one of the 5 borrows trips, must leave only at 9, 30, and return by 1, 30, and the trips can't go to multiple destinations, and June ninth is the last day for the trip.

01:57:22.000 --> 01:57:29.000

So there are some rules and regulations, and that was some of the parents were concerned, because sometimes, and this happens by the way, we ordered one of the schools order chartered buses just last week they ordered 3 and only 2 came one broke down, and the same thing.

01:57:29.000 --> 01:57:46.000

And that's what they were paying for that. But it happens with our school buses, too, and also the other piece here is track if they, you know, in the morning, sometimes, if they're delayed and getting there, they don't show up at 9 30.

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They might show up at 10, so I know that it is concerning.

01:57:49.000 --> 01:57:58.000

But this is something that we've done forever, and because they are free, and because they're a part of Opt with sort of our hands are tied, and I always recommend schools.

01:57:58.000 --> 01:58:01.000

If you feel that you wanna go longer or you want to go out of the boroughs.

01:58:01.000 --> 01:58:06.000

That's where you have to start involving, you know, coach buses just want to talk to you a little bit about our health and service.

01:58:06.000 --> 01:58:27.000

Oh, many of our schools are doing these dental service dental and vision services right now, Chancellor, regulation a 701 principals mature that all students in grade 3 and 5 and all new entrance into New York city public schools, and grades 2 to 12 we see

01:58:27.000 --> 01:58:31.000

vision screening by March the 30 first, so that takes place in our schools as well.

01:58:31.000 --> 01:58:33.000

Right now we're in the midst of doing on New York City.

01:58:33.000 --> 01:58:39.000

Fitness, grams, they must be completed by May 26. Students in grades. K.

01:58:39.000 --> 01:58:53.000

To 3, should have the highlighted weight and data collected only for students and graduates to 12 height and weight data should be collected along with the implementation of a New York City fitness grammar assessments by the PE teacher.

01:58:53.000 --> 01:58:58.000

Respect for all week. We'll take place from February thirteenth to 17.

01:58:58.000 --> 01:59:05.000

During the auto week schools will celebrate highlights and build upon ongoing diversity programs.

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Additionally as part of the Rfa. Week, schools are encouraged to celebrate national No.

01:59:06.000 --> 01:59:12.000

One eats alone. Day on February seventeenth.

01:59:12.000 --> 01:59:17.000

Many of the schools are coming up with ideas. How that everybody can have somebody to eat with.

01:59:17.000 --> 01:59:22.000

So it's just wonderful to hear our students voice. You know, one of the things that I enjoyed most when we went with this student government.

01:59:22.000 --> 01:59:23.000

That's such wonderful ideas. And they're not afraid.

01:59:23.000 --> 01:59:31.000

They're not afraid to say something that may not be agreeable to everybody else.

01:59:31.000 --> 01:59:37.000

So it's really, really wonderful. Listening to our children. Additionally, as part of the Rfa.

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Week schools are encouraged to celebrate national. No one eats the loan day.

01:59:38.000 --> 01:59:45.000

I already said that it's very sweet, menu.

01:59:45.000 --> 01:59:46.000

Oh, so talk a little bit about you guys are ahead of the current.

01:59:46.000 --> 01:59:52.000

We had. We worked with our food and nutrition.

01:59:52.000 --> 02:00:01.000

People who came. They are now coming up with their spring food menu, the AR schools are our children are working with their with their administration, and teachers to talk about the menu.

02:00:01.000 --> 02:00:09.000

They're looking for. They're working very closely with our kitchen people as well in an effort to inform families about the spring manual.

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The link below it, and we can put that into chat.

02:00:12.000 --> 02:00:15.000

Nicole, please in the families about the spring menu.

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The link below to the menu for February, and shared with family also accessible via QR.

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Code shown at the bottom of each page, and note that the link will be updated at the beginning of each month for the school foods.

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Menu page to showcase new dining options, so it's pretty exciting that we're finally talking about the school foods rather than just putting it on a plate and serving it to our children.



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Under the chances of regulation. 2 days 50, employment certificates also refer to as working papers.

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They've changed our working papers. We firstly changed the name.

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It's no longer working papers. It's employment certificates.

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They removed unnecessary gender language and updated pronouns and preference to students throughout.

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Remove reference to a child models and to related permits which is now included in child performers, permits.

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Change district family advocates. They've changed the people who they go to right now we're going to our district we're no longer going to our district family advocate.

02:01:19.000 --> 02:01:35.000

We're going to our family support Coordinator, and that children should know that we will also offer all of our middle schools and high schools order this certificate if you're there during the summer they can come to the district, and it doesn't even have to necessarily be somebody from district.

02:01:35.000 --> 02:01:44.000

30. I know it. Last summer we took many children out of the district and helped them get their not working papers, but this employment certificates.

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Transportation.

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As in previous years, families and students experienced in difficult circumstances may qualify for an exception to the DOE's guidelines of transfer transportation, eligibility.

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Please note that the process for submitting a transportation exception request has been updated.

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Requests should now be submitted through support. Hub on the on the DOE website.

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All 3 decay in pre-k and K to 12 parents, guardians, and children, from 6 to 12 have the opportunity to do the survey.

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Starting today, February the thirteenth, into March the 30 first.

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You should be getting your survey plan for Title Ii.

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Immigration, funding, allocation has been allocated to schools that meet the requirements ascribed to title 3.

02:02:39.000 --> 02:02:43.000

Immigration. We I put it into the into your report all of each school, and how much money they received.

02:02:43.000 --> 02:02:53.000

Gail, you put the report up on the web right? So parents who don't have the report, they will be able to see the amount each school gets.

02:02:53.000 --> 02:02:55.000

It's in. The it's in the re. I'm not gonna read all 4.

02:02:55.000 --> 02:02:57.000

I will, I'll take care of that. Okay.

02:02:57.000 --> 02:03:05.000

Thank you. I don't wanna read all 41 of those wanna remind everybody new York State grade 3 to 8 English language arts and Ela and Math. Exam.

02:03:05.000 --> 02:03:08.000

Will be administered from April nineteenth to twentieth, and made it made a second and third resp., in support of the chances.

02:03:08.000 --> 02:03:15.000

Pillar, for engaging families to be our true partner.

02:03:15.000 --> 02:03:22.000

The 2,02325, community and citywide educational Council elections are happening as you all know, about that.

02:03:22.000 --> 02:03:25.000

And we talked about that already.

02:03:25.000 --> 02:03:31.000

And we talked a little bit about our next account that we're asking.

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As you see, I keep giving you the stats each and every day.

02:03:34.000 --> 02:03:42.000

We're asking our parent coordinators to increase our nixer accounts with our parents. And I want to say, Thank you.

02:03:42.000 --> 02:03:43.000

Thank you. Dr. Composto. At this time we will take some questions from our council members.

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However, the questions from the public will to Dr. Capasa will be read during our public agenda, and a speaking time, so do we have any council members.

