

WEBVTT

00:02:11.000 --> 00:02:17.000  
Alexander is running late. Christina Berwett.

00:02:17.000 --> 00:02:20.000  
Don't see her, Kelly Craig!

00:02:20.000 --> 00:02:22.000  
Present.

00:02:22.000 --> 00:02:23.000  
Jonathan, Greenberg.

00:02:23.000 --> 00:02:26.000  
Present.

00:02:26.000 --> 00:02:30.000  
Juliet, nor has you also a little bit late, right?

00:02:30.000 --> 00:02:31.000  
You see it.

00:02:31.000 --> 00:02:32.000  
Present Hi, thanks.

00:02:32.000 --> 00:02:34.000  
Got it. Oh, good Fatima!

00:02:34.000 --> 00:02:36.000  
Present.

00:02:36.000 --> 00:02:39.000  
Victor Medal is present. Michelle Moore.

00:02:39.000 --> 00:02:44.000  
Present.

00:02:44.000 --> 00:02:48.000  
Yeah.

00:02:48.000 --> 00:02:52.000  
Didn't see her just yet. Whitney Tucson.

00:02:52.000 --> 00:02:54.000  
Present.

00:02:54.000 --> 00:02:55.000  
Esper Hall.

00:02:55.000 --> 00:02:56.000  
Present.

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Kimberly Androvet. Thanks all.

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Present.

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Thanks. Victoria and I just want to remind everyone.

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This is a public meeting, and will be recorded. There will be 4 public comment sessions.

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The first one is following the Success Academy proposed co-location, debrief presentation.

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You may comment on that presentation and ask questions following the resolution in a in opposition to raising the New York City Charter School cap, and in favor of limiting Charter costs to the DOE budget and ensuring more oversight and accountability you may comment on that resolution also

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following, Mirabelle Perez Mcdaniels.

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Presentation on the New York City School Survey. Marabilla is from face.

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You can comment on that presentation and then also, during our public agenda and speaking time, you can speak on any education related topic, or ask our superintendent any questions about his presentation.

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All comments will be limited to 2 min. If you're using interpretation, you'll have 4 min.

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You will be given a 30 s warning before your time is up.

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We apologize for any ofruptness, but we will like to hear from as many speakers as possible, and in the meeting at a bridal 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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Please press the raise hand, button to raise your hand. This can be found on reactions 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, it will ask you to manually unmute your microphones, and 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'll also take comments from participants who have called in for interpretation.

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We'll 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'll take comments from participants who have called in Phone Gail will call up the last 4 digits of your phone number and will manually unmute your line to allow you to say yes or no if you would like to say something if you do want to speak again, please stay your name and your

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connection to the district. We're also gonna be using the for 2 purposes.

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First, if you have any questions related to meeting technology or protocols, please use the Q.

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

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

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You may do so in the Q. And a. During those sections of the agenda.

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Please include your connection to the district and the comments left in the may be read at the end of public speaking. Time.

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A comments or questions can always be addressed to the CC.

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Via email as Cec. 30 as schools. So our first order of business is a success.

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Academy proposed Co-location, Debrief Presentation.

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This will be given to us by Mr. Ronald Rent, the education chair of the Naacp to make a chapter. We really appreciate Mr.

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Brick coming in and giving us this presentation. I feel that this is a good introduction to many other people in our district who might not have been aware of the resolution that we passed at our last meeting, which was in support of Cec.

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28, and the co-location of the Success Academy at the count base and campus. So, Mister Britt, thank you so much, and please feel free to share your screen and go through the presentation. Thanks again.

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Okay, my pleasure. Thank you. Yes. Let me share my screen here and move a couple of things out the way, and we can get right into it.

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So. Good evening, everybody. My name is Ron Brick.

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I am the chair for the Education Committee at the Naacp, Jamaica Branch, and it's a pleasure to be here with you this evening.

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I'm going to try to speak a little slower for the translators that's always a challenge.

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I have, I speak on the speed of 10 that time, so I have to slow it down.

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But thank you, President Tucson. All the members of CC.

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30. Dr. Compulsto and everyone else here on the call.

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Thank you. So let's get right into it first off.

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My name is Ron Britt. Again I have 4 children ranging in ages from 8 to 18 elementary Middle School High School, and a freshman in college, so pretty busy family and a lot of moving parts, and that's enough about me.

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So most recently Success Academy. The largest charter in New York City.

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Here they had 3 proposals that were to go to the panel for education policy and those proposals were to go to the panel for education policy,

and those proposals were to co-locate in 3 different schools, 2 of them being in southeast Queens.

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Where I reside in school district 29, a bordering 28, and one was in the high school.

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One was in the elementary school. There was also one in the Bronx.

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Those were probably prior to going to a vote at the Pep.

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They were pulled by the Chancellor and the mayor, and right off the bat.

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I want to give as the kids would say, a shout out to the children, to the students of Ms.

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72 of the Springfield Gardens campus, I can tell you.

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First hand, that the community has been quite divided on this, on charter schools a lot of it is just from a lack of knowledge on how it operates, how it works, what the impact is, and the children did something that I'm so proud of them.

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They did something that the adults I only say weren't able to do, but weren't doing.

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The children organized, they organized themselves, with not a lot of help from adults.

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They they staged a walkout. They walk from one school to another school and the cold and the rain, and they they organized around is to make sure that their voices were heard, and their concerns are properly listened to, and I'm so proud of them for this because until this had happened we didn't.

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see a lot of the community really get involved in getting engaged, which they ultimately did, and then that then spread 2 other parts of the burrow.

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Other parts of the city, in fact, but really the Emperor's were the students, the children organizing themselves and saying, You know, we don't want this in our building for various reasons.

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So just want to always start off. There and say how proud I am of the students, for you know, organizing themselves and doing what seemingly many of us adults were unwilling to do at the time.

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So, and their voice was certainly heard, and they made that loud and clear.

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Now again, right off the bat. I do. Wanna say, you know, this is a letter that went out shortly after the day after the vote was pulled from the CEO of Success Academy.

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Eva Moscovitz, and essentially she's telling all the families to hang in there at the fight isn't over, and that's where I say that you know we may have won the battle on these.

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You know these co-locations at these schools, but we certainly didn't win the war and there's still a lot of work to be done surrounding this.

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So I like to start off with the money. Money is important.

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Funding is important. It's not the end of all, be all, but it certainly helps us to do a lot of the work that we have to do mandated to do and need to do and want to do so.

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There's a lot of numbers on here, but I'll draw your attention.

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So first off. This is the the fiscal Department of Education budget for 2023.

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There's been a few amendments here there, but essentially this is it.

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So there's what's called a unit of appropriation.

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U of A, and you'll see here, line 400 and 6 where I'm hovering my hand.

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I should have called this out in the screenshot so apologies, but it says charter schools right, and you'll see other units of appropriation here.

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General instructions, special education, instruction, Universal pre-k, so forth, and so on.

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Personnel other than personnel services, etc., etc., and you'll even see the funding sources down here at the bottom as well as pedagogical and non pedagogical positions.

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So I'm gonna call out this Charter School line, and you'll see in the 2,023 Budget.

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They are budgeted to receive. Well, we are paying 2.8 million dollars, which is 2.8 billion.

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Excuse me, which is 83 million dollars more, which is 83 million dollars more than the prior year. Adopted budget right?

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So these are funds that are allocated to the charter schools by law.

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That is, then, you know, not made available to our district public schools, and I'll break that down.

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As to kind of how that happened and why, but essentially written into the State education law and the the the law with charter schools which came about I believe it was in the 19 nineties, but essentially well, let me back up part of this.

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I had families asking me, hey? I heard there was a cap.

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How could the Charter Schools and we were at this cap so how could the Charter schools continue to expand?

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How was it that they were able to ask for additional co-locations?

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If New York City was at this cap and what I had to explain the folks was that, you know, like it says, here, and this is a snippet from the charters.

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New York State Charter, School, Law. A charter school may operate in more than one building at a single site, also at a different site.

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So what happens is if a charter school has a charter so let's say this one in my neighborhood.

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Success Academy. Springfield Gardens, K. Through 8. They may expand that, add another under the same charter.

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They are eligible to expand that at another site doesn't have to be at the same building so it's kind of a loophole, and and the cap right?

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So. And that's essentially how they continue to expand.

