

WEBVTT

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Okay, we're just waiting. One moment. Thank you. The recording has started again.

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Now we are going to continue with the rest of our agenda, Jay Helena, thank you so much for coming this evening, I'm pretty sure we will get some really good questions to you all on all of these various email.

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Have a good night.

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Addresses, and thank you for the presentation. So the next item on our agenda we are going to be honoring district 30 students receiving awards from our Cec.

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Of and district 30 for their awards for service to the school community and improve academic performance.

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So we're going to start with this presentation this evening.

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Parents, students. If y'all are here, we really appreciate you being here this evening, and we're going to go through the awards. Let me take a sip of my water before we get started.

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And honoring all of the students for awards to their school community and improve academic performance.

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So let's go ahead and get started. Okay? So our community District Education Council 30, we offered 2 awards the service to the school community.

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And this student should be the one who always offers to help their peers and volunteers to assist with school events, and the second award is most improved.

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Academically, they do not have to be high achieving, but rather the Council is looking for someone who consistently puts in the extra effort and works very hard.

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So let's get started on these Awards.

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So for Ps. 2, we have for a service to the school and the community.

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And we also have for Ps. 2 for Ms.

00:01:41.000 --> 00:01:46.000  
2 for improved academic performance. I wanna say now I apologize.

00:01:46.000 --> 00:01:51.000  
If I am not pronouncing your name correctly, but I am trying my best, and we are also proud of you.

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For. Ps. 11. We have Muttassin.

00:01:57.000 --> 00:01:58.000  
And we also have Jocelyn Galvez from Ps.

00:01:58.000 --> 00:02:12.000  
11. Hanley Gonzalez, from p. Elevens.

00:02:12.000 --> 00:02:17.000  
Caitlin pokita, from 2 Ps. 11.

00:02:17.000 --> 00:02:22.000  
Mohammed Diab, Ps. 17.

00:02:22.000 --> 00:02:27.000  
Salon Torah, from Ps. 17.

00:02:27.000 --> 00:02:33.000  
Maria Jose verbal Papa Yan for Ps. 69.

00:02:33.000 --> 00:02:38.000  
Alizabeth, of Ps. 69.

00:02:38.000 --> 00:02:43.000  
Reese fallen of Ps. 70.

00:02:43.000 --> 00:02:47.000  
Diana Mocharo for Ps. 70.

00:02:47.000 --> 00:02:58.000  
And Maya Smith, from Ps. 76.

00:02:58.000 --> 00:03:04.000  
Emma lumber. Tillkini from Ps. Is 78.

00:03:04.000 --> 00:03:09.000  
Leah Redskin from Ps. IS. 78.

00:03:09.000 --> 00:03:19.000  
Peers. Bassian, from Ps. IS. 78.

00:03:19.000 --> 00:03:25.000  
Do a bouka from Ps. 84, Tiana Barrera from Ps.

00:03:25.000 --> 00:03:33.000  
84 hmm. Matthew Ospina, from Ps. 85.

00:03:33.000 --> 00:03:39.000  
Nadia Zeit, from Ps. 85.

00:03:39.000 --> 00:03:44.000  
Matthew Ruiz, from Ps. 92.

00:03:44.000 --> 00:03:49.000  
Hiker Santiago from Ps. 92.

00:03:49.000 --> 00:03:54.000  
Alex. From Ps. Is one-eleven.

00:03:54.000 --> 00:03:59.000  
Javon Purvis from Psis. 1, 11.

00:03:59.000 --> 00:04:08.000  
Fatima Mach. 4 for Ps. 1, 12 from Ps. 1, 12.

00:04:08.000 --> 00:04:13.000  
Chloe from Ps. 1, 22.

00:04:13.000 --> 00:04:18.000  
From Ps. 1, 22.

00:04:18.000 --> 00:04:22.000  
Shahan Ali, from Ps. 1, 22.

00:04:22.000 --> 00:04:27.000  
From Ps. 1, 22, Marwan H.

00:04:27.000 --> 00:04:31.000  
Hassan, from Ps. 1, 22.

00:04:31.000 --> 00:04:43.000  
Antonlla from Ps. 1, 22.

00:04:43.000 --> 00:04:54.000  
Ivan Nala. From Ps. 1, 27.

00:04:54.000 --> 00:04:59.000  
Jacob Castillo, from Ps. 1, 48.

00:04:59.000 --> 00:05:05.000  
Alejandro Linares, from Ps. 1, 48, Alexa.

00:05:05.000 --> 00:05:10.000  
Montiel Romero, from Ps. 1, 49.

00:05:10.000 --> 00:05:17.000  
And Joyce Alichan, from Ps. 1, 49.

00:05:17.000 --> 00:05:22.000  
From Ps. 1, 50.

00:05:22.000 --> 00:05:27.000  
For Ps. 1, 50.

00:05:27.000 --> 00:05:32.000  
From Ps. 1, 50.

00:05:32.000 --> 00:05:43.000  
Arianna Penot, from Ps. 1 50, mia. Isabella Figueroa, from Ps. 1 51.

00:05:43.000 --> 00:05:48.000  
Yes, enough, Vera, from Ps. 1, 51.

00:05:48.000 --> 00:05:53.000  
A really Camacho from Ps. 1 52.

00:05:53.000 --> 00:05:55.000  
Rahon, Rabani, from Ps.

00:05:55.000 --> 00:05:58.000  
1 52.

00:05:58.000 --> 00:06:03.000  
Alina call the wrong from Ps. 1, 66.

00:06:03.000 --> 00:06:08.000  
I'm Ed Sovani from Ps. 1, 66.

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Anthony Loha, from Ps. 1, 71.

00:06:13.000 --> 00:06:17.000  
Faith Uponty. From Ps. 1, 71.

00:06:17.000 --> 00:06:23.000  
Leandro Cueva, from Ps. 2, 12.

00:06:23.000 --> 00:06:29.000  
Melanie, from Ps. To 12.

00:06:29.000 --> 00:06:34.000  
Fabian Rodriguez, from Ps. 2 22.

00:06:34.000 --> 00:06:40.000  
Reading Roy from Ps. 2, 22.

00:06:40.000 --> 00:06:45.000  
Sofia Glago Londana, from Ps. 2 22.

00:06:45.000 --> 00:06:52.000  
Jacob Pallaguachi, from Ps. 2, 22.

00:06:52.000 --> 00:06:56.000  
Stephanie Luna, from Ps. 2, 28.

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Kevin Hernandez, from Ps. To 28.

00:07:01.000 --> 00:07:06.000  
Sarah Colinovic, from Ps. 2, 34.

00:07:06.000 --> 00:07:10.000  
From Ps. To 34. Melanie Lulu, from Ps.

00:07:10.000 --> 00:07:16.000  
3, 29.

00:07:16.000 --> 00:07:21.000  
George, from Ps. 3, 29.

00:07:21.000 --> 00:07:30.000  
Jasmine. Alexander from is 10.

00:07:30.000 --> 00:07:35.000  
Clara Burke from is 1 26.

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I'm at Elsayed from is 1, 26.

00:07:40.000 --> 00:07:46.000  
Elvis. Yeah. Thomas, from is 1 41.

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Jordi, Raphael, Kleevas Perata, from highs, 1 41.

00:07:51.000 --> 00:07:57.000  
Lillian are. Parella from is 1 45.

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Sandy Zoo from is 1 45.

00:08:03.000 --> 00:08:08.000  
Lenny, for Mayo from is 1 45.

00:08:08.000 --> 00:08:12.000  
Michel Baracho from IS. 1, 45.

00:08:12.000 --> 00:08:18.000  
Aisha, may maya, from is 204. Robert Johnson.

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The third from is 204.

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Danny Zang from is to 27, you may change from is to 27.

00:08:31.000 --> 00:08:36.000

Miriam Maria from is to 30.

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From is to 30 are okay. Sorry from is to 35.

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Anna Maria Angel Medina from is to 35.

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Ryan Lobo from is to 91.

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Eric bravo Romero! From is to 91.

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James James London, Pete, from Q. 300.

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Alisha as the best from Q. 300, and that's all of our awardees. This evening.

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If your name has not been called, there will be a certificate that will be sent to your pressbo, and all these certificates will be received by our students as soon as possible. So thank you all, and congratulations to everyone.

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Congratulations, all those wonderful children. We are all proud of you.

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Congratulations, and Whitney, I'm proud of you.

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You really said those names beautifully. Thank you.

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You did. Well.

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Southern draw and all. I tried my best. Now I think, Gail, if we have some students, don't we?

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Let them say anything, or their parents say anything. Okay. So students out there, if you are here and you heard your name called and you want to correct Miss Tucson on how to say it the right way.

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So I can do better. Please do that, and I also want to give you your moment in the sunshine so raise your hands and I also want to give you your moment in the sunshine, so raise your hands, and we'll call on you, and you can speak.

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And at this time. So, parents, students, if you were here this evening and you heard your name called, please raise your hand, and we will call on you.

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Okay, Victoria, if you want to call on them for me.

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Thank you so much.

00:10:25.000 --> 00:10:31.000

Sure, Eileen Pina, go ahead and unmute.

00:10:31.000 --> 00:10:37.000

Hello! Can you hear me? Hi! So I'm here with Arian.

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Hello so he's from 1 50 I. So we're super excited and we're stable.

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Only thing is, the spelling of his name was.

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Well, we will fix that if you want to put that in the for us, we will get that fixed.

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So he has a perfect certificate to take home.

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Alright! Alright! I will do that. Thank you so much.

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Thank you so much. Thank you so much.

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Hi! See, Ida, I'm from Ps. 1 50.

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Thank you for the certificate. I'm very happy.

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You're welcome and congratulations on giving an award this evening and being brave enough to speak.

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We really appreciate you, and congratulations again.

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Thank you. Guys. Thanks for all your hard work. We got this far with everyone's help.

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And all the wonderful teachers he has, and he with his IP and everything.

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Wonderful! We're so proud!

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Okay, do we have any other hands raised? Victoria?

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I would like to take a moment, if I may, to thank Kimberly, our student on the Cec.

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Is that okay? So I'd like to.

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1Â Si think I see it. I think I see a hand.

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No problem.

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Hmm!

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Yes, Beneatha Hudson. Figueroa! You can go ahead and unmute yourself.

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Hey, guys, it's been equal here, my daughter's here, mia Isabella!

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Hi! Thank you.

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So she says, Thank you. Guys have a great day.

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Thank you so much.

00:12:23.000 --> 00:12:31.000

Thank you thank you, mia Isabella, thank you for coming this evening and speaking up tonight from graduations on your awards.

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Okay.

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You're very welcome, sweetie. Okay.



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Okay, Dr. Compasto. You know what great minds cause.

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We had something for Kimberly, too. But I'm gonna let you go first.

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So you go ahead, and then we'll do something.

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Thank you. Thank you so much. I'd like to take the opportunity to thank Kimberly for a service on the Cdc.

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This year has been easy, being remote, but she's been here most of the time.

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She's been an asset to the Cec. And has been an advocate for students in the district.

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Kim, Kimberly. I wish you very, very best.

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Next year, when you attend college congratulations on being accepted to the University of Buffalo, Honest College, I pray that you will go with Godspeed.

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Have the coverage to be among those kind, and caring human beings, and make this world a better place for all of us, wishing you health, happiness in a very bright future.

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Thank you for all that you do.

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Thank you.

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And you're gonna get a certificate. I believe.

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As well take away with me.

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Thank you.

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Yes, thank you. Dr. Compasso Gail. Could you share that certificate that we are presenting the Council is presenting Kimberly this evening?

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So kimberly. I'd like to read this to you.

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So this is a certificate of recognition for you, for your valuable and outstanding performance as a member of Community Education Council, District 30, and your lasting contribution to the students and parents of the Community School District 30, the key to our success wrestling are you like Kimberly andrewvet who

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invodied the spirit of greatness by saying, Yes, I can, and so can you her inspiring dedication sets a tremendous example to the world, and personally, I'd like to thank Kimberly for her work with our Town Hall.

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Kimberly worked hard to get a question for our Chancellor from students, and she asked the question herself.

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At our Town Hall with the Chancellor so, and it just showed a poise beyond her years.

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So thank you for that, Kimberly. And then also, I really like to thank you for volunteering, and I'd like to say our inaugural District family fun day, and we couldn't have done gotten it done without you working as a volunteer with that.

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As well so you've gone above and beyond for, and show what a student member could do on our council. So I just want to thank you for that, and I'd like to open it up to any other council members that want to give Kimberly.

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Some words of congratulations before she embarks on her next adventure, which is college.

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Oh, my gosh! So if anyone wants to speak and share some congratulations for Kimberly, please raise your hand now, calling you really quick.

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Esther.

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Just wanna send you the very best and congratulations very warm congratulations on your next journey, and wishing you all the very best.

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And keep it up.

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Thank you. Esther.

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Okay. I see some other progress for Kimberly in the Q. And A.

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And in the chat. But Kimberly again, I just wanna say thank you so much again, for you know, bringing your energy and talents to our council and coming to our meetings and again volunteering to help with those questions for the Chancellor's Town Hall and with our district day we really

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appreciate the perspective you bring. As a student in the district.

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So thank you so much.

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Thank you. Everyone.

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You're very welcome. Okay, let me check it off and be professional.

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Now, I wanna thank everyone. All the parents that were here, all the students, all the children and Kimberly, who got certificates this evening.

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Thank you all for all, all the work you all did.

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This school year we are nothing without the children that we serve. So thank you very much.

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This was very fun for me to do as President. I really like all the certificates that have in this ceremony this evening, Doctor Compassal, do you have anything else to add before we go?

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That capacitor. You are mute.

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Sorry about that. Thank you. They just got a text from Csa.

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There's a fellow out there, Robert Florez, that he was supposedly going to speak about class size, and he just emailed me that.

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So I don't know if that's now a speaking time.

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We could do that during public speaking time. If if he's still here.

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Yeah. So let's go ahead to the public agenda.

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Robin, you heard that? I hope if you're out there.

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And speaking time. What I'd like to do is go back to Miss Sadiq, Dr. Compasso, if you could provide her a little guidance for her inquiry.

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Miss Adidi, are you still here?

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I answered her question in the chat, and if this, the number that she put there, I'll make sure somebody calls such. Tomorrow we'll be able to do that off.

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Okay. Alright, thank you so much. Michelle.

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Yeah, oh, so are we. I just want to acknowledge we have a and I'm gonna mispronounce.

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He's giving Congressional to the entire community. I don't know if he's a parent of a student who is there.

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We'll just grass this. And so that is a totals.

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Okay.

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So that's also we have other folks.

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Who are we entering the public speaking time at this period?

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Yes, so we need to call on people in the audience in the zoom room first.

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I just wanted right. I just wanted to, acknowledge and recognize the sketchum.

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The please rach your hand if you wanna if you wanna ask a question, this is a time, that's all.

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Thank you. So this is the time we are now moving to our public agenda and speaking time we have 15 min allocated for this portion of public agenda, and speaking time.

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We have now instituted, where we will have 2 public agenda and speaking times.

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This is the first portion. So if you would like to speak during this fifteen-minute increment that we have, please raise your hand and Victoria will call on you.

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Please state your name and your connection to the district. You will have 2 min to speak, and please be cognizant of the time.

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Jonathan will be working on the timer for us at the conclusion of your 2 min we will have to move to the next speaker, because we have only allocated during 15 min for this portion of public speaking, but we will have a second portion at the end of tonight's meeting.

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So we are now moving to public agenda and speaking time.

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Please call on the first hand you see raised Victoria.

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Whitney, Whitney, Roberto, Flores emailed earlier this afternoon to speak during this session.

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Okay. If you go first, please.

