

WEBVTT

00:01:59.000 --> 00:02:11.000

Deb Alexander.

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Linda Chung Nian. How many credit is excused? Hunter there.

00:02:18.000 --> 00:02:20.000

Yeah.

00:02:20.000 --> 00:02:24.000

Jonathan Greenberg. Nick Mason.

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Remote present.

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Thanks, Victoria, is present, Danny Rojas.

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Yeah.

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Presents. That's all.

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Okay. And Victoria, you're getting there. She said she was present. She said, yes, okay. Thank you.

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This is a public meeting and it's been reported. There will be multiple public common sessions. We have 15 min scheduled for the first public comment session at the beginning of the meeting, which you may speak on any education related topic.

00:03:10.000 --> 00:03:17.000

I'm following the quarterly meeting with a District 30 PA PTA elected officers. You may comment only on their presentation.

00:03:17.000 --> 00:03:31.000

I'm following the respect. Respect for our anti bullying presentation you may comment only on the presentation Okay, following the Office of District planning updates, you may comment only on the presentation.

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Following resolution 7 1 78 following the capital project request discussion and also during the final public agenda and speaking time, you may speak on any education related topic.

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Comments will be limited to 2 min if you are using interpretation you will have 4 min. You'll be given a 30 s warning before your time is up.

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And we apologize for the abruptness, but we'd like to hear from as many speakers as possible and in the meeting and a reasonable And I'd also like to kindly ask my fellow council members because our agenda is so packed with so much information and interaction this evening if we could limit council member comments that maybe a 2 per section per council number if possible.

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So we will be using a timer, Jonathan, for 2 min, for speaker.

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First, we'll take comments from those who are attending in person. We'll ask that the people please come to the front laptop so participants attending remotely will hear your comments.

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Mix will take comments from participants who have joined via computer in the Zoom room. We'll ask that you raise your hand.

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Don't raise them now, but we'll ask that you raise your hand during those sections. They can be.

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Found by clicking reactions at the bottom of the screen. Also when you raise your hands and feet, you'll be promoted to panelists.

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You have to accept the invitation to be a panelist and this will allow you to also be on camera if you like.

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

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When your name is called, please give us your name and connection to the district. Then we will take comments from participants who have called in for interpretation.

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We will then ask the interpreter and anyone on the Spanish line to chance any comments. If you want to speak, please state your name and connection to the district.

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Next, we will take comments from participants who have called in by phone. Gail will call out the last voyages of your phone number and will manually unmute your line.

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To allow you to say yes or no if you like to say something. If you like to speak, please state your name and connection to the district.

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The chat feature has been turned off. Thank you. And A will be used for 2 purposes. First, if you have questions about meeting technology or protocols, please use the Q&A and we will respond as soon as possible.

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Second, during public speaking sessions, if you cannot speak or would prefer to leave a written comment, you may do so in the Q&A during close agenda sessions.

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Again, please include your connection to the district and the QA. Thomas left in the Q&A made me read at the end of the public speaking time.

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Additional comments or questions can be addressed to the CDC via email at CC. 30. Okay, so for the first section of our agenda we have the first public comment.

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This is going to be for 15 min. So if you would like to speak on any education related topic, you can please feel free to, raise your hand and you will be called.

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And this is our first public comment and speaking session. Section. Sorry. So if you'd like to speak on any education related topic, please feel free to, raise your hand and you will be called off or if you don't.

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If you would not like to, can also type in QA and build for all, when you will read those comments.

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15 min and I'm hoping for that.

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Okay, I guess we have a group. Yeah, I wanna speak on the topics later on this evening that works too.

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After the presentations I'll wait for just one more minute. Do we have anything in the QA?

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I'm not seeing anything in the QA. Okay.

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Don't. Right. It's somebody asking about Spanish. Okay.

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What our interpreters might make it the announcement one more time for the spanish

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Of course, announcement. Spanish announcement. And then I LC and the Do I have a say, Quatroono.

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Thank you.

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S See No, no.

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And they've also been, dropped in the chat as well. So if everyone. If you need Spanish interpretation instruction, they're also in the chat.

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Since we haven't got any hands raised on the first, section of public agenda and speaking time and there are.

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No hands raised. I'd like to go ahead and move on to the next item on our agenda.

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Which is the quarterly meeting with our district 30, PTA and PA.