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They expand their grades, that they're serving, they expand the grade that they look to serve. But it does.

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It does not need to be at the same building, and I'm gonna go here.

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And so under. Section 3, a. Said the Charter School may be located in part of an existing public school building and space, provided by a private network in a public building, or any other suitable location, and if you look at what's called section 2856 financing the

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charter schools. Right? It says the Charter School districts of a resident resident shall pay directly to the Charter School, for each student enrolled in a charter school who resides in the school district.

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The Charter School for each student enrolled in a Charter school who resides in the school district, the Charter School, the Charter School basic tuition, right?

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So written into law, and what I don't have here is oftentimes, when you're reading these hundreds of pages of law, you will see a a term that says it goes, except they always say, except in the school district with a population of a 1 million or more right?

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You'll see that term when you're reading all of this, all of the various sections and titles and articles in the New York State Charter School Law, and essentially what that means is that they're carving out New York City right cause.

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There is no other school district in New York State with a population of a 1 million or more, and the reason why that's important is because, you know, in other districts upstate, say only Antioch or any other school district in New York State except New York City they receive something called transitional

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aid, and essentially what that does is, it's a that's provided to the district.

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Whenever a charter school opens and begins to operate with the with the thought process that has there's gonna be some impact there.

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And we wanna provide the district with some funds to kind of help mitigate the end of having a charter school open.

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That is not made available to New York City, new York City is carved out of that.

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And, in fact, when we did some research on it, we found that New York City would be owed approximately about 2.6 2.7 billion dollars.

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If we went back to the beginning of that, however, you know part of what we're looking and advocating for is to have New York City be made that make that transitional aid available to the districts.

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The school, public districts in New York City so that's another carve out that kind of ends up impacting usual aid available to the districts. The school public districts in New York City. So that's another carve out that kind of ends up impacting us

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i'm not gonna bore you here with our resolution. We did take out a resolution and opposition of the Charter.

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A little bit. I want to talk about the cap and I do want to leave some time for anyone.

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We have any questions. You know. The governor in her budget proposal has proposed essentially the removal.

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Eliminating the regional taps which would ultimately allow the Charter schools to proliferate, expand, and not have any particular cap, and when you, when you do that, we would be looking at paying significantly more funds beyond what we pay because

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we also pay the charter schools. We pay their rental costs right when they receive their rental costs right when they receive subsidies from the Do E, and even in the past school. Yeah.

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I believe, or this current school year, I believe, or this current school year's estimated, that I think it's about a 169 million of which some of it is reimbursable by the State.

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But essentially all these funds, and let me back up one of the things I wanna make clear which I didn't.

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Is that you know I can tell you my branch and the Naacp in general.

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We are not opposed to charter schools. We know a lot of great operating charters.

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We, we believe in parent choice, we never fault the parent for doing what they believe is right for their student, their child.

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However, we do not want schools to legally as they are doing.

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Take advantage of the law, and we're advocating to change the law on many fronts where you know, they feel like they can co-locate.

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And the reason essentially, why would it? Why would a school want to co-locate with another school, particularly? Why would it? Why would a school want to co-locate with another school particularly? It's a different operator, a different model etc.?

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And the reason that Success Academy does that is because one of the most expensive things besides payroll in New York City is rent alright and and they then don't have to pay the rent right which essentially allows them to pay what some would call very absorbent very high

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salaries believe their CEO made over 900 k.

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In the prior year, their top execs are making about 400 plus 1,000 etc.

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So they're then able to fiscally operate and do very well because they don't need to pay rent.

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You know, if we all lived, and we didn't have to pay our mortgage and our rent, we'd have a lot more money in our own pockets, too.

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So you know, they part of their model is to co-locate because it's just bluntly put.

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It's just cheaper for them to do so. These are some folks we have been working alongside advocating to these are the folks on the New York State Senate Education Committee.

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These are the folks that are on the State Assembly.

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Education Committee, that we've been working to bring some bills.

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There are various bills out there that strengthen the as far as yeah.

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Strengthen the accountability and the transparency.

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One of the things we often see with the Charter schools, and if we listen to success, Academy, you'll hear them say You know, we've got, you know, thousands of students on our waiting list, you know, that are looking to get in.

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But no one's audited these lists. Alright, we don't know.

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What we do know is that a good portion of the list?

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Let me put it that way. A good portion of the lists never show up.

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Okay. I mean, they're even enrolling.

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And they're they're no different. They felt the enrollment lost that I mean, they're even enrolling, and they're they're no different.

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They felt the enrollment lost that district. Public schools felt too.

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They were not immune to that, and they too, they're paying millions of dollars in advertising, advertising to families.

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Particularly in Latin, Hispanic and black and brown communities.

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And that's how they're target. Right? That's primarily who they serve.

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And so they spend millions of dollars, advertising to these parents. They then pit.

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You know, parents who are enjoy the Success Academy model versus public school parents.

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They then pit these parents against each other on purpose I've been to their meetings, and it's really really sad to see, but essentially there are a lot of bells out there, you know, that we're supporting like I said that strengthens the accountability and the transparency

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of charter schools. A lot of their. These efforts are happening.

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It's slow moving, dealing with the Legislature, and this is a State education law, so slow, moving.

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So you your voices matter in this process, and really at the core of all of this and I'll stop sharing my screen here.

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But at the core of all of this we don't want to have money.

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Siphoned away from our public school students and families and children and Sitiphon, and given to the charter schools like, I said, we're not anti charter, but we certainly don't want to take money from one pocket just to give it to another pocket.

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So I'm going to leave it there. Any other pocket. So I'm going to leave it there in the interest of time, because this could take several hours if we got into the weeds and leave the floor open for however, you might want to coordinate any Q&A.

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But I wanted to keep it really simple and brief in terms of how that process operates, and why we're, you know, doing resolutions and making our voice heard on this matter.

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Thank you so much, Mr. Brad. So what we're gonna do first is I'm gonna call any members.

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They have any comments or questions, and then, after our members asking questions, then we're gonna go to the people who have raised their hands.

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Our attendees, the interpretation rooms, and then, if anyone is called in.

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So now I'd like to recognize my fellow Council members.

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If you have any questions, please raise your hand, and we can go through those Michelle.

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It's hard for me to find my mic on this thing, but this I wanted to thank you. Really, I don't have a question, but you really confirmed a lot of what I had.

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Well, assumptions that were going on with regard to these charters in a co-location, and the lost of value that while term do we students were getting because of the use of the space, and in its occupancy, I also wanted to comment that you don't talk fast I talk fast.

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So you were very slow and very articulate, and I appreciated the presentation.

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Thank you very much.

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Is my pleasure, and you know I we could have gotten into a lot of the I mean, I've had families that I've worked with that have called me and said, Hey, you know I they're trying to hold my child back they don't want to.

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Graduate, my son or daughter, you know. What can I do?

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You know my son has a IP, and they're telling me this or that.

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So there's a lot of that happens, and I'm not saying at all of them.

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But there's a good amount of that that happens, and of course we know what our public schools that we have to serve all children, regardless of anything.

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But it is known as success. Academy does, you know, have their ways in which you know, they for, bluntly speaking, they push out families that times who they don't want to serve per se. So.

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But you know, you can Google that and all of that information certainly would come up, and it still happening to this day.

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But thank you so much. I appreciate your comment.

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Thanks, Michelle. Anyone else have any comments or questions for Mr. Brick.

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Okay, well, I just wanna say again, thank you so much, Mr.

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Bri for talking to us this evening, and giving us more information.

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Some comments that I have before we go to our attendees.

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I just wanna say, in District 30, we currently don't have a success.

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Academy location. How ever they have extended the Charter.

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Option to be placed in district 30 multiple times. There was a meeting that was held in February.

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I think it. Yes, it was on Wednesday, February eighth.

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I attended that meeting. We had a lot of people call in that also said that they were not aware of the proposed extension of the charter.

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We had a lot of Pan and teachers calling and say that it was, you know, because of the lack of knowledge that they didn't have a lot of people calling in.

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But the resounding comments from parents and teachers in our district was that they did not want that extension to be granted, and the reason why we don't have an address that they proposed where they wanna put success Academy in district.

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30, but in our district we have a lot of new schools that are coming online.

00:27:13.000 --> 00:27:20.000

Specifically where I live, people in my area have been putitioning for our school in Court Square 4 years.

00:27:20.000 --> 00:27:21.000  
Hmm!