02:03:56.000 --> 02:04:01.000

I have any questions for Dr. Composto in relation to his report.

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This AIM made.

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Whitney, can we please release the interpreters?

02:04:05.000 --> 02:04:18.000

Yes, if we do not have anyone in the interpretation room, I want to personally thank our interpreters for their important service that they provide to the parents and families in our district, and we really appreciate you participating this evening.

02:04:18.000 --> 02:04:20.000

Thank you so much.

02:04:20.000 --> 02:04:22.000

Thank you. Good night.

02:04:22.000 --> 02:04:23.000

Good night.

02:04:23.000 --> 02:04:25.000

Good night. Thank you.

02:04:25.000 --> 02:04:33.000

Thank you, Gail, for the reminder again. Do we have any questions from our council? Jonathan?

02:04:33.000 --> 02:04:34.000

Thanks, Dr. Composto for all of that information. I have 2 questions.

02:04:34.000 --> 02:05:01.000

One, is. You see, I'm so excited that about the District Student Council and everything that you you know, I I think it's so important that we have student voice and leadership in our in our schools and that they're helping us to determine the the direction that our schools are taking you said there are

02:05:01.000 --> 02:05:12.000

28 kids from middle schools, where all of our district middle schools represented in that in that group of 28.

02:05:12.000 --> 02:05:13.000  
That's wonderful!

02:05:13.000 --> 02:05:15.000  
Yes, all middle schools were represented, and next year we wanna get to the elementary schools, cause I'm getting pushed back from them, too.

02:05:15.000 --> 02:05:17.000  
But that's good. Push back!

02:05:17.000 --> 02:05:26.000  
Absolutely we need to make sure that all of our elementary schools have functioning student governments, and that we get that working in elementary school.

02:05:26.000 --> 02:05:35.000  
The other question was just a small point that data on the title title 3. Sam.

02:05:35.000 --> 02:05:45.000  
There are only 33 schools in that table that you gave us, and I'm sure that a couple at least a couple of them that are missing do are receiving Sam.

02:05:45.000 --> 02:05:50.000  
The I think 1 11, and 76. We're not there.

02:05:50.000 --> 02:05:54.000  
So if you could.

02:05:54.000 --> 02:05:58.000  
So they do not get it. If you don't have enough children.

02:05:58.000 --> 02:06:02.000  
They now have the asylum, children that will help them.

02:06:02.000 --> 02:06:04.000  
Uhhuh.

02:06:04.000 --> 02:06:05.000  
Oh, okay, so.

02:06:05.000 --> 02:06:08.000  
But at that point when we did this they were not a part of that because then this is on, and that was my mistake.

02:06:08.000 --> 02:06:11.000  
Cause, I said, 41 schools, but they there's a quote or number.

02:06:11.000 --> 02:06:14.000  
How many children before you get any of this funding?

02:06:14.000 --> 02:06:18.000

I see. Okay? And it doesn't include the asylum secrets.

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Not yet. No, but they got extra money for the asylum at 1 point.

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Right? Okay, thanks for that clarification.

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Thank you.

02:06:28.000 --> 02:06:31.000

Right? Do we have any other questions for Dr. Composto from cancel?

02:06:31.000 --> 02:06:38.000

Okay, we will allow questions from the public for Dr. Kompazos presentation.

02:06:38.000 --> 02:06:39.000

Again during our public agenda, and speaking time, please raise your hand.

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At that time, and you can ask questions for that report. Or, again, say anything, or the public speaking time that you like.

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We just ask that you limit those comments to 2 min.

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So now we are going to go to the next item on our agenda, which is the budget modifications we have to approve.

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These items are whatever we decide to do with our additional funds before March first.

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So we do have the option to start our discussion evening and then complete it at our upcoming business meeting on the 20 seventh.

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We just need to work on these items before we start discussing as a counsel.

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I would like to say we did get some recommendations from our fellow council member, so we really appreciate that once we got those requests, Gail and I spoke to our senior Grant's officer and the party at the do E to make sure that the recommendations that we got were recommendations that

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we could use the funds for. So I'm gonna lean on Gail a little bit.

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During this discussion, when we talk about what was proposed and what we what we were told, we can and cannot do with the requests that we got.

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I know earlier in the year we discussed up getting a deal we vendor to get a logo for our CC.

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So that was one item that we discussed that we wanted to use some of our funds for Gail.

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We are okay with that item like, you got the account number and the line items that we need to use.

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So that item we are, we can. We can move forward with discussing that.

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Right, and but we just need an estimate of what it's going to cost.

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And then find a DOE vendor.

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Yes.

02:08:33.000 --> 02:08:37.000

Right. But we've we would be able to again estimate how much, and then vote on moving, making the adjustment for that line item.

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Yup, not a problem.

02:08:38.000 --> 02:08:59.000

So that that is one, you know. That is one item that we can move forward with another item that we discussed as a council was potentially purchasing a laptop or some equipment for a council, member that did not have that unfortunately, the timeframe for that decision has passed we

02:08:59.000 --> 02:09:00.000

Right.

02:09:00.000 --> 02:09:01.000

cannot purchase any electronic items at this time.

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So that is something that we cannot move forward with for a budget modification. Gail.

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What was the date for?

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It was, it was last week, I think I don't remember the exact date, but that's why we were asking about a special meeting.

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If people wanted to do it. But there, there was no interest in it at that point, so we would have held the special meeting. But.

02:09:23.000 --> 02:09:24.000

So that is something that expired, and we will not be able to move forward on that recommendation.

02:09:24.000 --> 02:09:30.000

The next item that was brought to us was potentially No.

02:09:30.000 --> 02:09:43.000

The item that was brought to us was purchasing food and clothing items for our families in need.

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Given that district 30 has a high population of asylum, seeking families.

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Gail, and I sent that request to our senior grass officer, and we will refer to Geo.

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Legal and the Ethics office, we were told that we cannot use our funds for that purpose as requested.

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However, Gail and I, we're working with the direction that we were provided to make it, and programming because we're able to use programs for these items.

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And the the program that we would like to do that would incorporate this would be having a healthy dinner seminar which we would be able to provide the ingredients to provide the healthy dinner with a deal with vendor that can show parents via presentation on how to

02:10:44.000 --> 02:11:01.000

prepare that healthy dinner, and so this is one of the items that we would like to discuss as a council to see if you all are okay with us, making that request to use the funds in that manner, because it would have to be a program that we would work.

02:11:01.000 --> 02:11:03.000

With the deal we vendor to provide, and we would purchase the materials vis-a-vis, the food for the healthy dinner.

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Another item that was brought up from another council member was to have a breakfast for parent representatives.

02:11:22.000 --> 02:11:30.000  
Our coordinators.

02:11:30.000 --> 02:11:31.000  
Yes.

02:11:31.000 --> 02:11:32.000  
Solt, elected parent, coordinators. Thank you, Gail, and having a breakfast for those individuals.