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Yes.

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Is he in the zoom room? Okay? Has he been promoted?

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I'm doing that right now. Okay.

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Okay, so we'll go with Mr. Flores. And then, Victoria, if you wouldn't mind, please calling on.

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Thank you so much. Alright, Mr. Flores, you have 2 min.

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Thank you so much.

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Thank you. Thank you. Good evening. My name is Roberta Flores.

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I'm a member of the field staff of the Council of School Administrators and supervisors otherwise known as Csa.

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I'm here tonight on behalf of the Csa leadership and the 17,000 in service, and we retired school leaders.

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We represent to speak about the State's new class size, law.

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Our Union agrees with the deal analysis that our system already meets the class size caps.

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Crisp for the 2324 school year.

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Yet school leaders have serious concerns about the future implementation of this law.

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For too many schools. In the 2425 school year, and beyond, to be clear, our Union firmly believes that smaller class sizes are beneficial to students.

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Anyone who has ever stepped foot in a classroom can understand how fewer students often results in more individual attention for each better communication and connection between teachers and students and more meaningful participation lessons, however, we must begin our conversation better communication and connection between teachers and students, and more meaningful participation lessons however, we must begin our conversation about this law by

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acknowledging the legitimate challenges.

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The deal was that it must hire, 9,000 new teachers across the country along with a commensurate number of assistant principals, to ensure appropriate supervisory levels, and the city must invest 30 to 35 million in capital funding to create new space yet there is currently no plan on how to

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recruit the additional teachers and assistant principals needed to ensure the quality instruction our students deserve, and the city has yet to

share any concrete and comprehensive plan from the school construction authority for the purpose of creating new classrooms we believe that it's in the best

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interests, of our school system for the city to be already acting as if we are approaching year.

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3 of the phased in plan. When the lack of staffing and space would clearly begin to impact schools directly.

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Imagine if we do, the class sizes of a typical elementary school cause its enrollment to decline significantly first, since budgets are based on enrollment.

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That school will lose substantial resources. So where are the displays? Yeah.

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Mr. Floris, thank you so much. We appreciate it.

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Not a problem. Thank you.

00:21:59.000 --> 00:22:02.000

If if you do, have these comments written, you could please email them to us as well. But we do have to move to our next speaker as we found allocated 2 min, thank you. Thank you for coming.

00:22:02.000 --> 00:22:09.000

And we really appreciate your comments. I would appreciate if you could forward those to us via email as well at a Cec.

00:22:09.000 --> 00:22:14.000

30@school.com Victoria. Would you mind calling on our next speaker?

00:22:14.000 --> 00:22:15.000

Sorry, not a problem I'm being touched. You're off.

00:22:15.000 --> 00:22:20.000

You can go ahead and unmute.

00:22:20.000 --> 00:22:24.000

Good evening. Can you hear me?

00:22:24.000 --> 00:22:25.000

Yes, we can.

00:22:25.000 --> 00:22:34.000

Hi! Good! Hi! I'm Venus Ketcham. I'm a community and education leader throughout queens and throughout the Greater New York City area, and I speak as Cec.

00:22:34.000 --> 00:22:43.000

To encourage parents in the audience to speak, and as specifically questions about their specific schools and the needs of their schools. Right? We're talking about budgets.

00:22:43.000 --> 00:22:46.000

And we want to know about specific schools and districts. 30.

00:22:46.000 --> 00:23:00.000

And when we talk about teacher budgets and funding and prints, allocations and stuff like that, we want our parents to be empowered around that there are several meetings happening tonight, so I'm glad to be able to circle back to D, 30 because tonight is Queens high School's President's Council

00:23:00.000 --> 00:23:01.000

as well as school. District 27. Also happening today.

00:23:01.000 --> 00:23:07.000

But my question was, I wanted to circle back before the new school year.

00:23:07.000 --> 00:23:15.000

We have a new council around the success of our school of District 30 school and closing the racial, economic, and academic achievement Gap.

00:23:15.000 --> 00:23:25.000

I used to say that back in a day when I first started speaking in 2,012, I want to start back to Ps comparing what I did in September, Ps. 11, to Ps.

00:23:25.000 --> 00:23:29.000

1 11. I was just looking at the numbers again, and Ps.

00:23:29.000 --> 00:23:30.000

11 was at 11.8% proficiency level 3 and level 4 as Ps.

00:23:30.000 --> 00:23:37.000

11 is that 50%? So how are we gonna close that gap?

00:23:37.000 --> 00:23:41.000

Because what the externions of all schools to improve, the gap is going to widen, because not only are the failing schools going to improve, but the good schools are going to improve as well.

00:23:41.000 --> 00:23:53.000

So what specific resources programs, initiatives are going to support the schools that are struggling in District 30.

00:23:53.000 --> 00:23:57.000

I was just looking at. Ps. 1, 71 was at around 20%.



00:23:57.000 --> 00:24:11.000

So I'm hoping that in September, October, when the data comes out that we're able to see growth and exponential growth in our most struggling schools in a district, and I was also at in Queen's Bridge, this past Saturday I'm at a healing experience

00:24:11.000 --> 00:24:17.000

event in the circle, in a basketball field hosted by the office of Neighborhood safety and Sugar Ray.

00:24:17.000 --> 00:24:20.000

So I wanted to shout that out. That's what inspired me to get back on this zoom today.

00:24:20.000 --> 00:24:25.000

So shout out to Queensbridge, which I'm not from Queensbridge, I'm from Jamaica.

00:24:25.000 --> 00:24:29.000

Queens. Thank you. I got it all in.

00:24:29.000 --> 00:24:30.000

Yes, you did. Thank you so much for being cognizant of our time, and thank you for coming to the event.

00:24:30.000 --> 00:24:40.000

At Queensbridge, and participating with this, that event in our local activist sugar Ray.

00:24:40.000 --> 00:24:41.000

I know him as well, so thank you so much. Dr.

00:24:41.000 --> 00:24:49.000

Compasso. I think Miss Ketcham did ask some questions about school performance and proficiency.

00:24:49.000 --> 00:24:55.000

I'm sure that we can get some reports together for her in relation to the the questions as well.

00:24:55.000 --> 00:24:57.000

Yes, and she says on, we'll be talking about Ps.

00:24:57.000 --> 00:25:00.000

One-eleven this evening.

00:25:00.000 --> 00:25:02.000

Alright. Thank you, Dr. Pastel. Thank you. Venus.

00:25:02.000 --> 00:25:13.000

I hope you heard that we are going to be talking about some of the performance in the schools that you mentioned this evening, so I

appreciate that Victoria, do we have any other hands raised in the Zoom room?

00:25:13.000 --> 00:25:18.000

Okay, Michelle, do you see any questions in the?

00:25:18.000 --> 00:25:20.000

For perfect speaking.

00:25:20.000 --> 00:25:22.000

I do not. I do not see.

00:25:22.000 --> 00:25:28.000

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

00:25:28.000 --> 00:25:30.000

No!

00:25:30.000 --> 00:25:31.000

We.

00:25:31.000 --> 00:25:33.000

No. And do we have any questions in the interpretation room?

00:25:33.000 --> 00:25:36.000

There's no one in the interpretation room. Maybe we can release.

00:25:36.000 --> 00:25:37.000

There's no one.

00:25:37.000 --> 00:25:39.000

No, maybe we can release them.

00:25:39.000 --> 00:25:42.000

Okay.

00:25:42.000 --> 00:25:45.000

Yeah.

00:25:45.000 --> 00:25:50.000

I'd like to wait just a little longer. We might have someone join, but if not, then yes, later.

00:25:50.000 --> 00:25:56.000

Thank you so much. So that closes this setup of the public agenda.

00:25:56.000 --> 00:25:59.000

And speaking time, if we don't have any questions.

00:25:59.000 --> 00:26:04.000

So the next item on our agenda is the vote to approve the revised Bylaws, the bylaws are currently available on our website.

00:26:04.000 --> 00:26:18.000

Ahec 30.org on the meeting documents. Page. So what I'd like to do right now is introduce our Boss committee chair, Ms.

00:26:18.000 --> 00:26:19.000

Deborah Alexander, and she will be reading the final version of our bylaws that we have revised.

00:26:19.000 --> 00:26:28.000

That will be voting to approve this evening. So, Dad, please take it away.

00:26:28.000 --> 00:26:31.000

You don't want me to read the infections of the bylaws. Correct?

00:26:31.000 --> 00:26:34.000

Just the changes we are voting on that just that area.

00:26:34.000 --> 00:26:36.000

Okay. Just checking.

00:26:36.000 --> 00:26:45.000

The document in its entirety will be on our website at CC 30.org.

00:26:45.000 --> 00:26:46.000

So, thanks. Dan.

00:26:46.000 --> 00:26:55.000

Okay. Okay. Oh, I pulled up the clean coffee and let me just grab the changed copy cause that would be easier.

00:26:55.000 --> 00:26:58.000

Alright!

00:26:58.000 --> 00:27:03.000

Perfect. Okay.

00:27:03.000 --> 00:27:11.000

Do you want? Would it be easier if I share my screen, or just read them into the record?

00:27:11.000 --> 00:27:12.000

Yeah, if you can share your screen. Thank you so much.

00:27:12.000 --> 00:27:22.000

Yeah, okay.

00:27:22.000 --> 00:27:23.000

Okay.

00:27:23.000 --> 00:27:27.000

Lovely.

00:27:27.000 --> 00:27:40.000

Alright. Everybody see him. Great. Okay. So our first change goes from the I'll just read the new language.

00:27:40.000 --> 00:27:54.000

Okay, so our first change is on the first page. The council shall have the powers, duties set forth in New York State education, law, article 52, a section 2590, and the New York City Department of Education's Chancellor regulations volume d.

00:27:54.000 --> 00:28:00.000

These bylaws, we changed her punctuation.

00:28:00.000 --> 00:28:01.000

I'll I guess we'll just do substantive changes.

00:28:01.000 --> 00:28:05.000

We don't need to talk about the punctuation.

00:28:05.000 --> 00:28:07.000

I suppose we change period to term one year, or into one year.

00:28:07.000 --> 00:28:34.000

And shell serve until we took out. Oh! And added language so we could see the language we took out, and we added, at the beginning of any new Education Council term, in the event that no officers reelected or reappointed to the Council the Administrative Assistant to the Council or a Department, of Education

00:28:34.000 --> 00:28:36.000

Representative shall convene the first meeting of the Council by one executing the notice of meeting, pursuant to Article 3. Section.

00:28:36.000 --> 00:28:44.000

Oh! You need to fill that in we'll fill it in whatever the section is.

00:28:44.000 --> 00:28:57.000

2 calling meeting to order, and 3 conducting an election from among the Council members for a chair pro attempt, who will then begin the process of electing officers.

00:28:57.000 --> 00:28:59.000

3.1 execute all documents on behalf of the council, and exercise all other powers, and perform all other duties.

00:28:59.000 --> 00:29:12.000

Pertaining to the office of President. The President shall supervise, ie.

00:29:12.000 --> 00:29:19.000

Have regular contact with and oversee daily responsibilities of the administrative assistance to the Council on its behalf.

00:29:19.000 --> 00:29:26.000

The President shall approve all member reimbursement requests, except for his own, which shall be approved by the treasurer.

00:29:26.000 --> 00:29:33.000

The Presidential approve the employee timesheets of the Council's administrative assistance.

00:29:33.000 --> 00:29:55.000

In 3.2. The first Vice President shall exercise the powers and perform on duties as may be assigned to her him by the President or by Julie, adopted council resolution, second, Vice President, 3.3 position will not be filled second, vice President, she'll exercise the

00:29:55.000 --> 00:29:59.000

powers and perform the duties of duly adopted.

00:29:59.000 --> 00:30:11.000

We added to that clause 3.4. The recording secretary, shall, in conjunction with the administrative Assistant, supervised the taking and keeping of attendance, etc.

00:30:11.000 --> 00:30:18.000

The secretary shall sign all approved minutes and ensure appropriate record, keeping by the Council, including compliance with the open meetings, law and freedom, information law.

00:30:18.000 --> 00:30:26.000

In the absence of the administrative assistant, the Recording Secretary shall be responsible for taking minutes really adopted.

00:30:26.000 --> 00:30:31.000

We added next substantive change is in 3.5.

00:30:31.000 --> 00:30:41.000

The treasurer shall sign. The President's reimbursement requests collaborate with the administrative assistant to preparing, budgets and regular financial reports, and shall present the same to the Council for approval.

00:30:41.000 --> 00:30:45.000

The treasurer shall also discharge such functions as may be assigned to him.

00:30:45.000 --> 00:30:50.000

Her, by the President, or by really adopted Council. Resolution.

00:30:50.000 --> 00:31:00.000

We changed the resignation, resignation, clause to notify other Council members within 3 instead of 5 business days.

00:31:00.000 --> 00:31:15.000

Section 5 is removal of officers. We took out the misconduct Malfeasance from neglective duty, and changed it to for any reason stated at a calendar or special meeting, provided that notice of the vote to remove such officers shall be included in the agenda for

00:31:15.000 --> 00:31:18.000  
such meeting, and circulated in accordance with the rules provided.

00:31:18.000 --> 00:31:32.000  
Therefore herein, and provided, further, that such officers shall have the right to address the Council at such meeting with respect to this issue, prior to any vote being taken, almost done.

00:31:32.000 --> 00:31:36.000  
We changed. We took out public meetings just to calendar meetings.

00:31:36.000 --> 00:31:45.000  
We took out working meetings or business meetings. Now, not working business meetings.

00:31:45.000 --> 00:31:55.000  
Sorry my dog is gonna bark almost done.

00:31:55.000 --> 00:32:03.000  
And then under Section 2, order of business. This is in Article 4, section 2, order of business.

00:32:03.000 --> 00:32:22.000  
We changed it to call to order roll call, followed by first public speaking, session, followed by guest speakers, if any, followed by resolutions, if any, each followed by public comment, report of the community superintendent, second public speaking session and adjournment, and then for big oh, we should take out working

00:32:22.000 --> 00:32:27.000  
this because we broke it out earlier. We'll make that change as well.

00:32:27.000 --> 00:32:31.000  
The agenda will be called to order and roll, call.

00:32:31.000 --> 00:32:38.000  
Approval of minutes, followed by committee, met slash member reports, followed by new business.

00:32:38.000 --> 00:32:43.000  
Then we refined our section 3. Public speaking sessions.

00:32:43.000 --> 00:33:00.000  
This was all. No, no cancel. The calendar meeting during the time period prior to a vote on the resolutions, personal tax during public speaking sessions will be rolled out of order at which time the speakers balance of time will be forfeited, and the speaker will be expected to leave the

00:33:00.000 --> 00:33:15.000  
microphone. In the event the Speaker refuses, the chairperson will take measure to enforce the ruling, and then we had to change, to conform to the law of a quorum and majority.

00:33:15.000 --> 00:33:22.000

Right. We are now moved to 1212 voting members, so we had to change quorum to 7.

00:33:22.000 --> 00:33:31.000

So we did that where we needed to. We added communications and outreach to our standing committees.

00:33:31.000 --> 00:33:38.000

And added, section 2 of Article 5 to include Ad.

00:33:38.000 --> 00:33:56.000

Hoc committees. In addition to standing committees, the Council may like to create ad hoc committees with a term of one year. Examples of such committees include but are not limited to District 30 Family Fund Day special education and racial justice. I think that's it.

00:33:56.000 --> 00:34:02.000

We did add the Council request the presence of participation of not only President's counsel, but the title.

00:34:02.000 --> 00:34:05.000

One district, Parent Advisory Council.

00:34:05.000 --> 00:34:10.000

And that is it.