00:27:21.000 --> 00:27:24.000  
We just are getting a new middle school in Sunnyside, and because we need these buildings, we really don't want and this is Whitney.

00:27:24.000 --> 00:27:32.000  
We need to, but we really don't want that.

00:27:32.000 --> 00:27:33.000  
These new school buildings that we're getting online to be taken from our community through co-location.

00:27:33.000 --> 00:27:39.000  
So. This is why I thought it was important to have you speak with us, Mr.

00:27:39.000 --> 00:27:42.000  
Britt. So we have more parents. Be aware of this, and also, I think that you know this is district. You know. CC.

00:27:42.000 --> 00:28:02.000  
2829 have really been on the front lines with this, but I feel in in District 30 we need to be on the offensive with this and getting our parents and our community involved before we are, you know, being defensive.

00:28:02.000 --> 00:28:12.000  
We need to be more offensive in our approach. So thank you again for speaking with us tonight and giving us this information. I really appreciate it, and thank you so much.

00:28:12.000 --> 00:28:14.000  
My pleasure, my pleasure.

00:28:14.000 --> 00:28:18.000  
Okay. Michelle. Now we're gonna go to any attendees.

00:28:18.000 --> 00:28:20.000  
If you have any questions. Oh, Dr. Conosto, do you have you wanna say something?

00:28:20.000 --> 00:28:25.000  
Oh, you're okay. Okay. So now we're gonna go any attendees.

00:28:25.000 --> 00:28:29.000  
If you would like to ask Mister Brick a question, or if you have any comments or concerns, please raise your hand, and Michelle will call on you.

00:28:29.000 --> 00:28:46.000  
Your name and your connection to the district.

00:28:46.000 --> 00:28:50.000

With me. I'm not seeing any hands being raised.

00:28:50.000 --> 00:28:53.000

Okay.

00:28:53.000 --> 00:29:07.000

All right, do we have? Oh, now we're gonna go to the interpretation room. And then the do we have any questions in the interpretation room?

00:29:07.000 --> 00:29:10.000

Yeah, no questions in the interpretation room. Thank you.

00:29:10.000 --> 00:29:13.000

Okay. Thank you. And Gail, do we have any on the phone?

00:29:13.000 --> 00:29:16.000

No, okay, Victoria, do we have any in the okay?

00:29:16.000 --> 00:29:22.000

We have one Melissa. Why is the N double ap?

00:29:22.000 --> 00:29:23.000

Not a poster charters. This system is impoverished.

00:29:23.000 --> 00:29:29.000

Our school system, which is already restricted by limited budgets.

00:29:29.000 --> 00:29:33.000

Why should these private profits, hearing groups benefit from municipal funds, charges get more money than the allocated for school food?

00:29:33.000 --> 00:29:41.000

It's outrageous fully opposing them would help us as residents push back on this.

00:29:41.000 --> 00:29:45.000

I understand that we don't want to pit parents, families against one another.

00:29:45.000 --> 00:29:49.000

But a more fully articulated oppositional stance would be helpful.

00:29:49.000 --> 00:29:51.000

Now I'm thankful for Mr. Brits. Presentation.

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It's important to get this information out there.

00:29:54.000 --> 00:29:59.000

Yeah, so you're correct. N, double acp.

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Stance is not opposed. What the N. Double acp has called for is a moratorium.

00:30:05.000 --> 00:30:12.000

They wanna full stop. That was the big resolution that came out of this State Education Committee for Naacp.

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They want a full stop, and understanding that it's not just New York State that's dealing with this right, even though there are some things that are unique to you.

00:30:21.000 --> 00:30:30.000

New York State. There are. They're looking at this from a national standpoint, and when the end double a Cp.

00:30:30.000 --> 00:30:37.000

Is looking at this from a national standpoint. And when the Naacp is looking at this from a national standpoint, you know they're looking at, hey?

00:30:37.000 --> 00:30:40.000

There are in a lot of states you know, they're looking at, hey? There are in a lot of states, even like in DC.

00:30:40.000 --> 00:30:46.000

They're refinement. There are a lot of black own black operated very good charters that are doing some wonderful things.

00:30:46.000 --> 00:30:55.000

You know that you know we would like to see flourish, and we don't want to throw the baby out with the bathwater right?

00:30:55.000 --> 00:30:58.000

We don't want to negatively impact the entire system.

00:30:58.000 --> 00:31:05.000

And like, we said, we want to ensure that parents do have choice. Alright!

00:31:05.000 --> 00:31:06.000

So that's the main reason why they're not fully opposed to charters.

00:31:06.000 --> 00:31:30.000

But when? It comes to New York State we make no qualms, and certainly in the bills that we have helped to co-write in the bills that we have presented to be taken up in a legislature, we are fully against the way that the charter language is written and the

00:31:30.000 --> 00:31:43.000

way that it works. And you know if there is, you know, a charter school that is, the money is one part right, like we talked about.

00:31:43.000 --> 00:32:00.000

But the way that they operate many of them operate with pushing out, because, let me just back up, you know, I've I hear from both sides both parents parents that are in have their students there, and they love it.

00:32:00.000 --> 00:32:01.000

They feel like they're children, is getting a great education.

00:32:01.000 --> 00:32:02.000

It's working for them works for their family, etc.

00:32:02.000 --> 00:32:11.000

We don't want to hurt those families because they they are our families, too.

00:32:11.000 --> 00:32:15.000

These are our kids. Go to the same playground. They, you know, they go to the birthday parties right?

00:32:15.000 --> 00:32:19.000

We don't want to hurt those families from having that opportunity to do that.

00:32:19.000 --> 00:32:26.000

But at the same time we understand that not every family member families have that experience as well right.

00:32:26.000 --> 00:32:35.000

So that's a that's a larger reason why we're not completely, categorically opposed to charters.

00:32:35.000 --> 00:32:53.000

But there's a strong stance against them here in New York State, but from a national standpoint which the Naacp is, you know we're not, you know, opposed to charters categorically so I hope that can answer your question but you certainly raise a 100%

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valid points, and I do wanna acknowledge that.

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All right. Thank you so much, Mr. Brent. Oh, well, wait one more second.

00:33:04.000 --> 00:33:08.000

I think we have something else on the queue.

00:33:08.000 --> 00:33:15.000

Yeah, it's just a follow-up. I don't wanna take up more of this group time, but we already know that charges are siphoning money away from public schools.

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We're seeing what has happened in states where the charter system has taken hold.

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We can't allow that here in New York State. Thank you, Melissa.

00:33:27.000 --> 00:33:32.000

All right. Well, thank you, Mr. Bray. I read. Appreciate you coming in and speaking with us, and I am just so thankful that you came tonight and gave this presentation.

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This is very informative. So now I would like to share with you and everyone here.

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Our resolution was modeled after the resolution that you all presented at the Jamaica branch of the Indoacp.

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So that's the next item on our agenda.

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It's the resolution. 171 in opposition to raising the New York City Charter School cap, and in favor of limiting Charter costs to the do we budget and ensuring more oversight and accountability.

00:34:00.000 --> 00:34:01.000

So I'm going to go ahead and redo that resolution. But Mr.

00:34:01.000 --> 00:34:02.000

Brett, thank you so much for coming this evening and speaking with us.

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And we really appreciate you coming in, and we will be in touch.

00:34:12.000 --> 00:34:17.000

Thank you. Everybody.

00:34:17.000 --> 00:34:23.000

Okay. So the next item on our agenda, again, is the resolution 1 71.

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Again we brought this resolution forward, because again we do have the outstanding. I guess.

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Proposed extension for the Success Academy in District 30.

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Also we pass 1 70, and support a CC. 28 against their co-location.

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Or Success Academy at the Catherine and account maize campus.

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So I wanted to bring this resolution forward, so that you know we have parents in our district that are aware. And, like Mr.

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Brett said, that we can call on for more accountability in relation to having these expanded in our disc.

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You know, in our district, you know. CC, we this we have to, you know.

00:35:02.000 --> 00:35:08.000

Bring these in front of our our families here. And so I'm gonna go ahead and start reading this resolution.

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It. You have it printed. Please travel along. I'm gonna try really to resow for the interpreters, and then after that we'll have you know, member, comment and then comments from the public.

00:35:18.000 --> 00:35:24.000

So resolution 1 71, in opposition to raising the New York City Charter School Cap.