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Elected officers. So I'm going to turn it over to one of our CET members who is one of our council members that's Nick Passan and I think Becca is here as well right Nick you are back there during the presentation if we could promote Becca to panelists, Gale.

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I think I saw her out there.

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Hello.

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We can see and hear you.

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But it's really quick. Yeah, Perfect. Well, I'm gonna start with, Am I gonna be able to share screens?

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I just want to share some slides real quick.

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You should be able to, Gail's gonna grant you permission to share your screen.

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Perfect. Sorry, my daughter's just leaving. This.

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Okay, so. I wanted to share some information about our because the last time we met was early October prior to the trunk retreat.

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And I want to share some stats about concrete. So we had 18 schools participate. Other trunks you can see listed.

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Mr. Dogo had trunks CEC, UFT, Kaban, Ginaris, and Zalith Rohas and the 14 Precinct.

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We had a total of, 36 trunks and tables. You can see some of the pictures there.

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You can also see some of them on our website. We have all the pictures are on our website. And I'll give you that Edison a second.

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But, some goals and ideas we talked about. And our meeting afterwards in November. We're about what to do to make things better for next year.

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We weren't able to get all the cars towed out of the parking lot in time, so we're hoping that we can improve that.

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We're talking about adjusting the start time to a little bit later to allow schools that are a little farther away to get there in time.

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And ending it a little bit early because it went a little bit late. And creating a better barrier to like divide up where we actually are taking up space making a designated entrances so people aren't just entering from wherever.

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And talking about like having science but having like you know not riding your scooters or bikes in the middle of all the crowds and maybe even utilizing the center section because we took up a huge portion of the parking lot this year compared to the first year and we're only expecting to grow more.

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You can kind of see a little bit on the map up there. We had those 3 sections. We had cars in row A and Carson will be and then we had the whole center open except for the cars that didn't get towed.

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So I think to improve that for next year. Nick, Nick has the date right now. I don't know.

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Yes, so we're gonna look at Friday, October 20 fifth. For next year in a story apart for the third annual .

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30 And one other thing we also talk to Parks, by the way, to find out. How to ensure that when it gets dark, those lights actually turn on.

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In the parking lot.

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And then, so that's our big thing is our, the trunk retreat, but, we also, you know, do some of the little things like we have we share all up everyone's all our schools have different fundraising activities and events they put on.

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So we try to share those on our social media, specifically Instagram. So if you're not following us follow us at D.

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30 Presidents Council, we're always sharing what other schools are doing. And I had they recommend following other schools because it's fun to like see what everybody else is up to.

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I mentioned our website. It's D. 30 Presidents Council. Calm.

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You can find our pictures there and meeting minutes, etc. From the, you know, the pictures from the trucker tree.

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So that's what I wanted to share screen wise, but update wise. I wanted to.

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Sorry. Hey, so it's mid year for us. It's like halfway through.

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We're at the halfway point. So we have to do our internal financial report. So if you weren't in our president's council meeting or you're on a PTA.

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Make sure you're met in transport reports are turned in by the end of month or due January 30 first some exciting things.

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We kind of, we have our own fundraising Google Doc where we share information of fundraisers that have worked for PTAs in our district.

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Well, as a member of the CPAC, the Chancers Parent Advisory Council, I'm also on the executive board there.

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We decided to make it citywide. So something that started here in District 30 is now going to be a citywide document.

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We're gonna have all the different fundraising activities that we do and others districts do combined into one.

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So that we can all share that information. Of what works and what doesn't work for each other.

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So we're really excited about that. Also. We're attempting to, I mean, we haven't been able to reach every single school in our district, but we've gotten pretty close to it.

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We're still missing some general emails from schools. So if you don't get our emails, please email us at D.

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30 Presence Council at gmail. Com. We have 11 schools. We haven't gotten any contact information for at all.

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So we really wanna, you know. Get that down to 0. We want to make sure that everybody's included even if they can't come to their meetings, they at least know that they exist and can, you know, ask us questions, etc.

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We have a Facebook group just 4 members of President's Council. And their executive board members are their specific PAs and PTA.

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So I highly recommend joining that as well. It's a . 30 residents councils unite I believe That's what we know.

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30 PTAs PTO, or, something like that.

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Hmm.

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Thank you. Yeah, and I haven't had it up, but I lost it. So. But that's pretty much everything I have to share.