00:34:10.000 --> 00:34:21.000

And, like Whitney, said, a copy of this will be available, and should have been, I think, included with the with the agenda.

00:34:21.000 --> 00:34:22.000

Great thanks!

00:34:22.000 --> 00:34:23.000

Yup! It was. Thank you so much, Dave. So what we're going to do now is take our comments from any council members.

00:34:23.000 --> 00:34:31.000

So if you have a question or comment, please raise your hand, and I'll call on you.

00:34:31.000 --> 00:34:39.000

Thank you, David, for sharing your screen. The first hand I saw is Kelly.

00:34:39.000 --> 00:34:42.000

Hi! If we're going through this process, would it be possible?

00:34:42.000 --> 00:34:46.000

I noticed that in all of the terminology it was just he or she.

00:34:46.000 --> 00:34:50.000

But to be very, inclusive of the fact that many of our D.

00:34:50.000 --> 00:34:56.000

30 community are non-binary, and that we should be representative by adding like a day, or there, it's just my.

00:34:56.000 --> 00:35:05.000

If we're already going through this to vote, it's just something that I would like to personally see to be inclusive of, but just.

00:35:05.000 --> 00:35:12.000

So they then, okay.

00:35:12.000 --> 00:35:23.000

Actually, my comment is very similar. We actually, as a committee, I think we had agreed to replace with they or there, just to cover everything.

00:35:23.000 --> 00:35:28.000

I may have forgotten to make that universal change, but I will do that right now.

00:35:28.000 --> 00:35:29.000

Yeah.

00:35:29.000 --> 00:35:32.000

So II think if we just have, they are there.

00:35:32.000 --> 00:35:33.000

Great.

00:35:33.000 --> 00:35:34.000

I think that covers everybody in in this case.

00:35:34.000 --> 00:35:36.000

Yes, I just might not have done that.

00:35:36.000 --> 00:35:41.000

Okay, so we'll just make it there unilaterally.

00:35:41.000 --> 00:35:51.000

They are there throughout the document so that would be, I guess the other change what to make, and then remove the additional working in the vein.

00:35:51.000 --> 00:35:55.000

Do we have any other questions or comments in relation to the bylaws, as presented with the change to?

00:35:55.000 --> 00:35:59.000

They are there from he and she!

00:35:59.000 --> 00:36:02.000

So I'm gonna take that as a note.

00:36:02.000 --> 00:36:06.000

We're okay with what we just discussed. So.



00:36:06.000 --> 00:36:10.000

I'll make a motion to adopt the bylaws.

00:36:10.000 --> 00:36:12.000

We gotta take comments from the public. We gotta take on the public.

00:36:12.000 --> 00:36:14.000

Oh, sorry! Sorry! Right? Yes, our public! Yes.

00:36:14.000 --> 00:36:24.000

Okay, so this is a public comment section of the vote to approve the Revised bylaws with the change that we just mentioned, removed that way.

00:36:24.000 --> 00:36:33.000

One more mention of working prior to our business meeting, and then change all references from he, she to they are they are there.

00:36:33.000 --> 00:36:39.000

Do we have any questions from the public in relation to our revised Bylaws?

00:36:39.000 --> 00:36:45.000

With the change just mentioned? If so, please raise your hand, and we will take your comment.

00:36:45.000 --> 00:36:49.000

Victoria, let me know if you see any hands raise.

00:36:49.000 --> 00:36:50.000

No hands!

00:36:50.000 --> 00:36:55.000

Okay. Michelle. Do you see any in the okay?

00:36:55.000 --> 00:36:56.000

And there's no one on the phone, and there's no one in the interpretation rooms right now.

00:36:56.000 --> 00:37:03.000

Okay. So now there, please go forward with your motion.

00:37:03.000 --> 00:37:14.000

Yes, I'd like to make a motion to adopt the new bylaws that just to point out, they will take effect. July first.

00:37:14.000 --> 00:37:20.000

That was something else that we talked about, so they will not be it affected until July first, 2223.

00:37:20.000 --> 00:37:25.000

So if we could, a motion to adopt the bylaws as discussed as presented, do I have a second.

00:37:25.000 --> 00:37:28.000

You do? Kelly seconded. So now, and Victoria?

00:37:28.000 --> 00:37:38.000

So we are now going to go with the roll call, vote, Victoria, will you please take a roll? Call votes?

00:37:38.000 --> 00:37:41.000

Sure, Alexander.

00:37:41.000 --> 00:37:42.000

In favor.

00:37:42.000 --> 00:37:44.000

Kelly, Craig.

00:37:44.000 --> 00:37:45.000

In favor.

00:37:45.000 --> 00:37:46.000

Jonathan, Greenberg.

00:37:46.000 --> 00:37:50.000

Good paper.

00:37:50.000 --> 00:37:51.000

In favor.

00:37:51.000 --> 00:37:55.000

Victoria Medellus in favor, Michelle Moore.

00:37:55.000 --> 00:37:56.000

Marcello, Santos.

00:37:56.000 --> 00:37:58.000

Hey? Favor.

00:37:58.000 --> 00:37:59.000

She was here, and I just saw her hop off. I don't.

00:37:59.000 --> 00:38:02.000

Think she's have technical difficulties.

00:38:02.000 --> 00:38:05.000

Okay. Whitney Tucson.

00:38:05.000 --> 00:38:06.000

In favor.

00:38:06.000 --> 00:38:08.000

A server, Hall.

00:38:08.000 --> 00:38:09.000

In favor.

00:38:09.000 --> 00:38:12.000  
And Kimberly, Andrew over.

00:38:12.000 --> 00:38:14.000  
In favor.

00:38:14.000 --> 00:38:15.000  
Thank you.

00:38:15.000 --> 00:38:19.000  
All right. So they pass Deb Bylaws committee.

00:38:19.000 --> 00:38:20.000  
I wanna thank you all for your hard work. This is something that the new Council will not have to work on right away.

00:38:20.000 --> 00:38:29.000  
So this is go into effect when July first, right there.

00:38:29.000 --> 00:38:31.000  
Okay, so thank you very much. Everyone for your hard work. We got it done before the final version will be Oec.

00:38:31.000 --> 00:38:37.000  
30.org. So we are now going to move to the next item on our agenda.

00:38:37.000 --> 00:38:45.000  
Yes, Michelle.

00:38:45.000 --> 00:38:46.000  
I can't hear you. You're on mute.

00:38:46.000 --> 00:38:53.000  
Okay, yeah, I just wanted to say, you know, it's my last comment, probably for the meeting that I'm so glad that all this work.

00:38:53.000 --> 00:39:02.000  
But I think you should have had a clause there that you should always honest the oldest counsel member in the session every year, and that should be part of the bylaw.

00:39:02.000 --> 00:39:09.000  
So I just wanted to say that for the next time you go through revisions we're not talking about that the compost, because he's the district that he Delores in the district.

00:39:09.000 --> 00:39:10.000  
But for me, you know just a note. So I just wanted to make that go on the record.

00:39:10.000 --> 00:39:13.000  
Okay.

00:39:13.000 --> 00:39:17.000

I tell you, don't worry with this.

00:39:17.000 --> 00:39:21.000

Well, thank you, Michelle. We'll check that.

00:39:21.000 --> 00:39:29.000

Advise me alright. Now let's move to the next item on our agenda, which is the vote to approve our new Cec logo.

00:39:29.000 --> 00:39:30.000

So I'd like to turn it over to one of our co-chairs of the committee.

00:39:30.000 --> 00:39:37.000

This is Jonathan Greenberg. Please take it away.

00:39:37.000 --> 00:39:40.000

Yeah, I think you could share your screen. He could share a screen.

00:39:40.000 --> 00:39:41.000

Why, Gail, okay. Sorry. Go ahead. Jonathan.

00:39:41.000 --> 00:39:51.000

I'm just gonna say, I'm just gonna say just say something first to put this into context.

00:39:51.000 --> 00:40:09.000

The Cec. Agreed to spend some of its budget this year on creating its own, its own logo, and because we have been sharing the logo from the district for years now, and we thought it would be good to have our own.

00:40:09.000 --> 00:40:36.000

So we hired a graphic designer Linda Gangian, who is a parent in the district, and and she worked with us over the past couple months to come up with a a logo that that portrayed what we see as the spirit of our council, so

00:40:36.000 --> 00:40:39.000

you know, there was a lot of back and forth and iterations.

00:40:39.000 --> 00:40:56.000

It was, I think, a really good process. I'm really thankful to all the members of the communication and outreach committee for their input and here I'm going to share my screen and show you what we what we came up with. Yeah.

00:40:56.000 --> 00:40:59.000

Okay. Do you see the do you see the logo? Okay?

00:40:59.000 --> 00:41:07.000

So there are 3 versions of this logo, and we can use all of them in in different contexts.

00:41:07.000 --> 00:41:24.000

We also came up with a tagline. There was another counselor to that had tag lines, and people liked that, that there was some words there, so we came up with working together for our school.

00:41:24.000 --> 00:41:29.000

There is a version without the tagline that just says Cec.

00:41:29.000 --> 00:41:32.000

30. There's a version with a it's very small here, but if if the logo was bigger, the whole, you know, the text would be bigger.

00:41:32.000 --> 00:41:42.000

And then there's a version here where the where the the Cec.

00:41:42.000 --> 00:41:47.000

Name and Tagline are next to it. Yeah, anybody else from the from the committee.

00:41:47.000 --> 00:41:56.000

Want to say anything about the logo or the process.

00:41:56.000 --> 00:41:59.000

Michelle, you raise your hand. Go ahead, Michelle.

00:41:59.000 --> 00:42:05.000

Hi, Dave! Sorry my thing is blocked. I can hardly see anything, but I was gonna say, I thought it was a great process.

00:42:05.000 --> 00:42:06.000

I thought we had a lot of selections to choose from.

00:42:06.000 --> 00:42:14.000

Also right. And I thought that you know the the artists actually took our comments. Really.

00:42:14.000 --> 00:42:17.000

Well, I missed the final, but this was my favorite also that I thought this really kind of represent.

00:42:17.000 --> 00:42:25.000

You know, kind of what we're about, and the colors work well.

00:42:25.000 --> 00:42:29.000

I know we had an issue with the colors and the color seemed to work well in this process.

00:42:29.000 --> 00:42:33.000

In the final one.

00:42:33.000 --> 00:42:40.000

Thank you. Michelle. Do we have any other comments from our communications the Outreach Committee?

00:42:40.000 --> 00:42:44.000

I really would like to hear from y'all, because we I appreciate all the comments from every committee meeting that I was able to attend.

00:42:44.000 --> 00:42:49.000

So if you want to say something about the process, please raise your hand, and I'll call on you.

00:42:49.000 --> 00:42:54.000

Victoria.

00:42:54.000 --> 00:43:02.000

This was a really great experience and comedy to be on, because I think we are all like minded in our vision for what we wanted those below to look like.

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We know that we wanted. It to represent diversity, and it was a really streamlined process.

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I think that, Dan, we all kind of had some kind of vision, so it's pretty easy to narrow it down, and our last meeting we had 3 different choices, like 3 rows of choices, and we all kind of gravitate towards this first one and I like it I

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think everyone's input was taken into account and valued, and we worked well with the creative.

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Of these Logos. So it was a good process, and my enjoyed being on it.

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Thanks, Victoria. Okay, do we have anyone else with their hand raised about the local?

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Yeah, so, say, like glowing my grow.

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II love that I love it.

00:43:49.000 --> 00:43:50.000

There!

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How it relates to to the district logo. It's different, but it is in integrated, so that if you saw the district 30 logo at the CC.

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30. It relates to one another, but it's still distinct.

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I'm only I'm sure, about the tagline.

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I feel, and and I can only imagine that the word Smith thing that went into everything happens, having worked on the Bylaws Committee and knowing what it takes to word Smith stuff, it just feels very sort of nebulous who is working together for who's I mean like I don't

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know. I don't think it matters, I think, because you're saying we can use either. Go.

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We can use the logo either way, but I like I like the logo.

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Unsure about the text.

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Okay, thanks. Deb. Appreciate the feedback. Do we have any other hands that are raised?

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Okay. I was like to do that before I jump in. I really appreciate it.

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Coming to the committee meetings and talking with Linda, the graphic artist.

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It was very helpful and, Dave, believe me, I understand what you're saying about the tagline.

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But, you know, based on the recommendations that we got. And you know, like you said, the words missing that went into it.

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We envision the logo as again you can see the vision like people sitting around a table.

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This is our council. We're collaboratively working together for the schools in District 30 like these are our schools.

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This is our community. We're working together. So that is how I guess.

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In in my opinion, someone on the committee. Please correct me, but that is how the tagline kind of came to fruition like it morphed out of that conversation, and the conversation that was held in that space, because we want to make sure that we keep that in the

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forefront of our vision we're all supposed to be working together for our schools.

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So that is how that came about. And to me like that is how that became the division of the committee, and how the tag went to be.

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So if anybody, if you I wanna correct me on that or add to it.

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But you know, I hope, that I hope that addresses it, but you know that is how it ultimately came to be through those discussions.

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It does, actually. And I, for some reason I didn't. I didn't connect that as a table. And now, when I see it and I can't see it, the story, yeah, yeah, yeah.

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Hmm, so background. Yeah, thank you. Okay, Jonathan, you were to first hand us all.

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Oh, I just wanna say that in this process I think that people liked the idea of having a tagline.

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Hmm!

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It was something about saying something in it. Next to, or in conjunction with, the visual logo that people like having.

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And so we went through a lot of different potential tag lines.

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And you know some of them were long, but said more like specific stuff, but was too long, and this one kind of we all agreed, was for the best.

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The best compromise, like the best that we could come up with.

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Add, in addition to all the things that Whitney said.

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So I just wanted to save that.

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Thought I saw another hand. But it's gone that you, Michelle.

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It was, but you guys already said it's less than say it again.

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Okay.

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Hmm!

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So you know which is the whole thing about the table, and then like, if we were in person, we'd be sitting around the table having this discussion right?

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We'd be sitting together, having that and that's what that table represents for me.

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That scene at this. You know that that wheel, and that the connection.

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And that's what we hear. We're actually here to work for the schools.

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And I thought it was a great compromise from all the other tag lines that we had seen that had come forward.

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I thought it was a great compromise, and so it's something that I said.

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I can see myself sitting at that table with that you know that Tagline there, and that that put me over with it. So.

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Okay, well, I appreciate the conversation. Here. Look, we are gonna be working together for our schools.

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So thank you. Everyone. I am so excited about our logo.

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So now, if we don't have any other comments from our council members, we are going to move to our attendees, so attendees.

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If you have anything that you want to say about this agenda item, please raise your hand in. Victoria will acknowledge you.

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Yes.

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Okay, don't have any hands. All right. Okay, thank you.

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And we don't have any people in the interpretation room or on the telephone.

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So I guess now we will, Jonathan, if you don't mind making a motion to vote to approve our okay.

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Sure I'd like to make a motion to approve the new logo for Cec. 30.

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I'll see you, Kelly, with the second. Thank you very much, very timely.

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With that. Okay? So, Victoria, if you wouldn't mind, please take a roll call. Vote.

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Okay. Deb. Alexander.

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In favor.

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Kelly, Craig.

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In favor.

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Jonathan, Greenberg.

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In favor.

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In favor.

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Thanks. Victoria Medellus in favor, Michelle Moore.

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Favor.

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Okay.

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Oh, right. Whitney Tucson!

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In favor.

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A silver hall.

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Okay.

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Kimberly Androvet. Thank you.

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In favor.

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Okay. Thank you very much. At this moment, before we move to the next agenda item, I just want to pause.

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Did we have anyone come in from the interpretation?