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And in favor of limiting charter costs to the deal.

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We budget, and ensuring more oversight and accountability.

00:35:32.000 --> 00:35:51.000

Whereas Governor Hopeel has proposed to allow about a 100 additional charter schools in New York City, even though the legal charter Cap has been met by eliminating the regional limits and by adding the number of previously authorized charters known as zombie charters which have closed or had their

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charters revoked, and whereas, if enacted, this proposal could potentially add 300 more charter schools in New York City, since every charter school, whether elementary, middle, or high school, is allowed to expand to all grade levels and whereas New York city already has 275

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charter schools. The vast majority of those authorized in the State, and whereas the total funding diverted from the New York City DOE Public School budget is already substantial and growing each year currently at approximately 2.6 9 billion, not counting the space and services that co-located New York city

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Charter schools received for free, and whereas New York City charter schools that are cited in private space also receive subsidies from the do we to help pay for their rental costs, that this year's total estimated 166 million with 60% of their

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reimbursable by the States, and whereas the real cost to the DOE budget of charter schools is thus likely over 3 billion dollars annually, and whereas this proposal could make more than triple the number of charter schools in New York City, if the 100 expand to new grade levels that could cost

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the do we an additional 3 billion per year or more, whereas New York City is the only school district in the entire State and the entire nation that is obligated to help subsidize the rent for charter schools, if they are not provided space and public school buildings and whereas New York city has been denied

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over 2.6 2 billion in State Charter school transitional aid in between 2,011 and 2,022.

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The only school district in this State so exempted, and whereas, given the need to lower class size according to the new State law which mandates class size, reduction, starting next fall, charter expansion could deprive our public schools that opportunity and whereas to class size matters reports on the cost of charter rent in

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2019 and twenty-twenty show that in year, in 2019, the DOE overspent on charter lease costs by over 21 million dollars compared to their legal obligation and in year, in 2020 the do E spent over 11.6 million dollars on rent for charter

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schools, whose buildings were owned by their charter, management, organizations, or other affiliated organizations, and in that some of those cases the Cmo.

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The charter management organizations had appeared to sharply increase their own rent, apparently to receive more reimbursement from Do E, and where it's 58% of the charter schools have lost enrollment over the past 3 years, not including charter schools that open our closed during that time and

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whereas the claims of high demand and large waiting lists at Charter schools are unconfirmed by any independent audits, and are likely inaccurate, as they include many duplicates and whereas charter schools such as those affiliated with success academy spend millions on

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advertising and marketing efforts in order to recruit more applicants, and whereas a research study revealed that only about 50% of the students

who win the lottery attend Success Academy charters choose to enroll making their waiting list claims more dubious and whereas success academy

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was still urging more families to apply to their schools. Through October of the current school year, revealing a shortage of students in many of their schools, whereas success recruits students outside of the city for their charter schools, revealing a relative lack of demand in New York city and whereas many charter schools

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exhibit high rates of student attrition, including excess where 75% of students leave from kindergarten on and about 50% of students who make it to high school leave before graduation.

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And whereas most New York City Charter schools have far lower enrollment rates of high- students, including English language liners and students with disabilities, and whereas many New York City charter schools are known for their excessive disciplinary policies and pushing out students who do not comply

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with their strict disciplinary code, whereas many New York City charter schools, including those affiliated with uncommon K.

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And success have been criticized for their racist practices, and whereas a recent report from the Civil Rights Project at UCLA revealed that Charter schools in New York City are even more intensely segregated than district public schools therefore be it resolved that community education Council 30 strongly

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urges the legislature to oppose the Governor's proposal to increase the number of charter schools in New York City, either by eliminating the regional tests or allowing authorization of the Zombie charters, much like the curriculum much like the current

00:40:46.000 --> 00:40:47.000

proposed expansion of success. Academy, Charter School, 14.

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To district 30, which has been extended multiple times. Be it further resolved, that instead, we urge the legislature to repeal the law, that obligates do E to provide space to charter schools in public schools, or help pay for their rent, we are the only district in the nation with this onerous

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requirement, be it further, resolved, that in addition, the legislature shall make New York City eligible for State Charter.

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Transition aid from now on, and be provided with the 2.6 2 billion in past transition.

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Aid that was unfairly denied, be it further resolved, that the Legislature shall eliminate the loophole, allowing charter schools to expand additional grade levels outside of the category, that it was originally authorized to serve whether that be elementary, middle or high school be it further

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resolved that the law should be amended to allow both New York State Controller and New York City Controller to perform performance.

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Audits on the charter sector, including auditing their claims of waiting lists and their practices of pushing out students be it further resolved that community Education Council 30, will ask the New York City Comptroller to audit the DOE spending on rental subsidies for

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charter schools, especially those who's buildings, are owned by their charter management, organization, or other affiliated organization, to ensure that they are not inflating reimbursement from the Doa be it further resolve the community education Council 30 will also ask the new York City controller to audit the spending

00:42:19.000 --> 00:42:30.000

of DOE on matching funds to public schools, co-located with charter for fiscal enhancements, and an amount that is supposed to match the spending of the co-located charters for that purpose.

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And yet the class size matter reports of 2,019, and 2,020 found that col-located public schools were old millions of dollars by the DOE.

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Be it further resolved, that all Charter schools must legally be obligated to adhere to the same disciplinary and suspension policies that public schools are refer to follow under State law be it further resolved, that the law should be strengthened, so that no charter school can add grade levels outside of

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the category that at school usually serves, whether in elementary middle or high school.

00:43:04.000 --> 00:43:11.000

And be it further resolved, that the law shall require the boards of all charter management organizations to be subject to open meetings.

00:43:11.000 --> 00:43:27.000

Law, be it further resolved, That the following bills, to strengthen accountability and transparency of charter schools, be approved by the

legislature, and signed into law with the Governor, along with the same bills in the Assembly like these include increasing

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transparency and limiting of charter locations to 3 years, providing the Board of Readings with final say over charter approvals and reauthorizations, requiring the appointment of an independent fiduciary upon the dissolution of a charter school requiring

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more accountability for charter schools in multiple ways, repealing the requirement that New York City must help pay for private space rented by charter schools, allowing the State Controller to audit New York City charter schools and including school districts and New York City community School districts in the approval process

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for, issuing any new charter. Schools or charter enrollment is already above 5% of the total public school enrollment so that concludes my reading of resolution.

00:44:15.000 --> 00:44:19.000

Once 71, in opposition of raising the New York City Charter School Cap.

00:44:19.000 --> 00:44:20.000

And in favor of limiting charter costs to the do we?

00:44:20.000 --> 00:44:24.000

Budget, and ensuring more oversight and accountability.

00:44:24.000 --> 00:44:27.000

So we are going to go through our order of calling on my fellow council members first.

00:44:27.000 --> 00:44:45.000

Then hearing from the public. So if you do have a comment, please raise your hand, and I will, calling you.

00:44:45.000 --> 00:44:49.000

Okay. Michelle.

00:44:49.000 --> 00:44:52.000

I thought Jonathan beat me. I thought I was gonna go second.

00:44:52.000 --> 00:45:03.000

I'm always raising my hand, but I did say that this is one of the most comprehensive results I have seen since my.

00:45:03.000 --> 00:45:11.000

What do you call it? Journey here at the Cec. And I thank you, Whitney, full point you together, that's all I wanted to say.

00:45:11.000 --> 00:45:23.000



I think it's very well documented. It points directly to the issues, and it provides support for how, how this expansion has to be limited.

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I just wanted to say that I thought it was very well documented and very well put together.

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Thanks. Michelle, Jonathan.

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I'm fully in support of this resolution.

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We absolutely need a lot more accountability and transparency.

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Internal schools, and as Michelle said, this resolution really very clearly lays out real ways in which that can be accomplished.

00:45:54.000 --> 00:46:18.000

I also. You know, the last thing we need in this city is an expansion of charter schools that will then be paid, whose locations will be paid for by our Department of Education, and who will siphon off students and therefore money from our district schools, so on that level I'm also fully in support of

00:46:18.000 --> 00:46:32.000

this resolution, and I'll add, in in response to what Melissa Sahala said, you know, to the last presentation that I think that we really do need to.