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I don't know if anybody else had anything they wanted to share. Our presence council members.

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I don't know if you can Victoria, I can make a Victoria on the outside forward with me.

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If anything else you want to share.

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Okay. Oh, it's D. 30 PTA slash PA executive boards. Unite for the Facebook page.

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I was thinking.

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Alright, thank you, Becka, Nick and Victoria, can I speak tonight? Work on that.

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So now we're gonna open it up to questions if anybody has any questions for you all.

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If you have any questions on the presentation, if you are attending virtually, please raise your hand and we're only asking questions of our comments for the President's Council presentation.

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And then also of any of my fellow council members have any questions.

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Danny. Just a question. Curious. Are there like maybe one or 2 examples of novel fundraising ideas across District 30 that you've heard PTAs or BTOs.

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Thank you.

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Okay.

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Execute well, like just something, you know, as a former PTA co president for PS 2 12 just always curious to hear sort of what's latest and greatest.

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The biggest one in our I think in our district citywide is snacks sales. That's always a big one.

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But also, I've heard a lot more schools are using Rita Than doing the readathon and that's been a really big successful fundraiser for a lot of schools.

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And some other like like dying to donates at various local restaurants have been pretty you know fun ways to build community even though they bring sometimes a small amount of money they're just like They're good community builders too.

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Like Chucky Chee is a popular one. I know Panera Desk, crispy cream, Applebee's.

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Chipotle.

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Chipotle, who knows. B Berger has done it. Petty's burger has done it.

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Got to ask.

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And Express is very big about it. As well and they're typically a dollar for dollar match on donors choose.

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So they're very very philanthropic when it comes to education. So, and then we.

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And the document I was talking about is on our website if you wanted to take a look at it and it's open to people to add to as well.

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We even share, we even have one that we share like, picture date vendors and other things that we bring in to the schools like, like for the magic masters or the Barclays Center offers a really good deal where you can get sell tickets to various events and get a little profit off it like ice skating or basketball games or whatever else I am going on at Park Lace.

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Yes, cyclones.

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Mets games, etc, all that. And there's like the fundraising. There's fun passive fundraising things.

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Okay.

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If the schools have school spiritware set up. Mabel's labels, which is great, helps reduce the lost and found they give back 20% on all sales.

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Once you hit a certain threshold or a couple things that the schools are doing. So there's a there's a decent amount of stuff.

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Thanks. Okay,

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Yeah, Okay.

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Okay.

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Yeah, with the snack sales, do you know if people are able to? Kind of healthy snacks or are they being successful mostly with candy and chips.

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Okay. Well, there's been some debate about what is allowed to be sold and what's not allowed to be sold.

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But what I always recommend to everybody is to make sure you think about your students. You know, you don't want to have anything that has nuts.

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So even though nuts are healthy for some people, nuts are not good. Purchase anybody so you don't want it you don't know who has an allergy and who doesn't so you want to be considered careful with allergies and like fruit snacks.

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It's always good to have some that don't have to gelatine in them for those that can eat gelatin.

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But I try to recommend having a variety of things. Like I always have in my snack sales, we always have veggie straws and goldfish and smart food popcorns, but we also have the Doritos and the Cheetos, the Cheetos Puffs.

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Try to have a little bit of a mixture of everything and it all usually goes it's pretty Most people seem to like a lot of things, but they're there's gonna be some probably some guidelines about it but the key thing to remember when having snack sales you're not allowed to have them in school cafeteria.

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That's the big no no. So as long as you don't do in the cafeteria, you should be fine.

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And you're allowed one a month. So that's a key factor to remember.

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Okay.

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Yeah, Hunter, we tried at my school to do something more allergen friendly and and we're sitting on everything that we bought because nothing was was purchased when we tried to do that stuff.

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Yeah.

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But I mean a lot of the schools have steered away from. A big sale though some still do a lot of it's prepackaged pre wrap stuff purchased at Costco.

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That kind of stuff.

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Alright, thanks.

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Alright, Marlene.

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Okay. Alright, thanks. Thanks. Alright, for the presentation.

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Thank you. Thank you. This is not always if there's Yeah.

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I just I wanna go back to the trunk or tree. I know that in the last couple of years it has been at the Astoria Park area.

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Go on.

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I'm just wondering if at all. Anyone was reached out to make it someplace else slide from Australia so that we don't need to change the time for people to get there, but people could actually get there because of, you know, it's convenient.