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We don't have anyone update in the interpretation room at this time.

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I'd like to go ahead and maybe dismiss our interpreters.

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We really appreciate the service that you're providing this evening?

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And we really thank you for attending our meeting tonight.

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Thank you. Good night.

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Good night. Thank you so much, Miguel.

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Yeah, thank, you.

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Alright. So the next item on our agenda is Resolution.

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1 72 in support of the DOE restoring weekly parent engagement time with teachers.

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I'd like to ask Mr. Jonathan Greenberg to please read this resolution, as he was one of the authors.

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Thank you. Whitney, and this pertains to.

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A potential change for next year in the weekly schedule.

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And this will. This will be explained in the resolution.

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But those of us who've been in this district for years know that for many years we've had a designated parent teacher.

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Time every week, where we know Tuesday afternoons that we can that we can make an appointment to see a teacher, and for various reasons, as of now, that will be taken away for next year.

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So we this resolution it asks the diae to negotiate with the teachers Union to.

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So to get that back Resolution 1 72, in support of the Department of Education, restoring weekly parent engagement time with teachers.

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Whereas on Friday, June second, 2023, the New York City public schools released its 2023, 2024 account, and whereas, in contrast to previous years, the calendar was released without approval from the United Federation of teachers i'm gonna share my screen again

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here so that people can see what I'm what I'm looking at.

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And whereas, without a new agreement on next year's calendar and work week for teachers, the teacher work day reverts to a 2014 agreement between a uft and New York City public school that mandates 37.5Â min of tutoring or small group instruction after the

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school, day, Monday, through Thursday each week, and whereas the 2014 agreement does not include designated weekly time preparinging engagement, and whereas parent engagement time with teachers is critical for students, success and for a strong school community, and whereas a scheduled weekly time when

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parents know that teachers are available, has made teachers more accessible to parents leading to more engagement, and whereas New York City public schools is own Parents Bill of Rights ensures the right of parents to quote unquote participate in regular written or verbal communication with teachers and share their concerns regarding their child's

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academic, social and behavioral progress, unquote, be informed on a regular basis, both informally and through formal progress.

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Reports of their child's academic and behavioral progress in school unquote, therefore, be a result.

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The district, the district, 30 Community Education Council supports the United Federation of Teachers, asking the Department of Education to continue negotiations about the teacher.

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Work day, and be it further resolved, that Cec.

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30 recommends that New York city public schools restore in the 2023 24 school year the parent engagement time.

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That is currently part of the teacher work day.

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Hello! Alright! Thank you, Jonathan. Do we have any comments from our council members?

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Dave!

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Yes, so on. A technical note. The resolution says that we that we ask something to be restored.

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Do we know for a fact that it has been removed?

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Right now well, as far as I know, we just know a calendar has come out, and the contract negotiations are ongoing.

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Do we know that it has been taken away?

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Chalk beat has reported that it has, that it has been taken away per the uft.

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That's what we that's what we know.

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My understanding is that contract negotiations are ongoing, though.

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So there's no cut. There's no contract yet.

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There's nothing that is in writing saying that we, that it has not.

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That's just that's really just a technical note.

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We haven't heard anything either way from from the DOE

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And if it passes, I would suggest saying just that we support the teachers in in exceeding that.

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But I just a restoration of something that we don't know that's gone it's just a technical thing.

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My comments on this are number one. This is, this seems to be an inappropriate area for the Cec.

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To weigh in on. Given, that this is involves contract negotiations between a union Nana and its employer.

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I completely understand how it, how these things reverberate back on families.

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But this is this feels sticky for a Cec. To get involved in, because it is correctly a negotiation with the UN.

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And its employer. That was my first thought, and then I started thinking more about this, because I've been around long enough to have seen the before that happened.

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We've been doing the Tuesdays for, I think about 4 or 5 years before that with the small group instruction after after school, my experience and what I have heard here to the ground about the Tuesdays is we're looking at 45 min now part what goes hand in

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hand with the the change from the Monday through Thursday after school hours, was not only the choose, the parent engagement.

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Tuesday, Pd. Mondays. So those were.

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That was sort of the before and the after. So in essence, we went from 4 days of small group instruction, targeted instructions for students who needed it.

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In every afternoon after school to Pd. For teachers, which is a thing and 45 min a week of scheduled time.

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This caused some teachers to say, This is the only time I work contact.

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It'd be in contact with parents is because this would be a lot of time.

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This is what my union is telling me. I'm supposed to talk to parents in this time, and we lost that after school special help for struggling students that those Tuesdays worked great for me because I'm privileged enough to be able to make an appointment with with a teacher at 2 30 in

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the afternoon. That is not the reality, for most of our families, who found it completely absurd that we should, that their time to talk to a teacher, they'd have to make it appointment in the middle of their work day.

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Certainly they couldn't come down in person to do that.

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But even a zoom call or a phone call in the middle of a work day is difficult.

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Before this was in existence, I was able to speak with my child's teacher all the time we made an appointment.

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At anytime teachers should not be able to say, Well, I can't.

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I'm not allowed not going to talk to you or respond to an email.

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They did, however, say that when they have the a lot of time sometimes.

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I love to be Tuesdays for me. Families don't love the Tuesdays.

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It is a very inconvenient time, and losing that Monday through Thursday targeted instruction for struggling students.

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I just in addition to my reticence for getting involved in all of this, I really I question how this is the best use of teacher time I'm not an expert on this.

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I don't know all about it. I really think we should stay out of it.

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It's political, it's a contract negotiation.

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But that those are my thoughts about that having been through both systems, and I think the students got a lot more out of that.

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In addition, think of how many students a teacher has 45 min on a Tuesday.

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There's no way that all of the parents who wanted to speak to someone could make an appointment in that 45 min that's on'm gonna say about it.

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Those are my reservations.

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Thanks. Deb. Michelle.

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Alright! Thank you. So!

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I think it's important to actually have options with regard to teacher engagement, parent, teacher, engagement, and I've been through all of these systems.

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I've been through when they didn't have it when they instituted.

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When we have a hybrid, and maybe I'm more fortunate than others, because I retired early and I had the opportunity to show up at a school at 90'clock in the morning and expect attention.

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But I got it. Have I had opportunities with schools to have engagement with teachers beyond that?

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That you know that restrictive time. As long as there's an app to have conversations with teachers at alternate times where they are available is a plus the fact.



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That's a contract item should have no bearing on whether or not we should.

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We should be able to comment on whether it's appropriate to increase parent engagement and have an opportunity to have that such, you know, habit as such.

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I think we need to recognize that if we for even some of the population, these engagement opportunities were beneficial and helpful, and create a lot of transparency in the classroom for the students and the parents, so the parents can get an idea about what's going on in their schools where the school may be limiting

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that engagement is something for us to consider. I think they ask in this rezzle is that we restore something that has been working and if it's been working, then we were asking that we go to that.

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And if the team are also agreeing with it, then maybe that's the plus.

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We are just providing the comment. And I think that's a what solution is doing is providing a comment that we honor.

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And respect the opportunity to have engagement within teachers at times other than just a parent teacher.

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Conference, which glasses 5Â min, which I could never make right cause.

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The 5Â min never did me any good, but because I was saying schools that were respectful, that allowed me to have that conversation at other times.

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And maybe that's also the way things need to go.

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I don't. I think, promoting that it be restored, reenacted, augmented.

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What? However, we get there, provide an extra opportunity where parents are engaged.

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With regard to student engagement is the kids who have needs, you know, that's an issue.

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That's a school where the school will have to identify it.

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Also through programming that they have. And after school programs in terms of incre increased that the student education in the way they structure those programs may be an option too, but that's not the discussion here for this, the discussion is really this engagement piece and I think it's worthwhile to comeote it and to if it

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has been removed, or this potential for it to be removed, that we kind of encourage that it be reinstalled, and you know, and may permanent for the next contract season.

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Hey? Thanks, Michelle, your hand is up. Is that the old hand, or okay?

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Thank you. Jonathan.

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My understanding is that this this is not, in fact, directly part, or may not be directly part of the the ongoing contract.

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Negotiations. This is something that has been decided every year, whether it's they've been in the middle of a contract negotiation or not.

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They've had to renew this agreement that this every year, that this is how they are going to spend the time.

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The weekly time, and if they don't renewed that agreement it would go back to that twenty- 14 agreement on as far as the dedicated time versus a flexible time, you know.

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I don't. I can't say I think I can't say whether it's had the effect that you're that Deb is is is saying it.

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It may have, which is to to narrow the availability of some teachers.

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But I really do worry that without this, that some teachers might not be available at all.

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So there, you know, if a teacher is, is, is really willing to give their time, and flexible, and be reached by email or text, or whatever.

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Then, that teacher, you know, without this that teacher is gonna be great.

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They're gonna meet lots of parents' needs. But there are other teachers that may not be as forthright with their availability in their and their their contact information.

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And for them this is the one. This may be the one time when a parent can actually have a a longer conversation with them.

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So that's that is, that's one of my real concerns.

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About doing away with this time. It's a time when you are ensured that your that your teacher isn't available, and I have seen teachers who have been super available.

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You know my child has had teachers that are super available. You know my child has had teachers that are super available, and you know I can contact them in any number of ways, and I've my child has had teachers that have been difficult to PIN down so.

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Okay, damp. I see your hand is up.

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Yeah, no, I think I think both are possible.

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I think it is very possible that it could go either way.

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You have a teacher who, without that dedicated time, it will be less responsive.

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You can have a teacher who will be less responsive because they have that time or flexibly responsive. My question is for Dr.

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Walensky, I guess. Is that what is what is the expectation?

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I would say, beyond let's say, a contract. But what is the expectation of a teacher, you know, used to be that we'd send notes home in folders right I think you'd get a note back from the teacher, and I remember resistance to phone calls because the teachers would say.

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they would only communicate with, note in the folder.

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What is the expectation of our teachers to communicate with parents who say I would like a conversation?

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The expectation if they're gonna have the conversation Tuesday allows them to have a block of time available.

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But as you pointed out, and not every parent is available on that Tuesday afternoon, and teachers have been wonderful and step up to the place so the expectation is that they will speak to a parent at the parents.

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Convenience.

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Okay. So I think if a teacher didn't do that, then the parent would have the right to go to the principal and say, I've not been able to reach this teacher and the principal would direct the teacher to meet with them.

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And we would come up with a common time that both absolutely.

01:06:11.000 --> 01:06:17.000

On the flip side. Yes, on the flip side we're losing the small group. Instruct.

01:06:17.000 --> 01:06:27.000

This is what concerns me. We're losing out 4 days of targeted instruction for the most vulnerable kids who need it.

01:06:27.000 --> 01:06:35.000

The most, and those groups are really great. They're really small groups that teachers get to spend like on uninterrupted.

01:06:35.000 --> 01:06:42.000

Please focus time. And I think I'll I would love to know teachers, experiences.

01:06:42.000 --> 01:06:48.000

But you know, before I made any kind of judgment about whether it was the Tuesdays were worth it or not.

01:06:48.000 --> 01:06:52.000

But I mean walking through halls. You would see a lot of teachers sitting, not talking to anybody, because it's a very inconvenient time for parents to meet at 2 30 in the afternoon.

01:06:52.000 --> 01:07:02.000

They can't do it if they're picking up their kids and their kids are there.

01:07:02.000 --> 01:07:05.000

And it's that's a whole other thing. So I think it's a tradeoff.

01:07:05.000 --> 01:07:09.000

So we have to ask ourselves, is the trade-off something that we, as a  
Cec. Support?

01:07:09.000 --> 01:07:16.000

Not, you know, this doesn't mean that we don't support our teachers, and  
our teachers want a thing and then you want to think that's great.

01:07:16.000 --> 01:07:22.000

But our role here is to say, what's best for our students and our and our  
families.

01:07:22.000 --> 01:07:25.000

And I would really love to. Before we pass this resolution.

01:07:25.000 --> 01:07:39.000

I would love for, you know, to hear more from other parents to say, Hey,  
did Tuesdays work for you, or do you miss the small group instruction  
that your kid could have gotten particularly close covid with? You know a  
lot of the learning loss?

01:07:39.000 --> 01:07:43.000

And the need for additional instruction. So.

01:07:43.000 --> 01:07:44.000

And I'm just gonna throw something in there, too, if I may.

01:07:44.000 --> 01:07:47.000

Monday for us is our professional learning. We, as administrators.

01:07:47.000 --> 01:07:57.000

That but we appreciate most, being able to have the time with our  
teachers to do the professional learning piece.

01:07:57.000 --> 01:08:03.000

So, but it is a contractual piece, and that's what we're waiting to see  
at this point.

01:08:03.000 --> 01:08:08.000

Thank you. David. Is that your last question or comment? Okay, Dr.

01:08:08.000 --> 01:08:10.000

Capasso, I do have a question about what you said about the professional  
learning.

01:08:10.000 --> 01:08:16.000

So if the professional learning is held on Mondays, and the small groups,  
those were Monday through Thursday, correct.

01:08:16.000 --> 01:08:17.000

Alright!

01:08:17.000 --> 01:08:22.000

So that would not allow you all to do the professional development on Mondays.

01:08:22.000 --> 01:08:25.000

It's all about time. So the what what is it?

01:08:25.000 --> 01:08:34.000

I think it's 185 min total. So like it works out to be 37 and a half minutes Monday, through Thursday for the children or Mondays.

01:08:34.000 --> 01:08:35.000

Okay.

01:08:35.000 --> 01:08:36.000

It's afternoons for the Pd. And Tuesday for the parenting.

01:08:36.000 --> 01:08:40.000

Engagement. So it's it's a time is the same.

01:08:40.000 --> 01:08:41.000

It's just how is it being used?

01:08:41.000 --> 01:08:51.000

Okay. Now, I do. Remember, last year the district had funding for the small enrichment groups for children. You know.

01:08:51.000 --> 01:08:54.000

Cause my son benefited from those small enrichment groups, from children, days that work, you know, for special education teachers as well.

01:08:54.000 --> 01:09:04.000

If that the 30. And this is just asking, because I'm not.

01:09:04.000 --> 01:09:08.000

4 years ago we did not do the small group tutoring because of the fourth grader.

01:09:08.000 --> 01:09:14.000

He was in kindergarten. So my question is, did that also a company?

01:09:14.000 --> 01:09:15.000

Would it like a company? Get?

01:09:15.000 --> 01:09:23.000

So that money? No, that money came, that money came from the missing time of the pandemic piece.

01:09:23.000 --> 01:09:24.000

So children with Ips are entitled to services, and so, if you missed the service I'm actually seeing my report.

01:09:24.000 --> 01:09:32.000

If they missed services they have a right to be made up.

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

Okay.

01:09:33.000 --> 01:09:34.000

So that's what we were trying to do at that point.

01:09:34.000 --> 01:09:37.000

Make up the services that the children had missed.

01:09:37.000 --> 01:09:44.000

Okay? So again, that would be separate. Then the small group sessions for the 37, 37<sup>th</sup> min on Monday to thirtieth. Okay?

01:09:44.000 --> 01:09:49.000

That was using that app of money. But yes, that was that app of money that they would talking about.

01:09:49.000 --> 01:09:55.000

And we're still using that I'm gonna talk a little bit about people can even do services over the summer.

01:09:55.000 --> 01:10:02.000

Now, if they missed out. We are offering services for makeup, too, but that's all. With apple money, so sort of like apples and arms.

01:10:02.000 --> 01:10:07.000

Okay. And then I guess, this is probably will be a question for teachers as well.

01:10:07.000 --> 01:10:20.000

If we have any teachers that want to speak later. But the small group session where there, like planning like lesson plans, I had to go, and all relation with that, or whether it was their planning association to make sure they address the needs of those small groups that work for.