00:46:32.000 --> 00:47:01.000

We really should imagine a future where all of our schools are fully public schools, where all schools are schools, that where our we, as voters, as parents, have a role in determining what our public schools look like, and that they are not controlled by a private board, or philanthropists or

00:47:01.000 --> 00:47:21.000

charter management organizations. I fully agree with the Naacp that this is not about parents who choose charter schools, and I fully respect every parent who makes that decision for their child and understand that decision but I do think that we can look to a future where all of our schools.

00:47:21.000 --> 00:47:30.000

Are fully public public schools, and in that spirit I also support this resolution.

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Thanks. Jonathan Victoria!

00:47:33.000 --> 00:47:38.000

Also echo what the fellow council member said, and fully support the resolution.

00:47:38.000 --> 00:47:50.000

I think I may have been at the hearing with you, or maybe another one, but I remember that a lot of people are upset because there wasn't even a representative there, and they're like, who are we gonna ask these questions to in the spirit of transparency and stuff ensure you wanna extend

00:47:50.000 --> 00:48:05.000

applications and take up space. But no decency to even show up for us to ask those questions or get any back to you know Johnson accountability and transparency, I mean, at least give us that right the correct courtesy and they didn't do that.

00:48:05.000 --> 00:48:06.000

But yeah, I fully support this resolution. It's laid out really.

00:48:06.000 --> 00:48:14.000

Well with the details. It's very informative and clear-cut, and leaves everything out well.

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So. Yup, thank you.

00:48:18.000 --> 00:48:26.000

Thanks, Victoria. You're right. Victoria wasn't the meeting with we listened to that meeting, and there wasn't no one there to answer any of the questions that the teachers and the parents ask.

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So thank you again for bringing that point of victory. I appreciate that, Kenya.

00:48:32.000 --> 00:48:48.000

First of all, I am in total agreement with what kind of wanna echo my fellow accounts, members of what they said before, and I also just wanna give a shout out to ray our Spanish interpreter, because Whitney essentially just spread the length of the Magna Carta the

00:48:48.000 --> 00:48:54.000

declaration of Independence combined, and he had to translate on the fly, and I can't even imagine how we did that.

00:48:54.000 --> 00:48:58.000

But it just well, thank you for that. And I think you, Whitney. It was really well for sense.

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Okay, thank you for that. That was my part. That was my partner who did that part.

00:49:00.000 --> 00:49:03.000

But I appreciate that this is well deserves it.

00:49:03.000 --> 00:49:08.000

Listen. You guys are on that. You guys were. I was impressed.

00:49:08.000 --> 00:49:11.000

But Whitney, that was very well put together.

00:49:11.000 --> 00:49:17.000

Presented, and thank you again to Ron, and I. Just you know I want to echo, and then also save. Thank you, Doran.

00:49:17.000 --> 00:49:22.000

Terriers, because sometimes they got to do a lot on the fly.

00:49:22.000 --> 00:49:26.000

Hey, our pleasure?

00:49:26.000 --> 00:49:27.000

The she is right. Thank you, that was a very long resolution, and I do also.

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Wanna shout out Mr. Brad and the N. Ocp.

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Because again, this resolution was modeled after their resolution.

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I just included some districts specific information, but it was largely modeled.

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After there was that they are doing the work they have been doing the work in this area for a long time, and that is why we were able to thank you again for giving us the presentation and then also having such a well written resolution.

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If we don't have any questions from any more council members, I'd like to move on to our attendees, attendees.

00:50:04.000 --> 00:50:14.000

If you do have a comment or question, please raise your hand, and Michelle will call on you.

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And this is in relation to the resolution.

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Let's see, I see one.

00:50:29.000 --> 00:50:33.000

Yeah, let me find you. Give me a moment. Here, here, here we go.

00:50:33.000 --> 00:50:40.000  
We have Ashley, Ron, Scott.

00:50:40.000 --> 00:50:52.000  
You know. Is she unmuted?

00:50:52.000 --> 00:50:53.000  
Hello! Can you hear me?

00:50:53.000 --> 00:50:57.000  
Okay, we can hear you. There you go. Sorry I couldn't tell. Here you go.

00:50:57.000 --> 00:51:05.000  
Thank you. Good evening, everyone I am so appreciative of this resolution, and the CC.

00:51:05.000 --> 00:51:09.000  
Body been in support of this work from the very beginning.

00:51:09.000 --> 00:51:18.000  
Queens has been in this fight for months. Now, like you, said Whitney, in 20 and 29, and when we heard it was coming to 30, I like what you said.

00:51:18.000 --> 00:51:25.000  
It wasn't about being defensive about being offensive and protecting what we know is so precious to us.

00:51:25.000 --> 00:51:31.000  
I caught the tail end of the presentation. Our members today spent the day up in Albany.

00:51:31.000 --> 00:51:45.000  
We lobby. We went up on buses, parents, teachers, people from the community to speak with our elected officials today to talk about our disappointment in the raise, in the budget for the charter cap.

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We talked about how important keeping our current schools the way they are, and having have this legislation about lowering class size, come down, is going to affect our schools, and that we don't have space.

00:52:00.000 --> 00:52:03.000  
And so many of our elected officials are on board.

00:52:03.000 --> 00:52:18.000  
I spoke with Zora Mandami, and I've been speaking with Julie WAN, and they are beingly opposed to co-occurring in our district, and it's great working with them, and with you, and just thank you so much for the work that you, do.

00:52:18.000 --> 00:52:26.000  
Thank you. Ashley. Does anyone else have a question to ask or comment regarding the resolution?

00:52:26.000 --> 00:52:38.000  
Please raise your hand.

00:52:38.000 --> 00:52:42.000  
Whitney. I see no answers.

00:52:42.000 --> 00:52:53.000  
Okay, do we have any questions in the interpretation room?

00:52:53.000 --> 00:52:55.000  
No questions in the interpretation room. Thank you.

00:52:55.000 --> 00:52:58.000  
Okay. Thank you. Gail, do we have any questions on the phone?

00:52:58.000 --> 00:53:02.000  
No questions with phone. Okay, Troy, do we have any in the?

00:53:02.000 --> 00:53:08.000  
We do what is the likely Melissa Savalla says, what is the likelihood of success?

00:53:08.000 --> 00:53:18.000  
Academy, arriving in our district. I wear because my children are enrolled in my neighborhoods, new school, where the easy argument could be made that there is plenty of room there for Miss Moscow.

00:53:18.000 --> 00:53:21.000  
It says convenience and profit, making opportunities. We must be able to counteract such.

00:53:21.000 --> 00:53:27.000  
Arguments, and fully denounce the privatization of our own hard-won gem.

00:53:27.000 --> 00:53:36.000  
Our public education, system.

00:53:36.000 --> 00:53:42.000  
Mr. Brick you got your hand up with. If you wanna if you wanna answer or speak to that.

00:53:42.000 --> 00:53:47.000  
Sure you guys have heard enough of my voice, but I'll just say that.

00:53:47.000 --> 00:54:06.000  
You know we've seen, and when I say we district 29 District 28 south Edition 28, you know, we've seen the outpour from 2620 25, who have no charters right?

00:54:06.000 --> 00:54:09.000  
Like you, you know, they they have absolutely none, not just success. Academy.

00:54:09.000 --> 00:54:30.000

They don't have any charters in their districts, and we've, you know, seen an outpour of support from them in a form of resolutions, because, as you already have graphs that this is not in issue, that just impacts a particular district this is an issue that siphons off

00:54:30.000 --> 00:54:34.000

and makes it unfair, and siphons, funds away from all of our public schools, from all of our children.

00:54:34.000 --> 00:54:52.000

Right. And so you know, we've, and in a lot of districts that don't have this challenge directly they certainly have come to understand that, you know.

00:54:52.000 --> 00:54:57.000

Just listening, you know, to President Tucson. Go through the resolution, you know.

00:54:57.000 --> 00:55:03.000

You really really understand how unfair it is, and what that impact looks like.

00:55:03.000 --> 00:55:13.000

And they in terms of your direct answers to your question, how likely it is for them to come to your district.

00:55:13.000 --> 00:55:30.000

It's highly likely it's highly likely for them to submit a proposal to expanding your district put together around the high school queens does not have a high school success.

00:55:30.000 --> 00:55:33.000

Academy does not have a high school in Queens, and that is one of their bigger angles.

00:55:33.000 --> 00:55:40.000

For what they're trying to do, and they want to heist.