02:11:32.000 --> 02:11:39.000  
And that is another item. So those were the recommendations that we got those are the items that I think that we need to discuss this evening on which one we want to move forward with.

02:11:39.000 --> 02:11:49.000  
And an estimate for the amount. Now the amount in total, that we are working from is \$9,000.

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So we would have to again with these 3 items that we that I'd have long-windedly explained.

02:11:56.000 --> 02:11:57.000  
But I'm going to be brief and recap them.

02:11:57.000 --> 02:12:04.000  
Here, will be deal. We've vendor for the logo design for our Council.

02:12:04.000 --> 02:12:07.000  
How much we would like to budget for that. The healthy dinner workshop where we would provide the materials and pay a deal.

02:12:07.000 --> 02:12:28.000  
We vendor teeno show our parents had to provide the healthy, the healthy dinner to their families, and the last one would be the breakfast with the estt Pta elected officials and just, I guess, have a community breakfast serving all of those parties so I

02:12:28.000 --> 02:12:38.000  
would like to. Yeah before to my fellow council members, and we can discuss one how we would do those items if we're interested in all 3.

02:12:38.000 --> 02:12:47.000  
If we want to move forward with 2 of the 3, and the amounts that we would need for each, for each item.

02:12:47.000 --> 02:12:51.000  
Jonathan. 7. 7.

02:12:51.000 --> 02:12:56.000



So I I would like to continue.

02:12:56.000 --> 02:13:07.000

Oh!

02:13:07.000 --> 02:13:08.000

Yes.

02:13:08.000 --> 02:13:10.000

I would like to get a logo, and I'm sorry that you know I didn't get any names from any other council members or anybody.

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But I will. I will reach out myself and look for for vendors.

02:13:13.000 --> 02:13:25.000

But I haven't done that yet, so I don't have any kind of estimate off hand.

02:13:25.000 --> 02:13:26.000

Hey? This is, for instance.

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I can imagine that you know we're talking probably at least \$500, possibly a lot more.

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I don't know, but but I do think that's something that we wanted to do, and we we will.

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We we can. I'm sure we can get that done this year.

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Okay, thank you, Jonathan. The next.

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Okay.

02:13:58.000 --> 02:13:59.000

Yeah, I I would support the logo and the workshop for the food.

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I think those are both great. I think the while the idea is great.

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I think pragmatically, the breakfast having having done this type of event before, it is a really, really really heavy lift.

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Yeah.

02:14:20.000 --> 02:14:24.000

We're talking about a really lot of people we have to find a space which is so much harder than you can imagine.

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Gotcha!

02:14:25.000 --> 02:14:27.000  
We've done this with our legislative breakfasts. We've had.

02:14:27.000 --> 02:14:33.000  
We've just we've done, it a bunch over the years, and it's a really lot of work and it's a really lot of work.

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And it's it's expensive, and it's dirs. During the day.

02:14:36.000 --> 02:14:49.000  
So then we're asking parents and educate like slts or parents and teachers who are then working during the school day.

02:14:49.000 --> 02:14:50.000  
Is that number 7?

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So I would say I mean, unless we've got folks who are willing to dedicate a lot of time to it.

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You know, like the end of the year. We're already almost march these.

02:14:56.000 --> 02:14:57.000  
It means a trap. It all so do. Yes, it's involved. So.

02:14:57.000 --> 02:15:10.000  
We started planning these things back in January at the latest, to get you up to get vendors and quotes and find a space that's available, and the only spaces we really found were always at the same place, which was 2 91.

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But they're gonna be having exams now. So you know, the state tests are happening.

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It's just very complicated. It's a really heavy lift to start this late in the year.

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So I would say, let's direct our energy elsewhere.

02:15:27.000 --> 02:15:30.000  
Okay, thank you, Victoria. Oh, so it's 1, 4.

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I'm fine for the logo. I think that's you know.

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Nice way to like. Represent our Council for the workshop that you mentioned.

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Are we considering also, like a no stove recipe situation for folks that don't have access to it?

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Okay, great. So long as that. That's what's going on.

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Then I'm gonna favor that, too. And the breakfast, yeah, sounds like a really great idea.

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Cause. I guess it gives us everyone an opportunity to kind of get to know each other.

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But if it gets worked out logistically, in a way that it would make sense.

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But I think that's also a good idea.

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Thank you. Victoria Michelle.

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Before Michelle speaks. Could I just say something about the breakfast that everybody is bringing up when we talk?

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What! Not the breakfast. I'm sorry the the healthy, the healthy meal we were talking about having in different parts of the district.

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All in the same day, but in different parts of the district, and having something like brighter bits or other organizations that do cooking come in and run it for us.

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We may, different ideas. It wouldn't just be in one location.

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We would try to spread everything out across the district. Okay? Sorry.

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Mommy, okay.

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Thank you.

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It's okay. Thank you, Gail, for adding that Toyo go lean on you.

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So Michelle, yeah.

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Okay. Well, great. You know the logo. We always want the logo.

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I wanted to comment on. I always. I think you know the the you know, the twist on the the assistance to the asylum seekers in the school is great.

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However, you know they live in housing that they can't cook in, and they live in housing that they can't bring food into, so I don't know if the platform was just.

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It's going to address that audience, you know.

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It may, address a different type of audience, but I don't think that's a fit.

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So!

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Michelle. We will. We already said it was, gonna be no stone. It's it's a no self option.

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It's something that they can pick up, and it literally will say, how healthy the meal is.

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Well, no! My question is, they can't put food into the playground.

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They can't bring food into it. So I'm thinking so.

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What this is, my Phillip process. When you did that.

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So if I live in a facility right, I can't bring in food right food is given to me which they don't want, and they see food outside.

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But I'm going now to a workshop that's going to teach me how to cook healthy food.

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What is gonna do is just something that they would pick up and go.

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What do I do with that? So they they need a resource that that actually has to help them, how they have to access food in their situation, not cook, because they they do not cook in these places, and they have to seek food outside.

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They have to eat except the food that's given to them.

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Right which most of them do not want and don't like and look for elsewhere.

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So I don't know what the workshop is going to provide for them right?

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So I like the concept. But I'm just wondering about how is that gonna benefit them? Right?

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How? What's the takeaway for them?

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That's just my general, thought. The other thing is that oh, and I I was the one who has suggested the the breakfast, and I know it's a big, heavy lift, and it's late, and I'm thinking maybe the audience needs to be tailored if that's a

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possibility, because I think there, it needs an opportunity for a reconnect with are the individuals who are doing a lot of the outreach.

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The parent engagement out there. Mike, using the district, you know.

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I've heard of ones, but I was always excluded from it, and I always muscled my way into these different types of forms.

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When I was in the schools, and I found them very helpful in making contacts with other individuals, so I don't know if that can detail it to a small audience, you know, or more directed, and also couple that with outreach, because I think I think a lot of the pcs have struggled with

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doing, outreach in this environment. The whole thing's with translation has become a challenge for them.

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And there's something that has to be paired with that, it's just not to get together.