01:10:20.000 --> 01:10:29.000

Well, the good news was they were not permitted to have more than 8 children, so it was 8 children in a group, and it was targeted instruction for those particular children.

01:10:29.000 --> 01:10:30.000

Okay, so it'll be target again for those children's needs.

01:10:30.000 --> 01:10:41.000

So again because they were the classroom teachers. They were aware of those needs of those children, and that's how they instituted those 37<sup>th</sup> min after school.

01:10:41.000 --> 01:10:42.000

Correct.

01:10:42.000 --> 01:10:45.000

Monday, through Thursday, do we have any? I guess any data on how many students were able to stay after school, because I know we do have some children.

01:10:45.000 --> 01:10:58.000

It's especially elementary school children that are that probably don't live in our district don't live, is that exactly near their school?

01:10:58.000 --> 01:11:02.000

So they had to be buss. Do we have any information on how many active participants we had in that?

01:11:02.000 --> 01:11:12.000

So I can. I don't know of any yeah. Any data.

01:11:12.000 --> 01:11:13.000

Okay.

01:11:13.000 --> 01:11:18.000

But I could ask around, but for sure the buses did change their scheduled to. In other words, those buses did wait to 37 and a half minutes, and brought the children home.

01:11:18.000 --> 01:11:26.000

Alright! That's those are my questions. So I think now, before we go to a vote, we hear from our attendees to see if we have any questions or comments from our attendees.

01:11:26.000 --> 01:11:39.000

So at this time. If you'd like to speak on resolution 1 72.

01:11:39.000 --> 01:11:40.000

Okay, Ellen, and wine. I see your hands up.

01:11:40.000 --> 01:11:41.000

Please raise your hand and state your name. A connection to the district, and Victoria will call, and you have 2 min.

01:11:41.000 --> 01:11:54.000

You can go ahead and unmute.

01:11:54.000 --> 01:11:57.000

Miss WAN, we cannot hear you.

01:11:57.000 --> 01:11:58.000

On. Can you hear me now?

01:11:58.000 --> 01:12:00.000

We sure can thank you so much.

01:12:00.000 --> 01:12:04.000

Okay. Must have been my headphones. Thank you. I was asking if you could hear me.



01:12:04.000 --> 01:12:05.000

So first of all, I had some things prepared, but as the comments went back and forth between the Cec.

01:12:05.000 --> 01:12:14.000

Members. I just wanted to. I'm an wine. Sorry I'm a teacher at Ps.

01:12:14.000 --> 01:12:19.000

150, but I'm also a parent of a student who's a graduate of Ps.

01:12:19.000 --> 01:12:24.000

1, 50 and of hunters point community, middle school, and I just wanna make sure that we clarify a few things.

01:12:24.000 --> 01:12:44.000

First of all, this agreement has nothing directly to do with teacher negotiations right now, this agreement is a part of a workday that was negotiated back already back in 2014, and every year, when the dre puts out the calendar they have to come to an

01:12:44.000 --> 01:12:50.000

agreement on this work day, and if they don't come to agreement on work day that we've had, then it sunsets.

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It goes away so, because the Department of Ed did not come to that agreement this year when they put out the calendar.

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Then, unless something changes, that that agreement is gone, and we revert back to the 2014 Conference, which is the 37 and a half minutes.

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So the other point that I wanna make now, and I'm like half the time I wanted to make it.

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Is just as a parent. I think it's so important that we have a dedicated time.

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Schools have been flexible in this time. Not every school does Tuesdays.

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I know my school has done that time sprinkled throughout the week, in a 30Â min time in the morning, so parents had more flexibility when they could request time to meet with teachers and to me.

01:13:32.000 --> 01:13:57.000

I just think that when the Department of Ed made their decision to put out this calendar without coming to an agreement with the Teachers Union that it took away this opportunity without really contacting the parents

or the teacher or anyone who was going to be directly impacted in this and I think that that is very unfortunate

01:13:57.000 --> 01:14:01.000

for our families, and a lot of things happen during this parent engagement time.

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Not just one. On one meetings, and my time is up.

01:14:06.000 --> 01:14:09.000

But I thank you.

01:14:09.000 --> 01:14:12.000

Thank you so much.

01:14:12.000 --> 01:14:14.000

Pamela. Oh, Boyle, I see your hand is up.

01:14:14.000 --> 01:14:19.000

You can go ahead and unmute.

01:14:19.000 --> 01:14:24.000

Hi, thank you so much Pamela. O'borle. I'm a teacher at Ps.

01:14:24.000 --> 01:14:27.000

1, 48 in our district, and I agree with everything that Ann said, and I was fascinated by the conversation.

01:14:27.000 --> 01:14:35.000

All of you. Council members had one of the things that our school has done with the parent engagement.

01:14:35.000 --> 01:14:38.000

Time is we've used it to do workshops for the parents.

01:14:38.000 --> 01:14:51.000

I'm in an elementary school. We have a number of parents who pick up their children, and we've been able to use that time to educate the parents about the curriculum that's happening in the building, giving them strategies on things to do with their children who aren't home.

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And we have the resources of power, professionals and school age who are in the building at that time also to act as translators and interactors for us during that time period.

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So that's one of the big benefits of it.

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I definitely agree that there are some times when teachers are not using the time as appropriately as they can.

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But we've used it to create Newsletters that go out to parents sending out emails, checking class Dojo messages, a variety of things.

01:15:18.000 --> 01:15:37.000

And you know, prior to this, I was scheduling meetings at all times before school, after school, during my long but we have a large number of responsibilities on our time, which is 5 preparation periods a week to do a large number of responsibilities on our time which is 5 preparation periods a week to do a large number of other things

01:15:37.000 --> 01:15:45.000

so this concentrated time is most beneficial for us to make sure that we have the best quantity of time that we can for parents when it's solidified, either before or after school.

01:15:45.000 --> 01:15:59.000

We know that we can meet with them, and I was around for the 37 and a half minutes, and I do agree that it was helpful for some children, but I do want to point out also that it's logistically very challenging, because I have to dismiss all of my students get them out of

01:15:59.000 --> 01:16:07.000

the building. Then bring children back up, so that 37 and a half minutes does not really equal out to 37 and a half minutes.

01:16:07.000 --> 01:16:11.000

When you think of the dismissal of regular time, and then the dismissal of the extended time.

01:16:11.000 --> 01:16:12.000

But I see the point of it being a useful tool right now.

01:16:12.000 --> 01:16:20.000

So I'm gonna stop with 5Â s to go. Thank you so much.

01:16:20.000 --> 01:16:21.000

Thank you, Miss Olive Oil. Do we have any other hands?

01:16:21.000 --> 01:16:25.000

Raised Victoria!

01:16:25.000 --> 01:16:28.000

No hands raised.

01:16:28.000 --> 01:16:35.000

Okay, thank you so much. Again. Okay, Michelle, can you please read from the.

01:16:35.000 --> 01:16:37.000

Sure I have actually 1, 2, 3 comments from Venus catch him, so I'll just read them all down in a row.

01:16:37.000 --> 01:16:55.000

He says, parent engagement is crucial, any at all times in the future invite district 30 educators and parents who have benefited by the Tuesdays to speak on a as a parent I've never spoken to a teacher on a Tuesday at 2 Pm.

01:16:55.000 --> 01:16:58.000

Yet some families may benefit from it, or how have different schools in the district?

01:16:58.000 --> 01:17:10.000

Remixed it the last comment, I'm sorry, is it?

01:17:10.000 --> 01:17:21.000

Is not cookie cutter across the board yet more parent engagement is always a plus, and that's all I have.

01:17:21.000 --> 01:17:25.000

Thank you. Michelle. We've heard from our council members.

01:17:25.000 --> 01:17:31.000

Thank you to the teachers and parents. That, commented on the resolution.

01:17:31.000 --> 01:17:32.000

At this time we're going to take a roll call.

01:17:32.000 --> 01:17:46.000

Vote on Resolution 1, 72 high again. Appreciate all the comments that have been made this evening, Victoria, if you wouldn't mind, please take a morning.

01:17:46.000 --> 01:17:47.000

Yes.

01:17:47.000 --> 01:17:48.000

Please make a motion, and somebody seconded before the vote.

01:17:48.000 --> 01:17:52.000

Alright. Thank you, Gail, so for the move that we voted Resolution 1 72, Kelly. Thank you for the second victory.

01:17:52.000 --> 01:17:57.000

Thanks for the second. Please do a roll call vote. Thank you so much.

01:17:57.000 --> 01:18:00.000

Okay, here we go. Deb, Alexander.

01:18:00.000 --> 01:18:03.000

Love our teachers. But no!

01:18:03.000 --> 01:18:05.000

Kelly, Prague.

01:18:05.000 --> 01:18:06.000

In favor.

01:18:06.000 --> 01:18:08.000  
Jonathan, Greenberg.

01:18:08.000 --> 01:18:11.000  
In favor.

01:18:11.000 --> 01:18:13.000  
In favor.

01:18:13.000 --> 01:18:20.000  
Victoria Medallia in favor, Michelle Moore.

01:18:20.000 --> 01:18:21.000  
She's a comeback in favor.

01:18:21.000 --> 01:18:29.000  
Oh, right? Sorry. Okay. Sabraha.

01:18:29.000 --> 01:18:30.000  
And Kimberly drops off the call. Okay, thanks.

01:18:30.000 --> 01:18:31.000  
In favor.

01:18:31.000 --> 01:18:33.000  
Everyone.

01:18:33.000 --> 01:18:39.000  
Okay, thank you so much for the roll call over Victoria with the in  
favors of resolution.

01:18:39.000 --> 01:18:44.000  
1 72 passes this evening. Thank you all.

01:18:44.000 --> 01:18:49.000  
So we are now going to move to the next item on our agenda, which is Dr.

01:18:49.000 --> 01:18:50.000  
Composto with our District Superintendent Report, now Dr.

01:18:50.000 --> 01:19:03.000  
Compassso, I know you brought a guest. He's been patiently waiting so I'm  
going to let you go forward with that and thank you to your guests. Mr.

01:19:03.000 --> 01:19:10.000  
Martin will be here to this evening. Our patient principal of is 45.

01:19:10.000 --> 01:19:13.000  
Thank you, Mr.

01:19:13.000 --> 01:19:17.000  
So, thank you, Ivan has been a gentleman, and he has to go to the.

01:19:17.000 --> 01:19:22.000

He has a permit. He has a permit on that old school just like we do, and he has to go.

01:19:22.000 --> 01:19:24.000

But Stephanie also was not able to make it.

01:19:24.000 --> 01:19:27.000

So I'm gonna let him go first, and then I'll speak for Stephanie from the office of student Roman. Take it away, Mr.

01:19:27.000 --> 01:19:30.000

Rodriguez.

01:19:30.000 --> 01:19:32.000

Yes, I'm gonna take off next week, that's all.

01:19:32.000 --> 01:19:41.000

That's okay. Okay, okay, so let me share with you some of the things that I use.

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1 45 is doing support. Newcomers.

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So let me right. If it's minimize the holder, have me stay hold of here with me.

01:19:52.000 --> 01:20:04.000

One of our Aps work together so let's start by looking at the academic support tailored to this one before that so this was the beginning of all the way down to the beginning.

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Now, my second is, it was technical stuff in here, going on to go the first slide we're working backwards.

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But all the way up to the first slide. Okay, that's the first one.

01:20:19.000 --> 01:20:25.000

Okay, all this new technology. Right? Okay? So let's talk a little bit about this instance.

01:20:25.000 --> 01:20:36.000

Structures to support new immigrants. Students right now from September to today, we have registered 104 new immigrants.

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Asylum seekers, I mean, I don't know which start to use anymore. But they're new.

01:20:42.000 --> 01:20:53.000

They new to us, and all of them are either in double of homes or in shelters, so that's the first data that I would like to share with you.

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Despite all that we will like to share tonight with you.

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How do we welcome and create a positive environment for all these children?

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So the first one is, we have my lingual programs in our school, and that's just to meet the needs of our students in their first language.

01:21:16.000 --> 01:21:21.000

Many of these children come with so in needs. Some of them are very smart.

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That's fine, with a native language. But either or we need to provide support to them within native language.

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In order to move them into acquiring the second language.

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We have instructional resources that are responsive to the students.

01:21:32.000 --> 01:21:47.000

Cultural backgrounds. So we have literature that includes Latin American authors, all of them are from Spanish speaking countries that connects to their inches of levels as well.

01:21:47.000 --> 01:21:54.000

We have building a community through authentic into class soccer games. On Saturday.

01:21:54.000 --> 01:21:58.000

So we have sports program for them. That's a good one, because we have the parents.

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Other students coming on Saturdays to play soccer.

01:22:02.000 --> 01:22:05.000

Because that's the sport they play that most of them play.

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That's just to build a little bit of a community spirit.

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Authentic learning experiences through education of trips. I mean, my eighth grade is like, for example, today.

01:22:16.000 --> 01:22:17.000

Many of them went to 6 Flags first time ever going on a trip.

01:22:17.000 --> 01:22:26.000

We had some students also attending my overnight trip to Washington, DC.

01:22:26.000 --> 01:22:33.000

So we try to integrate them in every single activity that we have for the rest of the school population.

01:22:33.000 --> 01:22:36.000

This is how they look in the classroom settings.

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So sometimes the picture says a lot. So this is some of the violin settings of our data affirm the need for instructional in the L one.

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So we have platform libraries, all of them. Enough box based on different levels.

01:22:47.000 --> 01:22:52.000

Hmm!

01:22:52.000 --> 01:22:59.000

That's the, I think. My fifth grade group, and we have actually 6 bilingual classes in our building.

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In addition to our tend to a language classes, then language teaching, assistant in every classroom.

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So we were able to hire an expert. I think Dr.

01:23:12.000 --> 01:23:23.000

Koppasto! Hiring part of professional digital assistance to work with teachers in different classrooms, different content areas, academic support tailor to the academic and social, emotional needs.

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

I always appreciate the it helps us a lot, and also the individual progress report that gives us a little bit of information.

01:23:37.000 --> 01:23:44.000

Regarding the students of social, emotional, well-being audio promises are screened using.

01:23:44.000 --> 01:23:57.000

I ready to determine math and reading proficiency in mathematics, though so when they come here, we assess them in mathematics, as one of the areas to see how can we support them academically?

01:23:57.000 --> 01:24:01.000



We also have extra curriculum clubs for students.

01:24:01.000 --> 01:24:06.000

We have a a dance studio here we have culinary arts program for them.

01:24:06.000 --> 01:24:14.000

We have a band, and so forth. So, in addition, we have a mental health clinic.

01:24:14.000 --> 01:24:20.000

So they're all these children, I mean, we have this service for the whole school population, but we integrate those students right away.

01:24:20.000 --> 01:24:22.000

So they can see their part of our school community. I have bilingual social workers.

01:24:22.000 --> 01:24:27.000

For counselors that can talk to the children of their families as well.

01:24:27.000 --> 01:24:31.000

Now all this is great. But let's look at the data.

01:24:31.000 --> 01:24:53.000

So when we look at I ready, which is the math screener, you could see from here that in September students sport but low, relatively low, and we'll administer the testing in June we're able to see something increase so we went from 4 0% to 4%

01:24:53.000 --> 01:25:06.000

level gray level from 4% to 19% one grade, therefore, below grade level and from 7% to 50% to grade level before 2 grade levels below.

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And then from 89, that's where we got them in September, October, November, we had 89% of those students, 3 or more grade levels below.

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Now we are at 44%. How does that look like in a classroom setting?

01:25:19.000 --> 01:25:24.000

I mean, this is how we monitor their growth in mathematics.