00:55:40.000 --> 00:55:54.000

They want to have a high school, and they certainly want to co-locate it, and they want it in the borough of Queensland. They want to have a high school, and they certainly want to co-locate it, and they want it in the borough of Queens so you know there's a high likelihood that it

00:55:54.000 --> 00:56:00.000

could come, you know, into d. 30. So the fact that your Cec.

00:56:00.000 --> 00:56:06.000

Your district, your your president, all of you have decided to be proactive.

00:56:06.000 --> 00:56:13.000

Let's say in this matter, as you represent all the children.

00:56:13.000 --> 00:56:20.000

Right, you know, I think, is a very, very smart idea, and the fact that you're discussing it before you end up in a situation that some of the other districts were in.

00:56:20.000 --> 00:56:26.000

I think it's a great idea and I think it's very smart that you're all gaining a good understanding of how it operates.

00:56:26.000 --> 00:56:37.000

So I'll leave it there. Thank you again for letting me speak.

00:56:37.000 --> 00:56:40.000

Thank you, Mr. Britt. Jonathan.

00:56:40.000 --> 00:57:03.000

I just wanted to add that in order to be co-located, the Chancellor's regulation, a 190 requires 6 months notice before the beginning of the next school year, so, in answer to that question, I don't think that we're gonna you think

00:57:03.000 --> 00:57:05.000

it's too late for a co-location proposal for the 2023 24.

00:57:05.000 --> 00:57:16.000

School year. But we definitely need to be vigilant.

00:57:16.000 --> 00:57:17.000

Starting, you know, in the summer and the fall for the following year.

00:57:17.000 --> 00:57:29.000

Because that is, that's when those co-locations in in southeastern queens came about.

00:57:29.000 --> 00:57:33.000

And I think that's when they're likely to to be proposed in our district.

00:57:33.000 --> 00:57:37.000

If they're gonna if they're going to be proposed.

00:57:37.000 --> 00:57:49.000

Thank you. Jonathan, and the only thing that I want to add the hearing that Victoria and I attended it was an extension to their application to expand into our district again.

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No one really came to answer the questions that the parents, everybody that was there in attendance was an opposition of this extension, but the meeting it read to that success.

00:57:58.000 --> 00:58:17.000

Academy wanted to have a location in our district 5 year extension of the charter which was to start on August first, 2024. So I think if we

continue to Fight against, maybe we could work against getting that extension granted to them so that it would

00:58:17.000 --> 00:58:18.000

expire in 2,024, and we won't have to worry about expansion from success.

00:58:18.000 --> 00:58:21.000

Academy after the 2,024. So that's what we're working towards.

00:58:21.000 --> 00:58:32.000

The resolution calls for the the zombie Charter position to stop.

00:58:32.000 --> 00:58:48.000

And that's why we're trying to pass this resolution tonight and continue to provide our parents in the district and families in the information about expansion such as these, because we do have some charter schools in our district, and I think that we work well with the ones that

00:58:48.000 --> 00:59:01.000

exist, and parents do have that option. But I don't think that we're looking for like you, said Melissa, to to lose space in our newer community schools through color location expansion.

00:59:01.000 --> 00:59:16.000

I hope they answer your question. If we don't have anything else in the or any other hands race from our attendees, I'd like to move that we we vote for the resolution, and Victoria can do the roll call vote.

00:59:16.000 --> 00:59:20.000

Do I have a second on the motion to vote Jonathan Kelly?

00:59:20.000 --> 00:59:22.000

Okay for Troy. Thank you, Victoria, if you please.

00:59:22.000 --> 00:59:24.000

Do the roll call? Vote. Yeah.

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Okay, here we go. Deb, Alexander.

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Not here yet Christina Berwat.

00:59:35.000 --> 00:59:37.000

Kelly, Craig.

00:59:37.000 --> 00:59:39.000

In favor.

00:59:39.000 --> 00:59:43.000

Jonathan, Greenberg.

00:59:43.000 --> 00:59:44.000

Juliet, nor Haji.



00:59:44.000 --> 00:59:46.000  
In favor.

00:59:46.000 --> 00:59:50.000  
In favor.

00:59:50.000 --> 00:59:52.000  
In favor.

00:59:52.000 --> 00:59:55.000  
Victoria Mattellias in favor, Michelle Moore.

00:59:55.000 --> 00:59:57.000  
In favor.

00:59:57.000 --> 00:59:59.000  
Marcella, Santos.

00:59:59.000 --> 01:00:01.000  
In favor.

01:00:01.000 --> 01:00:03.000  
Whitney, Tucson.

01:00:03.000 --> 01:00:04.000  
In favor.

01:00:04.000 --> 01:00:07.000  
A server, Hall.

01:00:07.000 --> 01:00:08.000  
Kimberly, Andrew that.

01:00:08.000 --> 01:00:09.000  
In favor.

01:00:09.000 --> 01:00:10.000  
In favor.

01:00:10.000 --> 01:00:15.000  
Great. The resolution passes. Thanks everyone.

01:00:15.000 --> 01:00:18.000  
Hooray! Alright sorry! I thank you. Everyone. I really appreciate your hard work on this.

01:00:18.000 --> 01:00:30.000  
So now we are going to go to our next item on the agenda, which is a presentation from Miss Maryville, Perez Mcdaniel. From face.

01:00:30.000 --> 01:00:31.000  
She's going to give us some information on the New York City School Survey.

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Mirabelle, could you please raise your hand so we can promote you to a panelist?

01:00:37.000 --> 01:00:41.000

I see her. Thank you so much, Mary Bell. The floor is yours.

01:00:41.000 --> 01:00:45.000

Hello! Good evening, Council members. How are you this evening?

01:00:45.000 --> 01:00:46.000

Wonderful. Thank you so much.

01:00:46.000 --> 01:00:54.000

Thank you. And Hello! I'm Bishop, very community so I wanna talk a little bit about the New York City School survey.

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So, as you may know this is the seventeenth annual survey which is being administered currently this year.

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The dates to complete your survey, is marching thirty-first, so that is coming up shortly with within the next 2 weeks the purpose of the New York City School Survey is one way that New York City public schools engage members of school communities which is also very much in line with

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the Chancellor's focus on engaging families as partners in their children's education.

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So the survey is open to family mom or parents, teachers as well as students in grades. 6.

01:01:32.000 --> 01:01:56.000

Through 12. The purpose of the survey is to understand the school culture in a school as well as knowing if schools are engaging parents, so some of the questions may be, do you feel that your teacher is letting you know how you can help your students around school communication are you being

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communicated with by your school staff. Do you feel like a partner in your child's education?

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Is your school working on building, trusting relationships? Are they communicating in languages that you understand?

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And is your child race culture valued?

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And there are also questions about all staff members, from teachers to custodians.

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The safety agents as well as administration. You can take your school survey as Andyc school survey.org, or you could pick up the green envelope at your child's school.

01:02:35.000 --> 01:02:43.000

Are there any questions for me?

01:02:43.000 --> 01:02:46.000

Okay, so we're gonna start. I guess, with our council members.

01:02:46.000 --> 01:02:49.000

If you'll have any questions for Mayor Bell about.

01:02:49.000 --> 01:03:01.000

You know what she said about the school survey, or if you have any questions about the school survey in general that you want to ask, please raise your hand, and we can get to those okay, Jonathan.

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Thank you. Mary Bell, and I think it's really great that we're talking about the school survey, because it is a very important way in which Sl.

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Ts. And principals, and the district and the DOE have to know what's going on in schools for students and for parents and for teachers.

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And I just want to say that I have over the years heard at various times stories of teachers or administrators.

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You know, subtly or not, so subtly influencing the way that parents are students are answering, saying, You know, kind of urging them to say good things, or something like that on their survey.

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And I just wanna say to everybody, it is so important that everybody just take answers.

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The survey questions honestly. Schools will not lose any money, you know this is not, you know your your school is not going to be hurt.

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By, the answers that you give. In fact, it helps everybody to know what's schools are doing.

01:04:05.000 --> 01:04:27.000

Well, and what schools, what things schools need to improve on. So I just want to make that point, because I really have heard just too many stories over the years of you know, you know, influence that didn't seem right.

01:04:27.000 --> 01:04:31.000

And thank you for raising that point. I agree as, yeah.

01:04:31.000 --> 01:04:37.000

A long time parent leader, before I was working with Department of Education member of the school leadership team.