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And you know, Sing Kumbaya is get together to get some information and connect with each other so that they can have some more resources which they really don't have. Now.

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Okay, thank you. Michelle Kelly.

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Just a couple of things, Jonathan and Marisa.

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I'm just wondering if maybe it's possible.

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So when you I've done this before, when you contract somebody to do a logo, usually like the designer, you have to give them a brief, so maybe we can have another committee meeting so just so we can have because it's easier for them to streamline the processes.

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But you need to tell them like these are the colors that we want. We like.

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There's a plane currently in ours. You can be like, there's not a need for a plane.

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There's not a need for certain things. But you, I mean, I'm not trying to put more work in anyone's plate.

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But do you think it's just we can put together like a committee meeting?

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So we have a brief that we can submit. So it just like streamlines. It.

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Okay.

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Already on it. Sorry I didn't mention that, but I was about to schedule a committee meeting, anyway.

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So, yeah, absolutely, absolutely.

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Awesome, but, Jonathan, I've done that before for different like organizations and groups.

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I'm happy to like help. Put that together. If you need any help.

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With that. I've done it, and I have, like already the apps, the design systems on my computer to do that.

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This is something where I actually know how to how to do.

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So I'm happy, and I'm excited to be part of that process.

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And so obviously I support us streamlining and having that and my cat now is joining us.

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And then also, I think I've worked with brighter bites many times.

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They're an amazing organization. I think they bring so much education and service.

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It's I've never been to a brighter bytes anything which wasn't incredible.

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So I completely support and I'm sure that they've worked with many children living in temporary housing, and I'm sure they have like an accommodation for anything.

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If we talk about it, and approach that support that, and maybe a compromise to that is, I mean, I do think the legislative breakfast by yearly at least, are important.

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I mean I don't think it's feasible to accommodate.

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I wish it would be feasible. But 40.

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One is a 40 oneone schools is hard to accommodate, but maybe the counsel, and also the exact board for President's counsel, and we can look at certain groups and I'm just putting that out there.

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I'm happy to. I've scheduled these.

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I've been to them. I've helped organize.

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I'm happy to put my name out there. If anyone need somebody to step up to help schedule, I'm happy to do that.

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Thank you.

02:21:59.000 --> 02:22:01.000

Okay, thank you. Also, guys, remember, if we're gonna move forward with these 3, we need to figure out the dollar amounts for each.

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So if you do have maybe an idea or estimate, please let's talk about the dollar mess as well, because we do have \$9,000.

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That's it. That is, that is what we have.

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Yeah. So I meant to say, well, I have a question, and then a comment.

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But I'm a little confused about the specific. So if it's if we're gathering people.

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And the topic is going to be out like Michelle.

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It's not just to gather and mix and mingle.

02:22:33.000 --> 02:22:34.000

It's it's for a topic. So is is it?

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For outreach that's what I'm hearing.

02:22:37.000 --> 02:22:38.000

But Michelle can correct me, but the an alternative idea is, we have this platform, this forum.

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Every month we could. I don't know what our agendas are looking like for the next couple of months, but we could.

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We could do something, and I don't know whether we're going to be in person, or you know or not.

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But we could fold it into our our meeting. The pair coordinators meet once a month.

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They have their own meetings. They are very often in the Slties.

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I'm I'm just confused about specifically what we're offering by how this meeting like, what's the agenda?

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What are we talking about? What? What are the Pcs missing what am I missing that they're missing?

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What pieces are missing? Have they communicated that things are difficult, and they need help in some area.

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I'm just a little fuzzy on all of that.

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I can just add 2 cents, 2 cents, Deb, and and to pretty much is up for discussion. You know.

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So those were just my thoughts on it to be that that we started with.

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So it's and it's so. It's up for discussion.

02:23:36.000 --> 02:23:55.000

And so what I've been hearing is a couple of things, and unfortunately I didn't get to answer my ask a question at the Town Hall, but it all tagged to what I've been hearing with regard to the lack of training for parent kinnadis right particularly the new ones I they I

02:23:55.000 --> 02:24:01.000

have a lack of a disconnect between a lot of the parent coordinators, even though some of them may meet.

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They don't all meet together they don't all have this conversation, and also that a lot have been struggling particularly with some of the the.

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Influx of the minor population with a lot of translation services within their district.

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A lot of things are happening that they don't have any resources, so they don't feel they have resources for.

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So my whole thing is that so? I focused on parent engagement and but that may not be. It.

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Maybe that takes a little more flushing out to see what that's at, and also finding what I thought about was having someone who actually can help assist that.

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That's a speaker at this forum, right? And I think you're right.

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It could be folded into. Maybe one of our meetings that gives a little extra that encourages them to participate right?

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Because you really don't. You want something to actually make them want to come right and offer something to them?

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And that may be a lower bar monetarily right to do that, and I think that could work as well.

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I think that could work as well. You'll probably get more participation.

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But.

02:25:01.000 --> 02:25:03.000

I like that. And yeah, I think something in during the school day when they're working is tricky.

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But I would totally support flushing out something. So you think specifically, parent coordinators is what we're looking at.

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Are we looking at?

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Well, I think they will lie on. You know the Pta's, and they have to work closely, you know, so I think that's where I got the combination between the Ptas and the Sot.

02:25:23.000 --> 02:25:27.000

Because that's how Karen, engaging grow. Those are the.

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So. So we meet every month with our our parent coordinators, and I don't.

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I'm curious, and we're meeting in a couple of weeks when we do, I'm gonna I'm gonna put this on the Edgenda because first of all, they're trained by Central all all all parent coordinators have go to central training.

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We meet you month, and what we do is we break into groups, and they do exactly what you're doing.

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They share best practices and stuff. But I will bring it to the next meeting and see what resources they're looking for and what's support.

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They feel they're not getting so it's interesting.

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And and then that's about just ask what I found out is that the newer parent coordinators they do go for trainees, but the trainees are all the updates to the system.

02:26:03.000 --> 02:26:09.000

They're not on the basis of the what the job is.

02:26:09.000 --> 02:26:14.000

So the parent coin it is when they're hired, then reach out to some of the older ones.

02:26:14.000 --> 02:26:15.000

That's what we have. We have a buddy system in place.

02:26:15.000 --> 02:26:16.000

You know that they have different ways to keep.

02:26:16.000 --> 02:26:24.000

So just gonna say what we do as we get new ones, we buddy them up with somebody who's senior and they work in. They help each other, and then, like, do group meetings.

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I hear, I hear, I hear something else.

02:26:26.000 --> 02:26:30.000

I thank you. Thank you all I we can't get into the my new show net tonight.

02:26:30.000 --> 02:26:41.000

I appreciate all the passion about this. But remember, we're talking about the budget and the modifications, and Vietnam, we want to allocate for these programs, that we are proposing.

02:26:41.000 --> 02:26:45.000

So!

02:26:45.000 --> 02:26:51.000

Okay, thank you so much for bringing in the budget modification subjects on the meeting.