01:25:24.000 --> 01:25:30.000

So as you can see, we have some students that went from third grade level to sixth grade level.

01:25:30.000 --> 01:25:46.000

Third way, to 6 3 to 6, 3 to 5. So again, what we're doing to support the kids academically and socially, emotional is giving us positive results.

01:25:46.000 --> 01:25:49.000

In terms of the I-ready for mathematics.

01:25:49.000 --> 01:25:59.000

In addition, we have a one center. This is where my guidance counselors have meetings with them, and we talk about what it means to be optimized.

01:25:59.000 --> 01:26:07.000

So a new language, new culture, and a new system. So it's interesting.

01:26:07.000 --> 01:26:15.000

How kids respond to this type of activities. But it's one of those things that we that we do once a week with this type of with this children.

01:26:15.000 --> 01:26:28.000

This is another picture of what we do. Another thing is we see school supplies, such as backpacks, polls, uniforms, show the money that we use for this title.

01:26:28.000 --> 01:26:31.000

3 monies that we use for this title one money.

01:26:31.000 --> 01:26:37.000

So we have support system for all these children and their parents, as well.

01:26:37.000 --> 01:26:41.000

Sometimes we. Are. We are now so this is a newcomer.

01:26:41.000 --> 01:26:44.000

He just came couple of weeks ago, and he came to my office.

01:26:44.000 --> 01:26:49.000

He told me at I'm a musician, I'd like to play the guitar.

01:26:49.000 --> 01:26:54.000

He joined the band. And if you wanna see him performing, we have a performance tomorrow for the parents and the children.

01:26:54.000 --> 01:27:02.000

So they also have a lot of talent, and we provide an opportunity for them to exhibit to show their talent.

01:27:02.000 --> 01:27:05.000

This is something that we do on Saturdays. Here.

01:27:05.000 --> 01:27:10.000

So this is the Games coach by teachers and administrators, they love this type of activity.

01:27:10.000 --> 01:27:14.000

This is salary programs. So parents come, students come. And we, we just play.

01:27:14.000 --> 01:27:19.000

We have fun with the parents got to sit with the principals.

01:27:19.000 --> 01:27:22.000

So, parents. Tomorrow we have one of them is our last one.

01:27:22.000 --> 01:27:29.000

And this is a school support. I mean, we have a mental health, a clinic in our building.

01:27:29.000 --> 01:27:42.000

So we provide support to parents as well. So once a month parents come and decide that we have an open up policy for parents to come and join me and have conversation with me on a daily basis.

01:27:42.000 --> 01:27:46.000

So basically, this is what I have to share with you.

01:27:46.000 --> 01:27:53.000

And the best thing to do is come and visit us. Pasta has been here.

01:27:53.000 --> 01:27:57.000

He knows how these kids are making progress in English, not just in mathematics.

01:27:57.000 --> 01:28:06.000

And thank you, csso, Cac members, for giving me the opportunity to share with you tonight the work that we're doing with the newcomers.

01:28:06.000 --> 01:28:09.000

I'd be remiss if I didn't shout out Mr.

01:28:09.000 --> 01:28:10.000

Rodriguez and its entire staff. I enjoy going there.

01:28:10.000 --> 01:28:15.000

The kids are smiling. All of our kids are smiling, but he's done such a wonderful job.

01:28:15.000 --> 01:28:22.000

With him. We have a wonderful academy there that is devoted to bilingual.

01:28:22.000 --> 01:28:27.000

We have dual, we have tbe, we have enl, we have it all at 1, 45.

01:28:27.000 --> 01:28:33.000

We, you know, as our book said students at the center, we're meeting the children where they're at, and we're bringing them forward.

01:28:33.000 --> 01:28:39.000

So I want to say, thank you very much Mr. Rodriguez, who, even stayed late tonight, and I do appreciate that.

01:28:39.000 --> 01:28:44.000

So anybody who have any questions, anybody have any questions for him, and then we're gonna let him go.

01:28:44.000 --> 01:28:46.000

And then I'm gonna speak to the other piece.

01:28:46.000 --> 01:28:51.000

Okay. Well, before I call anybody else, I just wanna say again, thank you, Mister Rodriguez.

01:28:51.000 --> 01:28:55.000

We appreciate you coming to stay in late. I've been in your school.

01:28:55.000 --> 01:28:56.000

I know the work that you were in there doing. Thank you so much, for you know, speaking with me and letting me help that little bit.

01:28:56.000 --> 01:28:58.000

I could I wish I would have none of that with the principle.

01:28:58.000 --> 01:29:09.000

Tomorrow, or else I would have been in there too. But let me go ahead. Excel now.

01:29:09.000 --> 01:29:15.000

I know about campus with the principle will be there one time just to say hello and shake your hand.

01:29:15.000 --> 01:29:19.000

One more time. But let's call on a members. So I know you got somewhere to be Michelle has her hand raised so the shares calling you first.

01:29:19.000 --> 01:29:20.000

Thank you so much.

01:29:20.000 --> 01:29:28.000

Well, real quickly. I talked really fast. So one thing I what's a double of home you mentioned that that's where some family's a house.

01:29:28.000 --> 01:29:29.000

I'm not familiar with that term.

01:29:29.000 --> 01:29:34.000

So I have an apartment. Just one bedroom, and there are 2 or 3 families living in there.

01:29:34.000 --> 01:29:37.000

So like no other words. You, brother, comes, your sister comes. Your cousin comes to America.

01:29:37.000 --> 01:29:38.000

Bye!

01:29:38.000 --> 01:29:41.000

You bring him into your house, and you help them out.

01:29:41.000 --> 01:29:45.000

That was my neighbors when I was growing up, but so I understand that.

01:29:45.000 --> 01:29:55.000

Thank you for telling me that I did have a question, because and you answered it pretty much, you know, when thinking about parent resources, because you know, now we know the kids are in the schools.

01:29:55.000 --> 01:29:56.000

I go to a pantry once a week, and I see the kids that are not in school come to the parents because they feed.

01:29:56.000 --> 01:30:16.000

They feed, duly immigrant families asylum seekers in this pantry, and it's in the district they feed over 800 families, people a day, which is like incredible, and I worried about the load, and they talk about the parents and their resources.

01:30:16.000 --> 01:30:23.000

And how they, you know they can't keep up with it.

01:30:23.000 --> 01:30:24.000

So I'm wondering about bouts. I know that you talked about.

01:30:24.000 --> 01:30:27.000

You know the cafe with the with the principal.

01:30:27.000 --> 01:30:31.000

But is there deliberate resources also, in addition to that?

01:30:31.000 --> 01:30:37.000

And maybe so, Dr. Composto. What you're doing at your school is that shit with the other schools in a district?

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Because there are so many other schools that are inundated right?

01:30:41.000 --> 01:30:43.000

And I'm wondering they don't. I don't know if they have the resources or the sensitivity, you know.

01:30:43.000 --> 01:30:47.000

Really to address the populations in their schools beyond what you know. Service.

01:30:47.000 --> 01:30:56.000

They're getting. Is it any sharing of information between the schools in a district in terms of how to address?

01:30:56.000 --> 01:31:02.000

You know the needs of the of our.

01:31:02.000 --> 01:31:06.000

Hey! At every principal meeting we share, and this has been an ongoing piece for us.

01:31:06.000 --> 01:31:12.000

The asylum piece, and I must tell you if in fairness to all of our schools, they have been stepping up to the plate.

01:31:12.000 --> 01:31:17.000

Most of our schools, such as 145. They have a room what they call a store.

01:31:17.000 --> 01:31:23.000

Everything is free where children can go and get clothing and families come in and get clothing as well.

01:31:23.000 --> 01:31:26.000

They have another room with food to that they can get food.

01:31:26.000 --> 01:31:33.000

Now the food pieces become a little interesting for us, because our children in shelters are not permitted but they still have the opportunity.

01:31:33.000 --> 01:31:39.000

So we do provide straight across the district. Many of us schools are doing both of those pieces. Mr.

01:31:39.000 --> 01:31:52.000

Rodriguez. You want to share about 145 all the great things like you said.

01:31:52.000 --> 01:31:53.000

Hmm!

01:31:53.000 --> 01:31:56.000

Actually, I marvel, and that Pta's involved in this, too, that they give everybody a free uniform, and that backpack, and that backpack was full of supplies because I was there one day, and I opened it up myself.

01:31:56.000 --> 01:31:57.000

I was so impressed with what they do for each child.

01:31:57.000 --> 01:31:58.000

Get ahead. Ivan.

01:31:58.000 --> 01:32:01.000

Well, we have chromebooks, we give them chromebooks also. How so?

01:32:01.000 --> 01:32:07.000

So get the technology support that they need for the digital curriculum.

01:32:07.000 --> 01:32:26.000

But when it comes to the parents we already started the articulation process between elementary schools and middle schools so as once I finished the capacity to tomorrow with a with the parents, the next

meeting would be inviting those elementary school parents that are sending our sixth graders to us.

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That will be sending our students to us in September.

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Thank you. Thank you for saying that yes, that's a practice that this 30 has had for many years.

01:32:30.000 --> 01:32:39.000

We're at the end of the year. Our middle schools invite their feeder schools in and the counselors all meet, and they share information on where children are and what they need.

01:32:39.000 --> 01:32:49.000

So that's a big piece for us that it's very powerful.

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I don't see any hands, so it's a really quick question.

01:32:50.000 --> 01:32:55.000

Maybe it's for a doctor what happens?

01:32:55.000 --> 01:33:00.000

With some arising, and what happens with this population and the other, you know the the.

01:33:00.000 --> 01:33:10.000

They were a priority, but, believe it or not, many, my concern is right now, as many parents who are not a priority are the ones who are really missing out, and with their children.

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But the children in shelters are foster children, children doubled up.

01:33:11.000 --> 01:33:12.000

They were a priority. First.

01:33:12.000 --> 01:33:19.000

That's the way. How are you that we have a title? 3.

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For summarizing, so we expect them to have around 100 newcomers attending our summer rising program.

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Title, 3.

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Starting July fifth if the title is money coming out of title, 3 monies.

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But it's part of the summarizing initiative.

01:33:34.000 --> 01:33:35.000  
Thank you.

01:33:35.000 --> 01:33:38.000  
Right, and all schools get that, who have immigrants.

01:33:38.000 --> 01:33:39.000  
The title 3 money. That's money for our newcomers.

01:33:39.000 --> 01:33:42.000  
Yes, right no.

01:33:42.000 --> 01:33:53.000  
I applaud you, and I applaud the school and all the other schools in the district that been doing a line share this work.

01:33:53.000 --> 01:33:54.000  
Thank you.

01:33:54.000 --> 01:33:55.000  
And I'm trying to adjust the needs of, you know, this population.

01:33:55.000 --> 01:33:57.000  
Okay, so good night and continue with a meeting. Right? Hey?

01:33:57.000 --> 01:33:59.000  
Yes, thank you, Ivan. I appreciate you. We really do.

01:33:59.000 --> 01:34:00.000  
Care, Guy. Nice, not a problem. Take care, bye.

01:34:00.000 --> 01:34:03.000  
Thank you. Thank you. Bye. Now.

01:34:03.000 --> 01:34:04.000  
Bye, bye!

01:34:04.000 --> 01:34:05.000  
Thank you, Mister Roberts. Alright, Dr. Composto. We are ready for your report.

01:34:05.000 --> 01:34:10.000  
I'm just good. Yeah, well, first, I gotta finish off on this immigrant piece.

01:34:10.000 --> 01:34:14.000  
So the officer student enrollment. Miss Lazarus was gonna come.

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Unfortunately, something happened. She couldn't. But I do have some talking points for her as well.

01:34:17.000 --> 01:34:18.000



So how this works is there's 2 pieces that I want you to know about, and I'm so glad that Mr.

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Rodriguez spoke about the double up pieces, so families that are doubled up, and it's basically like that.

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Friends, relatives come in from another country, and they move in with the other.

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That's a different number, because they come in. They register directly at the school.

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Immigrant children that are in the shelters go to the office of student romance.

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So how this works is each and every day the people at the shelter there's a person there the liaison they call them getting in touch with the off the student Rome, and that person who is Stephanie Lazarus comes upstairs.

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Every morning, and she meets either with myself or Dr. Dimaggio, and if I'm out of the building, mostly doing my ppos she meets with Dr.

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Dimaggio, but I meet with at least once or twice a week, as well.

01:35:04.000 --> 01:35:12.000

Just to see where we are, and I some of the notes he gave me, so what they do there they, the children, are coming without records.

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So the this is all about age now, because we don't have any records, you know.

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Sometimes they're delayed sometimes they're advanced, and we haven't records.

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So we go by their age, and the other piece that I do want you to know is immunization.

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We have a problem. With that we have many, many children who are now being excluded from schools because of the immunization and what the district has done through our tendency.

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Teachers. We have been getting in touch with the shelters and through the Health Department.

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We for really hard for this, and I am so proud about attendance team fought really hard.

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And so now the Health Department is going from shelter to shelter and offering the immunization right there and then, because we were not getting our children, and we are moving the needle in a positive way in getting our children immunized and getting them back into the school so with that being

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said so. No records over. Then we just sort of use their age.

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And what we do is then try to help these families. So sometimes you might have a seventh grader and a first grader. So we try to look for a K to 8.

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So the because don't forget this is really difficult. You're into a new country.

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You don't even speak the language. You're on buses.

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You're on trains. Another piece that we did for them was that we fought hard now.

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Usually we do not give metro cards to parents, but we have permission to give it to our families that are in shelters, because parents said they wanted to come back and forth, and you can't blame them to protect their children or be guide them so we were able to get them what do you

01:36:32.000 --> 01:36:36.000

call that metroflows, and then, in addition, we do try to place joint close to the shelters.

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So this way they're close to the home that everybody's that we know that.

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But if not, we've been able to get school buses, which is also been a challenge.

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But they've been very co-opted off the stream with us, student with busing there.

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What do we call them? Of the student enrollment? I'm ready to say, no office of student transportation.

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Beautiful transportation.

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And so you go. Thank you, it's late. It's late to me.

01:36:58.000 --> 01:37:00.000  
Yeah, pure protection. It's opt for transportation.

01:37:00.000 --> 01:37:07.000  
It's like, forgive me, yes. So so what we do is basically look and see where we have seats.

01:37:07.000 --> 01:37:11.000  
And then we put the children in. We listen to the family saying, You know I have 2 children.

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They want to put them in one we've been. We haven't been working really close with them.

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And basically, that's the way this goes each and every day.

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She comes down she gets a call from the shelter. X.

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Amount of kids by grade level. She comes down her in either myself.

01:37:22.000 --> 01:37:40.000  
Dr. Magic will sit with her. We go through these registers of schools because on the which is interesting for the first time in a long time our schools in Long Island City are packed, so we are now sending them over to the Jackson Heights area, because there are so many that they're already up to

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capacity. If a school is capped, meaning that they haven't their numbers.

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Then we go forward, and we send them over to Jackson Heights, or somewhere in the middle, in a story, or wherever we can, wherever there's room.

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So we have really been filling our schools and working very closely with the office.

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Student, in Roman, with the Health Department and with the office of transportation.

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To make sure all this is working, and I have to say, Go, visit. When you visit any of the schools.

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You see smiling faces. I think they're so thankful to being school, so thankful to be loved and nurtured by our community.

01:38:14.000 --> 01:38:19.000

And now, if you're ready, I can go on to my next we start. My report is that good anybody have any questions?

01:38:19.000 --> 01:38:26.000

I'm good. Okay. So first thing on my report here is talking about the water outlets tested.

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So you I don't. I know I shared with you a few emails.

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So this is what we're up to. So the water is being tested in every school.