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That is a way we shape our conversations as well as craft.

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Our Cps. So it's very important to be honest in any part of our life.

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Right. We can't improve unless we're honest, and we're self reflective.

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And also like you said schools can learn from each other you know, if you have a poor survey, you could look to other schools who have, you know, higher ratings and kind of see what they're doing.

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So thank you very much. I agree with everything you said.

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Okay, do you have any other questions from any other members?

01:05:13.000 --> 01:05:16.000

Okay. Victoria.

01:05:16.000 --> 01:05:20.000

Alright. Thank you, Marabel, for that information.

01:05:20.000 --> 01:05:27.000

How would you incentivize to families that may think that their survey participation doesn't matter.

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For example, like or it won't change anything. How do you encourage parents who may think that to go ahead and let them know that they that their voice and their answers and feedback do matter?

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I would say that the Chancellor is very open, and I'm set fast, and his resolution to include all families and partner with them in shaping their child's education, and us, as parents have to be strong and determined in and being a part of our child's education, even if how do

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I put this, even if we're not sure if it is or is not, gonna make a difference.

01:06:04.000 --> 01:06:09.000

If we don't participate, it actually will not make a difference.

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I'm just gonna add on there a little bit. First of all, it will make a difference, and I think, Victoria, the pizza here is that we have to tell parents.

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But as Jonathan's pointed out, if the Sl. T.

01:06:19.000 --> 01:06:20.000

Is looking at it. Our teachers are looking at our administrators.

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Looking at it. That's what we start to change our practice.

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So it is an important piece, and I think and know that just telling the parent, if you're looking for something to change in your school through this survey is way to begin.

01:06:39.000 --> 01:06:54.000

Thanks. Dr. Composto. Thanks, Mayor Bill. If we don't have any other questions from our council members, I'd like to go to our attendees if you would like to make a comment, or if you have a question, please, raise your hand and Michelle will call on you oh, Fatima, your hand, is up.

01:06:54.000 --> 01:06:55.000

I'm sorry I could be fine to raise my hand.

01:06:55.000 --> 01:06:56.000

Sorry I didn't see you. I'm so sorry.

01:06:56.000 --> 01:07:06.000

One quick question regarding the survey. Is it like I saw, like many service that comes with the student name and their student Id.

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And if the survey will be like opened by the school later team is that like playing families?

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Right.

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Then kids in like pointing on them, or something like that based on their survey. The answer.

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Right, I understand, so surveys while they're not completely anonymous, they are confidential.

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So school staff does not open the envelopes, they mail it in.

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You can also go to the website. New York surveys complete. It.

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There with your child's office number. So while you are using the osis number, all of the results will go to the vendor, and only the results are shared without the students without any links to the students, information, so no staff member or school administration knows how any family member completes the survey.

01:07:59.000 --> 01:08:00.000

You're welcome.

01:08:00.000 --> 01:08:01.000

Okay, thank you so much. Maribel.

01:08:01.000 --> 01:08:03.000

Kelly!

01:08:03.000 --> 01:08:07.000

I'm just curious what the budget the DOE budget is for the survey.

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How much it is for all of the postage and the calculation of it.

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The third party company. That does that. What is? Do we know what it is for the in the budget for this past year?

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I do not know, but I can find that out for you, and let you know.

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Thanks. Mayor Bill. Oh, okay, we'll look one more time.

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I don't want to, Miss Colly, but do we have any other council members that have any questions?

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Are we okay to move on to the attendees?

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Okay, I'm so sorry. I did not mean to do that.

01:08:39.000 --> 01:08:45.000

So, Michelle, do we have any hands raised from the public?

01:08:45.000 --> 01:08:57.000

We have no hand raised at the moment. If anyone like to ask a question, make a comment regarding presentation on the school survey, please please raise your hand.

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Ask a question?

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I have no hand.

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Okay, while while we're waiting, do we have any questions from the interpretation room?

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No questions on the interpretation.

01:09:19.000 --> 01:09:21.000

No questions or comments from the interpretation room. Thank you.

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Okay, thank you so much. Gail. Any on the phone. No. Okay, Victoria, do we have any in the okay?

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Nothing in the Q. And a.

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And we don't have any hands from our attendees.

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No!

01:09:32.000 --> 01:09:33.000

Okay, well, I think we can go on to the next item on our agenda.

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At Maryville. Thank you so much for providing this information and answering our Council members questions.

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Please complete the Survey. Can you remind us of the due date?

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March thirty-first.

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One more time it is Mark Marsh. Thirty-first. So thank you again.

01:09:50.000 --> 01:10:02.000

This was very timely information to give to our community. I'm glad we were able to do it during our March calendar meeting, so the next item on our agenda is the superintendent's report from Dr.

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Composto. So, Dr. Composto, please take it away.

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Thank you so much. Good evening. Well, so some good news happening in the district first, I'd like to share with you that Ps.

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84 the Steinway school has been selected to receive funds in the amount of \$24,300, in conjunction with supports for the arts, instructional Citywide Initiative created by New York City Council members, Mayor Eric and the Department of Education also is 200 and

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35 is up for that grant as well. We were very lucky to have the Chancellor on March first, who came and visited 2, 2, 8, and 2 to 7, and he spent a couple hours in each school, actually an hour in each school and he spoke to teachers.

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He met with kids he visited classrooms, and after he was excited about both schools and one of the things he said is, he was so excited about the learning that was taking place.

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At all. He's gonna send some cruz over to videotape some of the classrooms, and the learning that was going on, he was truly impressed.

01:11:03.000 --> 01:11:25.000

It was a great visit. I'm happy to announce that the section 2 to 11 and 249 borough Presidents resolution funding allocation is out, and we have exactly 25 schools that receive money for technology and I think 2 2 7 received a 150,000 for camera

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installation. But it was wonderful, wonderful money for our technology, which we are in need of to update.

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One thing about technology. It's great. But you got to keep it updated.

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Our most received for our pre-k center we received 500,001, 22, received 222, received 250,000 Ps.

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166, streets received 350 lots of schools, received \$100,000 for the technology that'll be up on the website with all the schools.

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If you're interested in knowing it. The 23 Summit Youth Employment program, which is known as the S.



01:11:59.000 --> 01:12:11.000

Ye p lottery is now open. All students from age 14 to 24 are invited to apply to participate in the 2,023 summer Youth employment program, which is now accepting applications for the summer of 23.

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They will receive the applications until March the 30 first. These applications are available online for our youngsters for our youngsters with the Ieps.

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They are also entitled to apply for the Summer Youth Employment Program.

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There are 2 applications available for them. One is for the ages of 16 to 21, and one is for the ages of 14 and 50, along with special Ed.

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Anybody who has a 405 application can also apply for these summit jobs.

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So one of the blocks for our children. Prepare for the June 20.

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3 regions in New York State, 3 to 3 through 8 grade, Ela in math tests the math tests.

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Will the Ela test will be April 19 and 20.

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The math test will be the May 2<sup>nd</sup> s, and third, and our regents will run June first, 14 and 16, and the 2,000 twenty-second Maya Adams and School Chancellor Banks announced the launching of the Minecraft Educationational Battle of the

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borough esports competition. This is the competition in all the games the kids are all excited about it.

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It's mostly for our middle schools and high school students, but it's a great opportunity for them to shine this your curriculum option.

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So about a week or 2 ago we were asked to pick a curriculum the city of New York is thinking about having voted on it yet, but they're still thinking about doing what a curriculum for all.

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So they've given each district the opportunity to select one of 3.

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So I met with the principals, and just to give you some of the facts, and then I'll tell you what we're going with.

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So we have this member. Right? I said. It's only elementary school.

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So we have 2 pre-k to 2. We have 24 pre-k to 5 and 5 free K.

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To 8 schools, a total of 31 of our schools are involved in this program.

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So presently, this year we have 22 schools that are already using into reading, which is an acceleration.

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We have 6 schools that are using teachers. C, college, college. And we have 2 schools that are using expeditionary learning and one school that use my view.

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So the principals got in the room with me, and we talked, and went back to our staff, and we have decided to go into reading like I said, 22 schools already have it, but it's exciting to see will what our next step is so the this has not yet been instituted.

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They've asked districts just to identify a program that you would be able to go with, and we are waiting now for the next step.

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So we have selected into reading for our curricula, and.

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Just wanna give you some.