02:26:51.000 --> 02:26:59.000

First of all, I'm on board for the Logo, and I would like to be added for this committee to like.

02:26:59.000 --> 02:27:09.000

Give an opinion also about that, and my question is for the 2 other projects which is like the healthy dinner mail.

02:27:09.000 --> 02:27:13.000

So is this gonna be in person, or like remote? How?

02:27:13.000 --> 02:27:37.000

That's like logistic. Well, be a visible for all the parents also to attend and to make it like successful, and also the other projects, is what's the goal or what's we need to came up from this breakfast as a result to make sure that's like whatever it's gonna

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say on that breakfast. It's good results, and it will be successful, for not just the CC.

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Council, but for the district 30 at all. Thank you.

02:27:48.000 --> 02:27:51.000

Thank you, Foxima. So for the logo.

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Thank you. We appreciate that. And Gail and I can get you, added.

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You can be added to any committee at any time, so we'll put you on the Communications Committee, and you can discuss the logo with them.

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I'm as far as the healthy dinner. What we envision is working with the do we, vendor where the meals will be able to be picked up from meal or milk components can be picked up at different distribution sites across the district and it will be a virtual presentation so you could get the meal and then

02:28:16.000 --> 02:28:23.000

watch the recording, or follow the instructions. Whatever is inserted with the food. We're going to work with.

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The do we vendor to do that? The third item, I think we've discussed just, you know, have a breakfast to get all these parties in the room.

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Allow them to network share best practices and make the connections that they need.

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I'm paraphrasing. But again we can discuss all of these items, and in further detail provide the logistics and the plans. At another meeting.

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But tonight we are just going to discuss how much we estimate of the \$9,000 we have to move to the line items we have to discuss that tonight and vote on it.

02:28:53.000 --> 02:29:00.000

So what? I'm hearing is that we want as a council to move forward with these 3 items.

02:29:00.000 --> 02:29:04.000

We just need to discuss the amount that we want to allocate for each item.

02:29:04.000 --> 02:29:06.000

We can put a placeholder here and maybe finalize the discussion in our business meeting.

02:29:06.000 --> 02:29:12.000

Or we can come forward with with amounts this evening.

02:29:12.000 --> 02:29:22.000

So what I would like to do now is put a proposal on the table, Gail, before I do that, Gail.

02:29:22.000 --> 02:29:35.000

So I wish we could just like do a line item for the healthy meals or align item for the breakfast.

02:29:35.000 --> 02:29:36.000

Right.

02:29:36.000 --> 02:29:48.000

Unfortunately, that's not how it works. Logo. Yes, that's the easiest way, for, like for the healthy meals you we would need a separate budget line for the food and a location or supplies, you know, just doesn't we have to break it.

02:29:48.000 --> 02:29:56.000

Down we're going to need some sort of a an actual budget.

02:29:56.000 --> 02:29:57.000

Yeah.

02:29:57.000 --> 02:29:59.000

So I know where to put it same for the breakfast, and then, especially if we have to pay for a location for that and we have to get estimates from

vendors, because food for a large amount of people is a lot of money you know that. Comes back. That.

02:29:59.000 --> 02:30:11.000

Way, so we can agree on the ideas. But then we have to have people going back and getting budgets for it.

02:30:11.000 --> 02:30:13.000

And we're gonna have to vote on it at the business meeting.

02:30:13.000 --> 02:30:14.000

Yes.

02:30:14.000 --> 02:30:15.000

No late in the business meeting because I have to have it to the senior grant.

02:30:15.000 --> 02:30:18.000

's office by March first.

02:30:18.000 --> 02:30:22.000

So what? Thank you, Gail, for that explanation.

02:30:22.000 --> 02:30:29.000

So what I'm recommending is that we, as a council, are we going to agree on moving forward with these 3 items?

02:30:29.000 --> 02:30:46.000

And then, having work, we will have to work on a budget for these items to present to Gail so that she can get them to the Senior Grants officer by March first, we're gonna have to have these budgets to her and just finally discuss them and our business meeting which is

02:30:46.000 --> 02:30:48.000

February 27. So that is 2 weeks.

02:30:48.000 --> 02:30:50.000

We have 14 days to get this.

02:30:50.000 --> 02:30:53.000

Don't forget. Schools are closed next week.

02:30:53.000 --> 02:30:55.000

Yeah. So you don't have kids at home, too. Michelle?

02:30:55.000 --> 02:30:58.000

It's still.

02:30:58.000 --> 02:31:01.000

And I'm I'm in Sicily, so I'm not even here.

02:31:01.000 --> 02:31:10.000

But I will get something to you. I wanted to say that I wanted to mention that you know what Deb and I were back and forth on that.

02:31:10.000 --> 02:31:17.000

Can we change that scope from an in person to a seminar?

02:31:17.000 --> 02:31:26.000

You know, with, and we'll figure out what with what the if is to that's the add on. And I I can work on that right.

02:31:26.000 --> 02:31:28.000

So that would be a seminar with the speaker.

02:31:28.000 --> 02:31:35.000

But the same audience sent it on parent engagement instead of a breakfast.

02:31:35.000 --> 02:31:38.000

Okay, if is it gonna use budget items, money.

02:31:38.000 --> 02:31:40.000

Use some money.

02:31:40.000 --> 02:31:43.000

Okay. So those work on that and see how much money Jonathan.

02:31:43.000 --> 02:31:44.000

Yeah, much. Lower.

02:31:44.000 --> 02:31:50.000

I just wanna make sure I understand this. There's 3 3 different proposals you're seeing.

02:31:50.000 --> 02:31:53.000

Can we can we do all these 3 proposals? Do we?

02:31:53.000 --> 02:31:55.000

Then, if we say yes today, do we? Then have to do all 3?

02:31:55.000 --> 02:32:04.000

Or could we decide in 2 weeks that actually, we're just gonna do 2.

02:32:04.000 --> 02:32:05.000

Okay.

02:32:05.000 --> 02:32:07.000

Yes, that can happen too. Yes, alright, Dave!

02:32:07.000 --> 02:32:08.000

And a quick question, what happens if we allocate money into 2 weeks, and then it goes.

02:32:08.000 --> 02:32:16.000

Bust. For one reason or another, what happens to the market?

02:32:16.000 --> 02:32:19.000

The money goes back to the do we? We don't have it anymore.

02:32:19.000 --> 02:32:20.000

Yeah, we cannot re-purpose it. Yup, Yup!

02:32:20.000 --> 02:32:30.000

So that's why we have these. Yes, yep, if we don't use it, we lose it so that's why we need to make sure these items are fully fleshed out.

02:32:30.000 --> 02:32:31.000

But it's not even just that.

02:32:31.000 --> 02:32:32.000

The clock is ticking. Kelly.

02:32:32.000 --> 02:32:35.000

We don't. If we don't use it, we don't use it for that, like we can't repurpose that money later on in June.