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And what does that look like so they tech testing the drinking water and they're testing the cooking water.

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So I'm going to give you facts from each school.

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You have it in your report. So, for example, and Ps.

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112. The laboratory results show elevated levels of lead in 4 of the 107 outlets from which water was taken and tested for lead.

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Any drinking or cooking outlet would elevated levels were immediately taken out of service and remain out of service until it is successfully reminised.

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So that's really the process here. Right? So they test the drinking water.

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They test the cooking water. If they find out whichever one is fountains or sinks are not good, they shut them down.

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So I told you 112 had 4 out of 107.

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That'll close down. Ps. 76 had 6 out of a hundred 33 that would close down.

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Yeah. Ps, 3, 29. They had. Their results, showed no elevated levels of lead in any of the samples.

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So they were good. Ps. 148, 6 of the 94 outlets tested was closed down the pre-k center at 2735 Jackson had showed no elevated levels of lead in any of the samples.

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There was the one on 96, 1020, Third Street showed one out of the 35 outlets was that one was closed down. P.

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S. 150 had 10 out of the 76 outlets will close down.

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Ps. 1, 66, 22 out of a hundred 22 outlets was closed down until remedied right.

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They're going to close everything down until they remedy it. The Ps.

01:40:20.000 --> 01:40:36.000

3, 61 included for 4 out of a hundred 22 outlets from mortar were taken, and it was closed down until remedy, which is sort of interesting, because it's a very brand new building and the newer buildings in 361 includes that they have these great

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watery, foul fountains that would filters in them.

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So the kids and teachers can go and fill up their jugs and drink water from them.

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But they are not all those they're replac throughout the school, but so at a once, at a 366, 4 out of 122 outlets tested will close, is 141 had 5 out of 39 outlets, which were closed and that was the last on

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the water piece any questions before I go to the next piece.

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So we're right now collecting of the family income.

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That's the old, lunch application right we now Cobb family income forms.

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So an interesting thing happened to us. We were all universal feeding meat, school meals, meaning that everybody in the schools were getting all this free meals right with the whole pandemic in this year.

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They're going back now to families must complete these forms to get lunch free or reduce whatever please remind people.

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Now we need to do this, we really do. Now, there are some schools that were eliminated from this, because they were really universal.

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Schools, meaning they didn't have the opportunity to collect lunch applications because they were the original ones.

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So these schools are so for these schools that I say, now for next year they do not have to worry about getting the family income forms filled out.

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So is 10 pslvin, Ps. 17.

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Ps. 69. Ps. 76 ps. 84 Ps.

01:42:00.000 --> 01:42:06.000

85, PS. 92 Ps.

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1, 12 is 141 Ps. 1, 48 Ps.

01:42:07.000 --> 01:42:10.000

1 49 Ps. 1 50 Ps. 1 52, and Ps.

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212. So that means these schools did not have an opportunity to collect one forms for the 2020.

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Fourth, therefore this year will be considered a transition year for these schools, and they will not be held harmless for the fiscal year 2024.

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Next, okay, so here we're gonna talk a little bit about Ps.

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One-eleven Mp. Is 2 35.

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So new York State Education Department has recently notified New York City of the finalized 2223 district and school accountability status based on the 2122 school mark school grades.

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So district 30 is now been reidentified as a target district for the 20 twotwo 23 school year, based on identification of one or more Csi or Tsi schools.

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So dsi school. The new designation means comprehensive support and improvement t target distrib is the next level down.

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So this is an interesting thing. So in March, late March the State announced that they were no longer looking at progress, progress, meaning.

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They watch children grow step by step, and schools were okay. As long as they were showing progress for this year, coming.

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And there's a big thing going on. People I don't know if anybody's paying attention, but the piece now is proficiency compared to progress, proficiency means children at grade level, and above so all, threes and fours of proficiency any child who's a one or

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a 2 make progress. Now, if you were one, you went to 2 or low.

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2 went to high to the school, got credit for that, and that's why we did not say on the state list.

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So Ps. 111, we're going to start with Ps.

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111, they on Csi school, but there's a few pieces here that everybody has to understand.

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As soon as we were told that we sent our team in of leads right?

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So I had 2 Ela leads and 2 math leads going in there, and they set up an Mtss.

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Multi tt support system for children individually, so we were able to assess children using this I-ready data and making a movement for those children.

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So PSIS. 1, 11 is still not designated. Csi.

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Remember to said 2223, if they do well on the State, test that we took this year, they will not be on the list and we have a good shot at that, we took this year they will not be on the list, and we have a good shot at that because they were looking at our data now just that everybody knows they took in over

01:44:48.000 --> 01:45:00.000

200 immigrants. Children now our immigrant children were not tested in Ela, but they were tested in math so we have to see how all of that plays out as well so we're not sure the 2223.

01:45:00.000 --> 01:45:05.000

Yes, we're targeted. District. Yes. 1 11 is known as a Csi school.

01:45:05.000 --> 01:45:09.000

And I do want to show to respond back to our parent.

01:45:09.000 --> 01:45:13.000

There! Catching him. I hope I'm saying that correctly.

01:45:13.000 --> 01:45:21.000

The same piece for me is when they were a a priority school.

01:45:21.000 --> 01:45:23.000

They got all these great funds. We did really well.

01:45:23.000 --> 01:45:28.000

They take away the funds, they take away the resources and we're right at the back. The same spot now.

01:45:28.000 --> 01:45:33.000

So you want to know our plan. We're working on the plan right now.

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We will be getting extra money, and of course we're money comes plans.

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So once we do these plans. I will share with the the Cec.

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We're not up to that yet. What do we are working on plans just in case it doesn't.

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But we are very hopeful that the children's did well on the state test, and we're going to be taking off of that designation now 235 is an interesting piece for me.

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So 2 35 has always been our immigrant school.

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One year in and year out, so I mean they have never, never made proficiency.

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Our goal there was to teach English and that school has been in existence for 27 years, and has been very, very successful in helping our children pass a nicest lad. Exam.

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Actually had the highest movement in the district with the nicest lab. Because that's all.

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They work on is speaking English. After that one year they go into their zone middle schools, and which, of course, we then work on proficiency, and I'm not saying that in Pis-two 35 we do.

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We do math, we do, Doc, science. And social studies. But if we're revolves around children speaking, everything is about them.

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Speaking English, and they do a great job with that. So I'm in many conversations with state presently, right now, at a meeting last week, pleading our case that this is a special school.

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This is a program that helps children speak English. It's a one-year piece, and I defy anyone well, I'll speak for myself.

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I could never go to another country in one year, learn to write, speak, and read in another language.

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It's in one year, but that's not the goal of 235, the goal of 235 is just to have them speak, and then we've been very successful with them.

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Going into their zon schools. So both of these schools have the opportunity to come.

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Not be on the list for the 2324 school year when the data comes out I'm not so sure.

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About 235, because most of our children there really are.

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Non-readers. So that's where we are with this new State accountability piece.

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Once again. Those are the 2 schools that have been identified.

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We will know more. Once the the data comes out for the testing of where exactly we land.

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Once that happens, you share with you their plans. They will, of course, no matter what the state and on having many plans, pieces that we did when they were on the other list.

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So we're hoping not to get on the Csi list this year.

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But we'll let you know when that happens. Okay, as as you saw, we passed out to you, we have a new release of 2324 calendar year, which is really interesting.

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The following days are designated a Chancellor's Conference days, so September fifth, and civilizations will be teachers in children, not in prayer, in service.

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There, November seventh, which is election day, will be the Conference day also.

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The Chancellor's Conference day and June sixth, which is, we have every year, is the anniversary day, and this year, as you know, we had a go remote because of the air quality.

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You should know this. January 2920, 24, shall be scheduled for staff development for all, 9 to 12 and 6 to 12 schools in districts, one through 32, right, no students in these schools will be in attendance on these days, so their days.

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Are a little bit different than are, and June seventh, what's scheduled for the interim?

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Clerical administrative science for all pre-k centers.

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3 k 5. Pay 3 to 8 schools, 6 to 8 schools, and K to 12 schools, and district seventies, 5 schools and programs.

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No students in these skills were in attendance. All other students were in attendance.

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She has summer related service ladies with eligible family. So this is what I was talking about before.

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So each family will be getting a letter with their child, who has an IP.

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2 children's are involved. If you have a child who's in a district 75 program, which means they get a 12 month. Iep.

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They are entitled to go 12 months away, they are entitled to go 12 months, so they will get a letter stating that they are entitled to go to summer school.

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They are a priority within themselves, but they don't really come in our numbers, because District 75 provides that for them, in addition any makeup session minimally by saying before a lot of during this covid time a lot of children mis services and other times to when we first got started, if say we

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couldn't find a Bengali speech Provider, and the children were not unable to get the service because we didn't have a Provider.

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They can make up that service now, during the summer. So all of our and that means physical therapy speech.

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Therapy, occupational therapy. So all of these families will be getting letters saying that your child misstapt, and they're invited to come during the summer, and of course that has to do with the family, and they'll be able to figure out what works for them title one schools with parent

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Advisory Council Elections. So bye. June thirtieth, this can be either one or 2 year term as written in the title one packed by laws.

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Review the timeline and quiet actions below, by June thirtieth, principles should call the meeting of parents to elect the title.

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One pack chairperson and alternate the Papta president or designee facilitates this meeting.

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Explains the role of the title, one pack and conducts the election of the title.

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One pack, chairperson and altered it by September 20 ninth, Princess, or designees should conduct the annual tidy.

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One meeting for the school community. So it's the same thing we've done in the past.

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It's talking about the pack piece. Prepare to distribute promotion letters.

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So those letters will be going out or went out actually through June sixth to ninth schools must generate, distribute permissions of letters for students in grades 9 to one June twentieth to the 20 seventh.

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Students in gray Kat, who are retained in June on not mandated to participate in summer school but in District 30 with taking the initiative.

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If we can. And we're trying to figure all this out and we've done this in the past, and we're hoping to do it again to provide some summer school for the K.

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To 2 children. Of course the parents don't have to do it if they don't want to, but we were trying to least provide it for those parents who would like to do it.

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The class of 2023 Senior Survey.

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This is for our high School children, in order to support post secondary planning, high schools, receiving college and career advisory funds, are strongly encouraged to amendments.

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Administer the class of 23 High School Senior Survey this year should be completed by June 27.

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School news soccer you talk about soccer.

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I'm going to tell you something, because I thought basketball was off the heart chart.

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The kids are having so much fun in the adult with this soccer we had a game on Saturday. I don't.

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You had a chance to look at, you notes yet, but if you do there's a great picture there they are having so much fun.

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They're buying uniforms. They're really involved in this.

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I've been meeting with a couple of the politicians trying to raise some money so that we can do a real program next year.

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Because the principles once again are stepping up to the plate, and they've been paying for the referees they've been playing for the uniforms they've been paying for the equipment, and we're all chipping in together just trying to get this going but I know the kids are enjoying it and you know learning is

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about the arts. It is about sports as well as the academics, and I feel good about this, because to watch the kids at one of these games is phenomenal to see how happy they are, and sportsmanship that's what I'm gonna talk about sportsmanship.

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It really has been off the hook. So I'm really happy about that.

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And I'm so proud to talk about today's district civics for all sharefare.

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But I'm not going to talk because I'm only gonna say, great things because it was a great day.

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But I'm gonna ask Victoria, who was there the entire day, and I shout out to Victoria and Nick from President's counsel, was there for the entire day, too, Victoria, what'd you think of the day if I may ask?

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Oh, no, of course. There's so. There was 14 schools that came to 3 98, which I if any, I don't know if most of you know I'm a Pta President there, and oh, so inspired the kids.

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I think, the youngest one, Dr. C. Was Maddox.

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From kindergarten to 28.

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What my gosh! Like! He had like. He gave his whole spiel.

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He talked about like how being different is powerful. And his mom made him a little device because he had something called little ears. How he called it.

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Yeah. Equally like the ear is missing, is.

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Yeah. And he said, If you have any questions, come and speak to me, don't be shy.

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I can talk to you about it. That's what makes us powerful.

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But it was just the confidence that they had the ideas that they have screen time bullying 1, 49 spoke about how they advocated for the bathrooms and got it through.

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Participatory, budgeting. It was just very inspiring.

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So proud to be having to be having been a witness to that.

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The educators are there with them, cheering them on, and it was really exciting to see it, and I can't wait to see more.

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And just highlight. These students and their great ideas.

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It was wonderful, Jason, from 300. You would have loved him.

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Huh! I apologize. She did such a great job, you know.

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She talked about and did a study. She did a study. How much milk and food children throw away.

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She started with her class, and she talked about how she went down in the cafeteria and did a study.

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Unfortunately, children have to take all their food, even if I say well, I don't like broccoli.

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I still have to get it. I don't drink milk.

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I still have to get it, and they pour it out.

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But this young lady made a difference. I don't know if she was a third or fourth grader, you know.

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When the Chancellor heard her at, and, by the way, in District 30 had 2 winners at a soapbox.

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Citywide, Jason Maddox, with 2 of the winners there.

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And what J. What the Chancellor did. I'm so proud of.

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He picked it right up. He had him meet with the food nutrition people, and they came up with a way not to waste this milk and what not to waste food, giving children a choice rather than enforcing them to take this milk in food so she made a difference.

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But as Victoria spoke about, everybody talked about this, the communities, the kids went out and assessed their communities and did different pieces.

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There was a couple that collected food. You talk about the children figured out how to collect food.

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They figured out how to do clothing. They talked about bullying.

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2 or 3 spoke about really interesting, and they did fact. Finding this wasn't just talking off the top of the head, they talked about how these children who play games all day long.

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What happens to them. They gave a list of things that could medically be wrong with them, how they become a depressed.

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It was really a wonderful, wonderful presentation by each and every child.

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There was not one that I can say wasn't wonderful, and this was a monumental task.

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This was not an easy period piece, because, first of all, the entire district is a civic for all district, and I shouted out to Danny Drummond, for those who have been around this 30 has always been in the forefront 10 years ago Danny Drum.

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Gave us money to do the civics programs, and we've been doing them.

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But this year I asked each and every principal to sign up, and they did, and the participatory budgets anybody who wanted to do it.

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And there were many schools that did it did the Department of Education gave them \$2,500.

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So children got to figure out what they wanted to do, they talked about how they served.

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Most of them used the equipment for the school yard.

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Some fix up the school yard. As Victoria spoke about, some of them fixed up the bathroom.

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They did so many wonderful things, but to hear their voice, and that's what this is about.

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Students at the center, and each and every presentation talked about the habits of mind.

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And this was a children and teachers together. The most powerful thing I ever saw.

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Unfortunately was not done by. It was yes, I coordinated it with our people from the district, but the people from Central are the ones who asked for it, and they did not videotape it. I thought they would, but they didn't.

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It's morning when I said, Oh, I should have told me I would have videotaped it myself, but it was one wonderful to watch and listen to our children, and to see our money that we spent, and students have to center coming alive. It really is student voice.



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It's so strong in this district. It was phenomenal, so each a every child.

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There was not a school that I felt disappointed, and I was so proud of all of them.

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So maybe next year you'll come because it was really off the chart.

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It really was off the chart. Thank you. That's I believe that was the end of my report tonight.

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Yes, thank you very much.

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Thank you. Dr. Kopasso, for your report. Thank you, Victoria, for sharing so comments about the day that you all had let me make sure.

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I say this name correctly. It was the civics, for all share fair events. So thank you all for sharing about that event today.

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Now we are going to see if any of my fellow Council members have questions for you. Dr. Capasso, in the event today.

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Now we are going to see if any of my fellow council members have questions for you. Dr.