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Updates on the summary school. There is my area here.

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Sorry about that. So our elementary and middle school the first day will be July fifth.

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The last day for students is August tenth, and the first day of regular school summer school will start July fifth.

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We are presently working on our schools, which sites will be used because we do have a lot of our schools that are going to have construction over the summer.

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And of course, our intent is to make sure that every child and every staff member is in an air conditioning room.

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So I just want to also add on that I'm on the committee for the family day.

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We met yesterday, and I'm happy to say that I spoke to our principal at 20.

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4, and she's going to work with us 100%.

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I spoke to Officer James Thurston. He also said, we can have the rock wall.

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He will get it for us. He did remind me that he didn't think he would be able to put it in the schoolyard, so we will have to get this this street closed in front of 204 if we want to use the rock climbing piece.

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So I spoke to Crystal, worthy Crystal.

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Worthy is our person in charge of student government, and it was mentioned that they'd like to get some of our middle school children, perhaps to help out with the fair.

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S. So we're meeting with them on the 20 third, and we will be asking them to help us out for the family day as well.

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And just by coincidence I had a meeting with the 114 precinct today, and you should all know that that once a week all principals meet with their local precinct, and today was the one fourteenth.

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So I mentioned to him about our our, our family day, and he said he would work with us he would certainly help us close the street as well, and I said some look out for our President's counsel, Nick and Becca will be visiting him get the permits, and he's on board and he said he'll work

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with us, so that was pretty exciting as well. That will be getting the opportunity to do that.

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Thank you.

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Hello, thanks. So much. Doc. Composto. We appreciate that.

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Okay, so let's go. Do we have any questions from our anyone, from our council?

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Please raise your victoria.

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So many today, the into doctor compost the curriculum.

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Yes.

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I know you don't have that date. Is it possible that it will start coming September?

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Or when will we know?

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If no that yes, it will, if they go with it.

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Yes, it will start for September absolutely.

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Okay. Thank you.

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See, Jonathan's hand is raised.

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Sorry. Sorry I couldn't unmute myself.

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Thanks. So I have a few. I have a few questions.

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One was, oh, just on on that same topic of the reading curriculum.

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It was I was unclear about was our district voting for the whole city because the whole city is gonna use one curriculum, or will each district get to tues their own?

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That's correct. Each district will get a chance to choose their own.

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Okay? And could you actually, could you tell us a little bit about those 3?

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The 3 options that you chose from like what was different about them.

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What was it that you know that the principals liked particularly about into reading that you took? Yeah.

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Well, so we right. So, first of all, teachers, colleges no longer was no longer core material.

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So that's off the table as well. So then you're only down to expeditionary, which 2 schools has, and the other one no one had.

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But they did like that program. We had somebody come in and talk to us.

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But into reading is very thorough. It is, it is a Crsc.

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First of all, it certainly is. Models like Teachers college where they do the workshop model.

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There's independent reading. I did put a whole sheet in there, so I can read some of the pieces for you.

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They make it home, learning more manageable for family.

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So there's a whole piece. That's what one of the things the principal pointed out.

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It has a whole piece about getting parents involved, and each unit every lesson has some kind of a letter that goes home to the parents and keeping them on board with us.

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So that was an important piece. It exposed students to diverse authors and literature.

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As we talked about developing strong readers through research based foundations, they have a phonics program as well.

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They have a built-in phonics program as well.

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They teaches students how to think critically, delivers meaningful scaffolds, and supports one of the things that I liked about it.

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It's really a great program, because it's scaffold for our children that need scaffolding up, and it has enrichment pieces for youngsters who are already above.

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So it really does address all of our children at the same time supports the steps of writing.

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It has a writing program, so it has a phonics program and has a writing program.

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It's a reading program as well. And of course it uses assessment data to help teachers.

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So it has this whole assessment piece. That is all computerized and helping teachers, knowing exactly what skills we need to work with our children.

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And one of the pieces that the principal spoke about is that we can do much more professional learning in a solid manner, because we'll be able to draw upon each other and our teachers to use their experience already like I said, we're having a principal meeting next week and we had a steering.

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Committee meeting and one of the things that was asked, if we can have the principals who are using into reading talk to it more, how do they use it?

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What do they do in those who are not using it as much?

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Where are they? And how can they move forward so it should be exciting to do it.

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So we we really did research into reading a little bit more than the other 2.

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But the other one we did have the 2 principals speak about expeditionary, and the third one was only one principal, but expeditionary, and the third one was only one principal, but we have the the curriculum people to come and let me just give them

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an oh, whiten wisdom! That was the third one, which wisdom, which is a nice program to.

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That was one of the ones we looked closely at. We were looking for a program that has the phonics and the writing and the reading as well, and the piece, of course, Crsc, but, more importantly, that we can address our children with scaffolds up, and we can also then enrich the children who

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need, enrichment.

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Okay, thank you. Thank you for all that. My other question is about the the arts.

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Grant from the City council. So it's wonderful for Psa for and 2 35 that they get this a little bit of money, you know, for for arts programs.

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How are those schools? Chosen? I know that, you know there wasn't a whole lot of money throughout the city, and so that there were only able to provide it for a few schools.

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So I believe the criteria part of the criteria was.

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How would those schools chosen?

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I don't know the whole criteria, but it wasn't part was they didn't have full time.

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Our teachers, you know, since they and I thought that was really a very small thing to do, because they're both of those are small schools.

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They didn't have a full time art teacher. So they were giving like supplement money to do this.

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You're welcome.

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That's great. Thank you. Thank you.

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Yeah. Do you have any other questions from any councilmembers?

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Okay, I do have one question. So Dr. On all of the resolution, a technology upgrades, how will we be able to find out some more information on?

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You know what those will be used for specifically in the schools.

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I'm not sure. I mean, we could certainly ask our principals what they're doing with the money, but I'm sure there might be place that has that.

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Let me see if I can find out if there is a place that has that information.

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Usually I. It is smartboards changing their laptops.

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Hmm!

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That's usually the big piece that we do. We're buying chromebooks now to with chromebooks, but we can find out.

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I'll introduce, and if not, I can certainly survey the principals as well.

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Yeah, no, thank you. And all reason I'm asking is because, like, I see one of the schools on there, I'm a liaison for like 3, 61, I know they need new Promethean boards throughout the entire school building and I don't know if this is enough.

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Or not, and I want to help them get what they need for these new smart boards in this school building. So that's why I'm asking the question.

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You know I if still got it, I want to answer for more.

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No problem. I'm honest. But I think, just, yeah, it's each school, whatever they put in for.

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But we can get a list. Maybe, if not, I'll figure it out not to worry.

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Okay, thank you so much. Dr. Composto. Did anyone else have any other questions?



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Okay, I guess the way the meeting with tonight we're now going to open up for public comments.

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This is for any of our attendees if you have any questions for Dr.

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Composto in his presentation. Or if there's something that you would like to bring to the attorney of our Council, please raise your hand and state your connection to the district, and Michelle will calling you apologies for the background noise.

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Oh, and you also all have 2Â min. Think you so much?

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Okay, let this not be the quietest meeting we've ever had in the history of the C.

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30. Anyone any comments, any questions you just want to say, Hi, please, Rachel hands and I'll call on you.

01:25:03.000 --> 01:25:13.000

Okay. I am not seeing any hands, and I don't see anything in the if you did not wanna talk tonight, remember, you can always email us at Cac. 30 at school.

01:25:13.000 --> 01:25:20.000

Dot nyc dotv I'm going to say, make, we are calling the meeting at 8 Pm.

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As per the agenda this evening, so I'd like to move that we close the meeting if I have a second.

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I see a second from Kelly and Victoria, if possible.

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So thank you. Everyone, have a good evening. I do have some announcements prior to our adjournment.

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We do have a communications committee meeting tomorrow after.

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Is it at 6, 30?

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5, 30.

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5, 30 apologies. So yeah, we have our outreach and communications Committee tomorrow at 5 30 Pm.

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And our business meeting was next Monday, at 6 30 Pm.

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So we'll see you next Monday at 6, 30.

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All right. Everyone. Good night. Apu. Have a wonderful evening.

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Good night. Thank you all.

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Good night, everyone.

01:26:04.000 --> 01:26:30.000

Good night.

01:26:30.000 --> 01:26:39.000

Have a good night. We got done fast, so enjoy.