02:32:35.000 --> 02:32:39.000

So!

02:32:39.000 --> 02:32:40.000

Yep, it's gone. Yes, we.

02:32:40.000 --> 02:32:42.000

If we wanna do a thing, it's gone. If we don't use it specifically for that.

02:32:42.000 --> 02:32:43.000

Okay, so there is a little bit of flexibility in that, because a lot of it will fall under what it's like.

02:32:43.000 --> 02:32:52.000

The 400 budget line which breaks down into specifics.

02:32:52.000 --> 02:32:56.000

But if it's in 400 we can play a little bit with it.

02:32:56.000 --> 02:32:57.000

And so supplies are in the 100 budget line.

02:32:57.000 --> 02:33:01.000

And again, like there are different subcodes to that.

02:33:01.000 --> 02:33:09.000

But we can play a little bit with it. Okay, we may not have enough money for all 3, because hiring somebody expensive, right?

02:33:09.000 --> 02:33:11.000

And we might have to make a choice.

02:33:11.000 --> 02:33:17.000



I mean the food, for if we're going to open it up to everybody is going to be expensive.

02:33:17.000 --> 02:33:22.000

So that's why we do have to get some budget estimates on this. Okay?

02:33:22.000 --> 02:33:25.000

Kelly!

02:33:25.000 --> 02:33:32.000

So the only legislative breakfast I've been to have been like actual like the councils, and then people that are invited, but like smaller.

02:33:32.000 --> 02:33:39.000

But I have a question if we did a series like a virtual series like Michelle was suggesting are we what is like the the role on the do we for accepting like?

02:33:39.000 --> 02:33:50.000

If you have friends who own restaurants who are willing to cater it for free as it donation to the do, we like?

02:33:50.000 --> 02:33:53.000

What is is that not allowed or like? How does that work? Is that?

02:33:53.000 --> 02:33:55.000

We can ask we'll have to vet that through legal.

02:33:55.000 --> 02:33:56.000

I don't want to say anything tonight. We will have to ask.

02:33:56.000 --> 02:33:57.000

We will have to ask.

02:33:57.000 --> 02:34:04.000

No, that's I cause I have. You know we have spaces, and we have like people that will be willing to do it.

02:34:04.000 --> 02:34:07.000

I just don't know like joining me like I don't know if that's.

02:34:07.000 --> 02:34:10.000

Yeah, we'll have to thank you for the idea.

02:34:10.000 --> 02:34:12.000

We'll have to run that up the flagpole, so we'll have to make that.

02:34:12.000 --> 02:34:13.000

Awesome.

02:34:13.000 --> 02:34:17.000

We'll have to ask.

02:34:17.000 --> 02:34:21.000

Okay, so.

02:34:21.000 --> 02:34:33.000

Let's recap really quick. We're gonna discuss and in the interim prior to our business meeting try to flesh out how these 3 proposals will work.

02:34:33.000 --> 02:34:55.000

If by any means before the business meeting. If, for you know, conversation, budgeting discussions, logistics, we realize that our 9,000 is not enough to cover what we are discussing tonight, the final decision will have to be made at our upcoming business meeting on February 20 seventh are we all okay, with that.

02:34:55.000 --> 02:35:02.000

Yeah. And Whitney, I just wanna call your attention to the Carolina Gail from Councilman Juan's office.

02:35:02.000 --> 02:35:07.000

Says, you guys should really consider the healthy meal I'd reconsider the healthy meal idea.

02:35:07.000 --> 02:35:09.000

Shelters are not letting clients bring raw food.

02:35:09.000 --> 02:35:12.000

It might be wasting your money. Just wanna make sure we all see that.

02:35:12.000 --> 02:35:13.000

Yeah, thank you so much. And we are going to consider all of these constraints.

02:35:13.000 --> 02:35:22.000

We will be reaching out and asking for advice on how to carry these out.

02:35:22.000 --> 02:35:39.000

So Carolina, we appreciate that probably reaching out to your office to see how we can move forward with this, or if it is feasible, but these are the items that we will be discussing again we have until the 20 seventh and our business meeting to make our final decision on

02:35:39.000 --> 02:35:40.000

these items, and we only have 9,000 that we can use.

02:35:40.000 --> 02:35:51.000

So again, I would like who is still present if you want to raise your hands, and so we can, you know, work on this and and finalize it at our our business meeting.

02:35:51.000 --> 02:35:55.000

I see 2 hands. Everybody. Okay. Everybody's hands up. I see it.

02:35:55.000 --> 02:36:00.000

Thank you so much. Now let's go to our public agenda.

02:36:00.000 --> 02:36:03.000

And speaking time. We are now at our public agenda.

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In speaking time. This is where you can raise your hand.

02:36:04.000 --> 02:36:11.000

Say something in a comment to anything going on in the district.

02:36:11.000 --> 02:36:12.000

That's education, related, or if you have a question for Dr.

02:36:12.000 --> 02:36:21.000

Koposto in his presentation. Kelly, please call on our hands being raised.

02:36:21.000 --> 02:36:22.000

Carolina.

02:36:22.000 --> 02:36:26.000

Okay. I'm gonna interrupt again, Kelly. I'm sorry Ashley had asked.

02:36:26.000 --> 02:36:30.000

Sent an email about a week ago, asking for public speaking time.

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So technically, according to our violence, we have to let actually go first.

02:36:33.000 --> 02:36:35.000

If you still want to speak.

02:36:35.000 --> 02:36:39.000

Okay, thank you. Gail. She's right. We we got the emails with it.

02:36:39.000 --> 02:36:42.000

Does she work? Thank you.

02:36:42.000 --> 02:36:47.000

So, Ashley, the floor is yours. Thank you so much.

02:36:47.000 --> 02:36:52.000

Hi, thank you, and good evening. Thank you for giving me your time.

02:36:52.000 --> 02:36:57.000

I'm Ashley, Rosantha and the Uft District Representative for District 30.

02:36:57.000 --> 02:37:00.000

Thank you to our Cdc 30 body for writing a resolution to oppose the co-location of success.

02:37:00.000 --> 02:37:14.000

Academy within a district 28 school. With the support of this body, our parents, our Union brothers and sisters.

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In this community we were able to keep success exactly out of Queens District 28 and 29.

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But now 30 might be embarking in a success. Academy battle of their own.

02:37:27.000 --> 02:37:48.000

Last Wednesday, the Sunni Charter Institute hosted a meeting with the Department of Education that offered little to no clear expectation for the purpose of this meeting, and very few community members and stakeholders were aware of this meeting, where we all came to find out that the event saw community input

02:37:48.000 --> 02:37:58.000

and comment of the co-location of success account, in District 14 in Brooklyn, our district 30, and our neighbor 24.

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By the time I was personally able to join the meeting it was almost over, but I was able to catch voices that were in opposition of this meeting, and had that were in opposition.

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If this meeting had been advertised with. It's intention.

02:38:20.000 --> 02:38:21.000

Originally they would have had much more participation and much more voices.