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Compass in that today we'll go to our attendees, they little dwindling, but we still have some, so if they have questions they'll.

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Yeah, dr, camause. So I'll make this quick.

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But I also wanted to. I forgotten that I owe you the civic for all comic books that I had got last year.

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So I'm not gonna forget I'm not. I'm gonna get them to you.

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Thank you.

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Okay, the sign. So you can do whatever you need to do.

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Just as you were talking like. Oh, my gosh! Because I really actually wanted to attend that event.

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So I'm so glad that it turned out really well, I will have a question, because I've had some parents ask me about summarizing, and that was kind of my lead in with talking to Mr.

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Rodriguez about how they made application. They did it timely, and you know they're out.

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They have no response that kids didn't get in what?

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And now that I hear that there may be some priority, because and now the asylum seekers now qualified, you know what they consider like, what these title one status, you know, in in need, that you know that may limit spots for other families in the district so what are other options for

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them, and.

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So so what happened was last year. The it was first come first.

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Serve right, and district 30 are wonderful. Parents were got us closed out within 2 h.

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Literally the district was full. Parents got up in the middle of the night.

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They were on there and went, but a lot of our children missed out.

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So presently the Department of Education said there was priorities are sheltered, children forced to children, children in housing, so all of those children took priority.

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So what are we doing for the rest? So what we've been trying to do is get a list.

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Going to. We have to first see how many of our children who are priority are not going to be able to attend whether they are, you know, going on vacation, going away. Parents don't want to sign them up. Whatever.

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So we were going to backfill with that piece we've asked.

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So if we have the money, so of our schools do have a couple extra dollars, and if they can pay a teacher to do a program like I talked about this morning before this morning, it feels like it.

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Kater 2. You know the city is not holding K. To 2, but we want to hold K to 2 programs.

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So in honesty I don't know. How many can we really serve?

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Because our phone has been ringing off the hook with parents who really want to be a part of summer rising.

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But we will do a priority for them, too. We will try to figure out how many seats we have available, and then go back and fill in with those young people.

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So are you. Are you saying that? Dare I say that the district is asking for parents to submit?

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We're taking the registration list.

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Names, or, you know, to the district, or you're saying that you're taking it off the registration list of alrighty.

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I'll let them know.

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Alright! Thank you, Michelle. Jonathan!

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So!

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So I see I see what is what's happening with those 2 schools who are at risk of being designated Csi.

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Both of them clearly have a lot of new newcomers who've come this year, and if those newcomers have interrupted education are, you know, are, I mean, of course, that's that's gonna put them at a danger.

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At risk. Those are both very small schools, you know. To begin with, 1, 11, and 235.

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So you add a lot of new students with, you know, probably a wide range of academic backgrounds, and that in and of itself is going to put them at risk.

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My question is, maybe this is naive, but what's so bad about being designated?

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Csi, you know, does it? You know.

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Does it come with 80 kind of resources? Does it?

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Does it just prod you to to make, you know adjustments that maybe you would have already made like what's what's I mean?

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So that great question.

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Cause, if these kids, it's not that, you know, if it's new kids, then maybe it's not that the school's fault, but those kids still need extra help. Right?

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Those. Still, those kids are still in need.

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So great statement, because that was one of the choices the State said to me, they said to me, Well, we could take it off the list now and get you next year.

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So by saying, Yes, I'll be on the list this year.

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We get money, we get supplied, we get resources. And I, that's what we need.

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Leskie, get the phone.

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Let me go back to 111 again before pardon.

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No, okay. So when we went to before I went to 11, we got all those wonderful resources right, and we were able to move them off the list they take away the resources we end up in trouble, so when it came to the schools, we decided this year, that we're going to take the resources, but we still are hopeful that

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with the state test because we did. And I hate to say this.

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We did do a big push for what we call test prep.

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We really went in there and worked really hard with doing this.

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Mtss. Really digging down, getting analyzing each child where they were at small groups and move forward with, it. So we're going to see.

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But the sad part is that for me, Jonathan.

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It's a label. Labels are never good, you know.

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If you would have heard Maddox talks. That's what he talked about, just because you're different.

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You shouldn't be labeled, and you shouldn't be treated differently, you know, but you are treated differently, and our schools that are labeled parents will shy away from them.

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So that's the downside of it. But for us we took the money this year because we feel that 235 is going to be very difficult to do this.

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I'm hoping that the State recognizes that this is a special program, and they let us slide.

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But we'll see like I said. We're in discussion, plus there's met there's a big push for the State to go back to progress and not proficiency.

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But I don't. I know for sure they're not doing it this year, right? Because this year they've already said they're going for the proficiency level for all of our schools.

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So we're not even sure what what else? Because we did take in close to 3,000 asylum children.

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Matter of fact, our principles, and maybe some of you would like to join them, are coming up with a committee that they're writing to the City and State and want to know, why do we have to test these children?

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Why can't we have a couple of years of are asylum children not being tested?

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Why? Why? Why is it so important for us to test them?

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We, you know, of course we'll do our iron-ready test testing to help create that roadmap.

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But we know as you spoke about many of them came with this cipher which is students with informal, interrupted education.

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In addition, there are many that came that in their countries they didn't go to school.

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They worked on farms. They just didn't go to school.

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I don't know. Different countries have different pieces for us.

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So we're with trying many different pieces. But I do appreciate that question.

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Thank you.

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Yes, thank you, Michelle. At your hand. There's a new hand.

02:06:03.000 --> 02:06:09.000

Okay, thank you. Does anybody else have any questions they have to back it for Pso.

02:06:09.000 --> 02:06:12.000

Okay. I have a question, and it's kind of innovative.

02:06:12.000 --> 02:06:17.000

Thank you for answering the question. You know Jonathan's question about the 2 schools now I appreciate your comments.

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You know, on, you know. That's why we have the designation for this year.

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But again, like the testing, and everything was from 2021 to 2022.

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Okay. So in order to measure the progress that will now incorporate the asylum, seek in families correct.

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So they weren't okay.

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Well, the ones that this year. Yes, this year's testing will include them.

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That's basically the children math. They don't test them in Ela, but they do test them in math.

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But once again it's and, by the way, we have some children that were really are well endowed with their education that came to us.

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We have really been an interesting thing. We have seen many different children, you know, but lots of poor children, children who didn't have the opportunity to go to school in their own country, coming to us as well.

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I was just I wanted to see the date that we got it right.

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So, kind of status for the year. It was a 2122 school year that what you said, Whitney, I'll make sure again.

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Thank you. I want to correct.

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Yeah, this, yeah, because it cause the the let and thank you for including the copies of the letters.

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I appreciate that. So in the copy of the letter, like it designated, that that was the school year testing.

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Information that provided this designation? Okay?

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Right? Okay. Well, that was the last time we tested right for the 2 years with the pandemic.

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We didn't test our children.

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Right? And then so another question that I had is again, it gives it states you don't.

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A definition like you have to start. The schools were identified.

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And then there's a you know you gave us a link to the State accountability addendum.

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I can't get past the fire. There's a firewall, I guess, where I had.

02:07:53.000 --> 02:07:57.000

It's like a single sign on I can't get past that, so I couldn't see what the definitions were.

02:07:57.000 --> 02:08:00.000

I couldn't either. By the way, I asked somebody else to help me.

02:08:00.000 --> 02:08:06.000

Yeah, so, maybe if there's a way, if there's a way we could see what the guide is like, the addendum that give us all these definitions.

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Cause. I do have some more questions, but I can't ask, because I couldn't get past the single sign on to see that report.

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So we're looking for the guide.

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Yeah. The educator guide the state accountability addendum, where it gives the the accountability statuses and to to tell you why certain schools were identified.

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I couldn't get past there. I think it was like a single sign on, and I couldn't get.

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I couldn't get to the guy.

02:08:33.000 --> 02:08:47.000

I didn't. This is sort of buried this year, because the fact that they didn't didn't see it go public because of the fact that they're they're they did it on something that was from last year, and they as I said to you they did say to both of these schools, if they

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do well on the state test. They will not be on that list, and I'm sure they did that to every school in the city that ended up as a Csi school.

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Yeah, I just couldn't see like what the definition was.

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I'll see if I can get it for you.

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Because II wanna be a little more informed.

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But this is something that I think we need like to have continuous reports on or like, you know, be able to follow up especially.

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You know, these schools like you said we are gonna be at these school specifically going forward.

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They're gonna serve the population, this vulnerable population and in case of 1 11, they're already serving a vulnerable population, because, you know, they serve Queensbridge houses.

02:09:26.000 --> 02:09:31.000

And those children need support as well. So I just wanna be able to, you know, understand?

02:09:31.000 --> 02:09:43.000

What's going on in the school, and make sure. Not only do our immigrant and asylum seekers population get the support that they need, but the existing population at 1 11 gets the supports that they need.

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The State Education Guide to State accountability is what we're looking for.

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I can do that.

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No problem.

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And then just so we can follow up on it, because, you know, I hear some.

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I've heard some progress on this, because, you know, I'm on the dlt with you, and we, you know, we got some reports, and they gave us time to have public comment as well.

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But I think maybe we had like a standing report item on this going forward, you know, just like a interim progress report on this issue, so that the next Council can be informed on this as well.

02:10:12.000 --> 02:10:13.000  
Absolutely.

02:10:13.000 --> 02:10:16.000  
Why?

02:10:16.000 --> 02:10:17.000  
Those were all my comments. Thank you so much.

02:10:17.000 --> 02:10:19.000  
Dr. Compasso. I'm not going to keep us all.

02:10:19.000 --> 02:10:23.000  
I know everybody ready to go. We have our business meeting after this, but so we don't have any more comments from our council members. This is the public.

02:10:23.000 --> 02:10:34.000  
Speaking, time. So if you do have a question or comment on public speaking, please raise your hand.

02:10:34.000 --> 02:10:35.000  
You can add that a question on his report, or use your 2Â min for public.

02:10:35.000 --> 02:10:44.000  
Speaking, Victoria, could you see, if we have any hands raised in the attendee section?

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Thank you so much.

02:10:45.000 --> 02:10:54.000  
No problem. I'll Pamela. Oh, Boyle, I see your hands up. You can go ahead and unmute.

02:10:54.000 --> 02:10:55.000  
Yes.

02:10:55.000 --> 02:10:56.000  
Hi. Dr. Capasso. This is more like a comment suggestion about the civics, for all fair that was held today, since it wasn't recorded.

02:10:56.000 --> 02:11:19.000  
Is it possible for maybe the the schools to do some type of recording individually? And we could house that somewhere where everyone in the district could see their presentations?

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Perfect.

02:11:20.000 --> 02:11:21.000

I don't know about that, but what I did ask for is that the team put together a newsletter with all the kids, speeches, and the different projects, so at least we get that that's one of the things that I asked today, because it was for phenomenal so we're gonna definitely get the newsletter at this time.

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Of the year would be so hard to ask schools to speak that, and I don't know if schools really have that kind of equipment.

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I think one of the things I'd like to see is actually, I shouldn't say that we hooked up with 2 of our high schools, Frank Sinatra, and we hooked up with the TV. TV.

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And something in 291, the one in 2, 91.

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It's a TV tool. And both of those principles I met with my team member.

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And we're going to do documentaries. So things like that, we're going to work with them.

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So, for example, one of the things that I thought was really off the hook at 227 is their teams, their team meetings, how they use data and how they really focus on children so in October, both of those schools are going to work with me, one is going to work with that piece and another one's going

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to work with helping me set up some kind of a video of every school in our district.

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So they're going to work with me to go around and do different snapshots of each school, so we'd have a video of all the good things in this in the district.

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So it's really been good that we through this piece we're now partnering with these 2 high schools.

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So it should be a good piece for us, so maybe down the road we can even invite them, because both of them have TV studios with their children, do it and they were very excited to work with us.

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They thought it was be a great project, a civic project for their own children.

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So it's going to be a good partnership.

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So maybe down the road we can ask them to film pieces, too.

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Yeah.

02:12:48.000 --> 02:12:55.000

And if you think about anything that you'd like filmed, I thought, even like the family fun day that would have been really cool to have of a documentary about that day, because that was a wonderful day as well. So I'm hoping to develop this relationship.

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The other thing that's great. The other thing I was contemplating and I don't know logistically how easy this would be would even for some of those kids like the child who did the the study about the milk, and all of that, like having the children be resources for children in other schools so

02:13:10.000 --> 02:13:27.000

almost creating partnerships within schools in the district where students from one school could kind of interview their peers in another school to learn how they came up with their idea or what their process was. So it's another way to sort of build community within our districts it's just an idea.

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Yeah, well, one of the things that we've talked about is similar to that is that our middle schools are going partner up with their children, with our elementary schools.

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And we would think our project with more about reading, you know, helping like a sixth grader or seventh grader working with a second or third grade would reading help, you know, reading them stories and helping them.

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So that's one of the pieces that we're looking at as well.

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I think it's a great idea to have our children go across the district and help each other.

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Thank you so much.

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And thank you for your suggestions.

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No other hands.

02:14:02.000 --> 02:14:05.000

Do you have any other hands raised? Okay, thank you. Michelle.

02:14:05.000 --> 02:14:07.000

Do we have anything in the?

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We just have some comments, Miss Boyle answered. You answered her question.

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She spoke. We have been being a sketch, a mate.

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Some comments, she lists new York edge, compass, sonic.

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The childcare, the child sent up New York, and the big apple.

02:14:23.000 --> 02:14:27.000

I'm wondering if those are summer programs after school programs. But those are.

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I think those are summer programs. When we were talking about the programs outside of some arising.

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Alrighty so, and that's all we have.

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Okay, well, if we don't have any other comments for the public agenda, or any portions for Dr.

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Tom Pasto for his report. I would like to move that we've go ahead and talk about our announcements before we move to adjourn.

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So we do have our virtual activity fac scheduled for Wednesday, June 20.

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First at 6 30 Pm. We are still soliciting groups to come and speak and present at our virtual activity fair.

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So if you know of a group or an organization that has activities or programs that support students and families in our district, please tell them to sign up to provideate in our virtual activity fair, they can send an email to Cec 30 as schools die in yc.gov, and let Us know if they want to

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present in our virtual activity, fair. They'll be given 5 min, and we will share the screen for them to present the information which we will report to share with families in our dis will be posted on our CC.

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Website, we are soliciting people to come and present until June fifteenth.

02:15:52.000 --> 02:16:01.000

That is the submission deadline. So that is the announcement that we have after our business.

02:16:01.000 --> 02:16:04.000

After this meeting is adjourned we will be having our business meeting.

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So right now I'm going to move that we adjourn our public calendar meeting.

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Thank you so much. I got a second from everybody at 9, 24 Pm.

02:16:13.000 --> 02:16:17.000

Our public calendar meeting our last of the year.

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Thank you all for hanging in with us this evening. Thank you for the parents, the students, everyone.

02:16:20.000 --> 02:16:26.000

I'm saying this to the recording. Our attendees are dwindled, but we thank you all for hanging on this evening.

02:16:26.000 --> 02:16:30.000

We are going to adjourn our calendar meeting and not 24 Pm. Again.

02:16:30.000 --> 02:16:37.000

Thank you all for joining. I move that we take a 15 min break 10 to 15 min, break before we go to our business meeting.

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Are you all okay with the 10 min? Break 10 min.

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Break.

02:16:47.000 --> 02:16:57.000

Okay, so at 9, 35, we will be adjourning our business meeting, starting our business meeting.

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, we will not taking public comment in our business meeting. We'll be going through our agenda, but if you are still on, a you would like to watch our business meeting.

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Please feel free right now. I'm gonna ask everyone turn off their cameras 10 min.

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See, while at 9, 35. Thank you so much.