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Would have been heard in opposition. The uft is also in opposition of Governor Hocul's recent proposal to eliminate the regional cap and revive zombie charters, allowing a 106 additional charters in New York city.

02:38:47.000 --> 02:38:59.000

In New York City we are preparing to implement new class size limitations, beginning in the 2022 twenty-twenty-for school year corporate shers, such as Success Academy do not seek new sites for schools.

02:38:59.000 --> 02:39:14.000

They seek schools that they argue have space. Our schools do not have space, our schools, especially with the class size, legislation that the governor has already signed.

02:39:14.000 --> 02:39:22.000

We know will be at capacity. We also know the characteristics of charter schools, which has been a constant.

02:39:22.000 --> 02:39:30.000

They have a notorious history of taking students from our community public schools, and then they discriminate those students that do not fit.

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Their criteria and or expectations are ultimately their corporate model.

02:39:34.000 --> 02:39:38.000

They wind up, either suspending or expelling those students.

02:39:38.000 --> 02:39:47.000

This has been most apparent with students labeled as having disciplinary problems, students with academic difficulties, etc.

02:39:47.000 --> 02:39:51.000

There was also a lack of transparentcy with how Charter spend their funds.

02:39:51.000 --> 02:40:07.000

Charters are unique, and that they are allowed to raise private funding in addition to receiving city and State aid, they are not required to share, or they spend any of those funds, and I also want to emphasize that when charters co-locate into our schools our students lose like I

02:40:07.000 --> 02:40:14.000

said space, but for things like art, music, science labs, and enrichment programs.

02:40:14.000 --> 02:40:18.000

So, for all of those reasons I'm asking this body to please a post Governor.

02:40:18.000 --> 02:40:21.000

Hocul's expansion. Proposal. And I also have a test for review.

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If that's something you'd be interested in adopting.

02:40:27.000 --> 02:40:33.000

And I also sent to Gail our Us. T. Legislative agenda.

02:40:33.000 --> 02:40:43.000

That will be discussing with a lot of our Assembly and elected officials in the coming weeks. And again, thank you for your time tonight.

02:40:43.000 --> 02:40:44.000

Thank you so much, Ashley. I really appreciate all the hard work that you all do.

02:40:44.000 --> 02:40:55.000

Thank you for sharing that information with Gail. We will look at that as a council, and thank you so much.

02:40:55.000 --> 02:41:01.000

Okay, do we have any other hands?

02:41:01.000 --> 02:41:02.000

Not!

02:41:02.000 --> 02:41:04.000

Okay. Oh, I see. I see your hand. I see your hand.

02:41:04.000 --> 02:41:07.000

Oh, wait!

02:41:07.000 --> 02:41:12.000

Yes, Carolina Gill, who is accounts Member Julie?

02:41:12.000 --> 02:41:16.000

Once she obsessed Carlina.

02:41:16.000 --> 02:41:17.000

Yes.

02:41:17.000 --> 02:41:18.000

Everyone. Can you hear me? Thank you so much for giving me the opportunity to speak tonight?

02:41:18.000 --> 02:41:28.000

Just wanted to say one of the things I wanted to talk about was the Charter School collocation.

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Hearing, I think there might have been one or 2 board members there.

02:41:36.000 --> 02:41:44.000

You know my concern, and the council members concern obviously is, how do you have a hearing when the applicant doesn't even show up and you don't have sites, so we're here to support you.

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I did see how you guys supported this 28.

02:41:49.000 --> 02:41:54.000

So I also hope the other districts come in our support when it's needed.

02:41:54.000 --> 02:42:07.000

The Council member does not support the authorization of new charters, especially in unknown sites.

02:42:07.000 --> 02:42:17.000

How do you propose a co-location when you don't even have a site selected so wanted to say that I also wanted to talk about participatory budgeting vote.

02:42:17.000 --> 02:42:18.000

Week will start March twenty-fifth till April second.

02:42:18.000 --> 02:42:28.000

Most of our valid selections will also be school, so I'm happy to announce that I think this one does that of school.

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The rest of them are school. So just I think everyone would be happy once that they're finalized.

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Tomorrow actually it's final day to submit those.

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So we will be reaching out to you guys to share our ballot.

02:42:44.000 --> 02:42:45.000

Our locations where we're gonna be hosting pop-up.

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It's up, pop-up sessions to go over the proposals, and also voting sites.

02:42:51.000 --> 02:42:56.000

We're gonna be looking for voted sites throughout the district.

02:42:56.000 --> 02:43:04.000

So wanted to bring that up, and you know it's exciting that everyone 11 and up, can vote.

02:43:04.000 --> 02:43:12.000

So those are my updates for today. And you know it's great to see that you guys want to do something for the shelters.

02:43:12.000 --> 02:43:19.000

But I hear from the shelter clients all the time, even when they're bringing fruits.

02:43:19.000 --> 02:43:23.000

Sometimes they're taking the fruit away. I mean, we're bringing this to their attention.

02:43:23.000 --> 02:43:24.000

But even if it's just like vegetables, they're like not letting them bring food.

02:43:24.000 --> 02:43:40.000

We have heard complaints of shellters actually like when they bring to their food, telling them they need to eat the food before bringing it to the shelter which we have been addressing on case by case, and reaching out to each.

02:43:40.000 --> 02:43:52.000

Shelter. But the idea is great, but I also feel that you're gonna get a lot of roadblocks from Hra.

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So any support that I can give, please feel free to reach out.

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Okay.

02:44:00.000 --> 02:44:03.000

Thank you so much. Carolina.

02:44:03.000 --> 02:44:04.000

Yep.

02:44:04.000 --> 02:44:13.000

Yeah, really, really, fast. First of all, that's amazing about all of the participatory budgeting projects, or most of them being schools that's so cool.

02:44:13.000 --> 02:44:17.000

Something that occurred to me when you brought up the 11 year old.

02:44:17.000 --> 02:44:20.000

Voting is with with this initiative of student government I wonder if there is not a tie in there, a field trip?

02:44:20.000 --> 02:44:25.000

Opportunity for middle Schools act to combust something, to bring these bring the student councils getting the word out.

02:44:25.000 --> 02:44:36.000

It would be, I guess, mostly middle schools, but getting them out to go vote in participatory budgeting.

02:44:36.000 --> 02:44:37.000

That would be a nice civics sort of tie-in, but I really wanted just to bring up.

02:44:37.000 --> 02:44:51.000

I was at the Success Academy, hearing there. There's I just wanna sort of clarify what that was, because this is a very, very ancient charter.

02:44:51.000 --> 02:45:03.000

Charters are basically them their schools. But their licenses and charter those who want a charter get them authorized, get the license authorized by the State.

02:45:03.000 --> 02:45:04.000

They don't have to necessarily cite a school building.

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So this this is basically a very, very old charter. That success received years and years ago.

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They call them zombie charters, because they never actually get to the school citing part.



02:45:11.000 --> 02:45:19.000

Now it's still I agree with Karolina. It's ridiculous that they don't come.

02:45:19.000 --> 02:45:20.000

They've never come. They don't come to any hearing, but it is.

02:45:20.000 --> 02:45:39.000

It is a renewal. That was a renewal hearing for the charter or the license, not necessarily or not at all, a hearing to co-locate or to open a new space, or anything other than that I spoke out against it.

02:45:39.000 --> 02:45:44.000

If they ever comments, come, and with a site, you know, I'm sure we'll have a lot more people speaking, but there is somewhat of a distinction.

02:45:44.000 --> 02:45:53.000

They're not actually looking at this stage for a building or for their own space.

02:45:53.000 --> 02:46:03.000

They are simply looking to renew and hold that place, that license to open a school in this district, because, if not, then they lose it, then they lose the license that they were granted.

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So I just wanted to kinda make that distinction.

02:46:05.000 --> 02:46:12.000

Thanks, Deb. Do we have any other hands? Brace?

02:46:12.000 --> 02:46:13.000

Nope, okay, I'm going to read the question from the Q. And A.

02:46:13.000 --> 02:46:15.000

Dr. Composto. I'm assuming that this is for you.

02:46:15.000 --> 02:46:24.000

It is from Sonya, king. 10 year is about the employment certificates.

02:46:24.000 --> 02:46:29.000

Can you explain the process again, and does it start at middle schools?

02:46:29.000 --> 02:46:36.000

Yes, it does. Start at middle schools and high schools and any of the children can apply so they can go to their guidance.

02:46:36.000 --> 02:46:40.000

Counselor in middle school, or high school, or here at the district office for the certificate.

02:46:40.000 --> 02:46:44.000

It's like it's working papers. So young people use like get jobs when they like.

02:46:44.000 --> 02:46:48.000

I think, actually, was it 14 of 15 years old you have to be to get working papers.

02:46:48.000 --> 02:46:49.000

14.

02:46:49.000 --> 02:46:57.000

I don't have an I know 14. So any of those young have a right to the certificates to working papers so they can come here to the district, but it's easy at this point.

02:46:57.000 --> 02:47:12.000

Schools have them. Yeah, the middle schools and high schools have them in their schools. But in the summertime, if somebody you hear somebody who wants it, then they should come to the district office and he trouble you can give me your call, and I'll work with this school that you're working with.

02:47:12.000 --> 02:47:14.000

Thank you so much. Dr. Kopasto, Sonia.

02:47:14.000 --> 02:47:25.000

I hope they answered your question. We don't have any more people in the interpretation room some of them. We don't have any comments there Gail. We don't have any on the phone.

02:47:25.000 --> 02:47:26.000

Okay, so that is going to close our public agenda.

02:47:26.000 --> 02:47:32.000

And speaking time. But before you leave I have some very, very, very important announcements. So thank you.

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Everyone that has still hung on. We appreciate you being here.

02:47:36.000 --> 02:47:37.000

Speaker series. We have our restorative practices.

02:47:37.000 --> 02:47:41.000

Seminar, which will be taking place on February fifteenth, at 7 P. M.

02:47:41.000 --> 02:47:51.000

So please make sure that you have registered, and will be in attendance for that event.

02:47:51.000 --> 02:47:54.000

Our know your right Speaker Series with the Mayor's office of immigrant affairs, will be on March second at 6 0 p.

02:47:54.000 --> 02:48:09.000

M. There will be live translation with Spanish. The mayor's office of immigrant affairs is running everything, and they are supporting us. With that the flyers will be posted soon.

02:48:09.000 --> 02:48:13.000

We have our business meeting coming up, and I know you've heard me say it multiple times.

02:48:13.000 --> 02:48:17.000

February 27, at 6 30 Pm. Hope to see you there again.

02:48:17.000 --> 02:48:18.000

Another announcement and relation to our Cec.

02:48:18.000 --> 02:48:24.000

Election, application deadline. It's been extended to February 20, third.

02:48:24.000 --> 02:48:30.000

Please, please, please fill out your application on your New York, your next account. This your Nyc.

02:48:30.000 --> 02:48:38.000

Students account. If you want to apply to be on this Council next year, we also have our special education.

02:48:38.000 --> 02:48:52.000

Iep workshops LED by District 29 we are sponsoring that with District 2829 and 30, these are great workshops that are taking place in the month of February, starting on the 20 first please go to our website to Register flyers were emailed today, please let Us.

02:48:52.000 --> 02:49:04.000

Know if you didn't get that also. Follow us on Instagram at D 30 CC.

02:49:04.000 --> 02:49:07.000

Flyers have been posted there as well. Everything that we have going on is there.

02:49:07.000 --> 02:49:10.000

Thank you, Kelly, for posting that, so I remember to say it.

02:49:10.000 --> 02:49:22.000

But again, these are special education. IP workshops. A series of them that are being LED by District 29, and they allowed us to participate so district 2829, and 30, their special education Iep workshops.

02:49:22.000 --> 02:49:28.000

Did I miss any announcements? I think I got them all let me recap them one more time.

02:49:28.000 --> 02:49:33.000

Restorative rights, restorative Practices, February fifteenth.

02:49:33.000 --> 02:49:38.000

It's 2 days and 7 P. M. Please register, if you have not already the know your rights.

02:49:38.000 --> 02:49:47.000

Seminar workshops with the mayor's office of immigrant affairs will be in English and Spanish, which will be on Zoom.

02:49:47.000 --> 02:49:53.000

March second, 6 Pm. Our business meeting is February 20, seventh, at 6 30 CC.

02:49:53.000 --> 02:49:54.000

Application. Deadline is February twenty-third, and our session education workshops with dish 28, and 29 on zoom.

02:49:54.000 --> 02:50:04.000

Please register for those, and I think that is it.

02:50:04.000 --> 02:50:07.000

You know all this meeting with a little bothering we're used to.

02:50:07.000 --> 02:50:11.000

But thank you all, everyone. It is 9, 24 P. M.

02:50:11.000 --> 02:50:14.000

I am moving that we adjourn. Do I have a second?

02:50:14.000 --> 02:50:15.000

I guess. Kelly, Victoria! Everybody raise their hand. Thank you so much.

02:50:15.000 --> 02:50:21.000

Y'all have a bless evening. I appreciate everything that you do.

02:50:21.000 --> 02:50:22.000

Thank you for our attendees for coming, and if you have any questions again, please reach out to us.

02:50:22.000 --> 02:50:31.000

CC. 30 S. Close to nyc.gov.

02:50:31.000 --> 02:50:32.000

Goodnight. Thank you. Everyone.

02:50:32.000 --> 02:50:36.000

Thank you. Thank you.

02:50:36.000 --> 02:50:37.000

Good night, everyone, and happy. Wednesday.

02:50:37.000 --> 02:50:41.000

Good night. Good night! Oh, that Happy Valentine's day girl!

02:50:41.000 --> 02:50:47.000

I forgot.