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For them in their areas. It's really hard for a lot of people that don't have.

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Okay. Source, Frankly. Thank you.

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Sorry. To get to a story of park and it's it's not necessarily. There are buses and trains but not everyone goes in that direction so just wondering if it could be perhaps expanded into other areas as well if you looked into it and what the feedback was like what's the hurdle what what can we do, SCC and it's just community members to make that happen in other places so that

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people can get to it.

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That has come up. Sorry, go ahead, Nick.

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The easiest answer. Yeah. It's definitely come up and we've discussed it. Here a little bit with regard to us and talking about district day, which is more of a CC thing.

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But with regard to trunk or treat the simplest answer is we are grandfather right now to continue that event.

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Relatively seamless through parks and rack. Going forward because we've already conducted the event.

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So the processes. Quicker with regard to doing something somewhere else in the district. Open to it, 100%.

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I think we would just have to figure out where we can land. A venue we did have schools from across the district actually come we do understand the constraints of a story versus.

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East Elmhurst and Jackson Heights, parts of Woodside, Sunnyside.

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It's something that we've definitely been talking about. We've also been trying to talk about other.

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The key is where?

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As well and then yeah also as Becka just said the question becomes where. Can we get a part?

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Big enough space.

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Big enough to get this many. Cars and tables set up as well.

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But I know I think and Gale could probably answer this question, but our comment on this as well.

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I think in the past we've held there was a health day or something at Louis Armstrong, am I correct?

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Let me see. What was going on?

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Yeah, we had, we had it there 2 years.

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Can you? Yeah, because we were talking about some, if we did something else, that might be a a good location because it seemed I mean I'm not too familiar with that what the area over there can we'll see over here in London City in Astoria, but I was out there that my daughter goes at school.

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My oldest goes small East Elmer's and I just was driving down with a pro barn. I, that's a really big schoolyard that actually could work for some something and maybe if not exactly a trunk or tree, but maybe even as an option for district day.

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I don't know what parking's like, but it seemed like a very big space.

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So I mean, I don't know, I don't know all the big spaces around there.

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So it's like, the more information we can get from especially the people that live there they all know.

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They know where the parks are where the space is. I mean, we, I'm familiar with a story of park because I live here in Long Island City a story I write by.

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I'm only like 10 min from where you guys are now, but. You know, I It's a space thing more than anything because of the cars.

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We wanted to have an actual parking lot. Just because you're ideally having all these trunks and cars part there so you really kind of talking a lot fits for a trunk retreat but another event could be somewhere else

we just need to know We need ideas of where and then what exactly event
what event we want to do.

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If there are any ideas we could email you or.

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For the president possible.

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Yeah, absolutely.

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Yeah. Yep, D. 30 Presidents Council at Gmail.

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Alright, thank you. Seeing any. Hands raised for our attendees. Victoria,
do we have anything in the Q&A?

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Melanie says or ask, hi, why can't snacks be sold in the cafeteria?

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20.

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It's per Chancers regulations. They don't want you selling any kind of
snacks that we interrupt with them eating their lunch.

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And Kate Lee says, trunk retreat in the fall. Is there some equivalent in
the other seasons that maybe can be in a different location?

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Okay.

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That's what we're hoping for. So we're looking for the ideas.

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Okay. I don't see any other hands. Raise that don't see any quick.

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Do we have any questions in the interpretation room?

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No, no questions and interpretation room so far.

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Gail, did we have any on the phone?

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Alright, well.

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Did I see one? No, sorry, that was me. Well, thank you, Beetha.

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Thank you, Nick, for, our quarterly meetings. Appreciate you all coming through.

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All right, our next presentation I'm really excited about. We have our respect for all office given a presentation on anti-bullying.

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We have Mr. Jalon presenting this evening. So I'm going to turn it on turn it over to you.

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Thank you. Thank you so much. I really appreciate it. It's, it's on. I really appreciate it. It's, it's on. I'm privileged to be with you tonight.

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This is 30. Yes? Perfect. Excellent.

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Yes.

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Okay.

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Alright, so my name is Joel and Nadi. I'm the director of, new support services at the Office of Safety and New Development.

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And every training I would love to start with an opening and this is a cold by Nelson Mandela.

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There can be no keener revelation of a society's soul. Than the way in which it treats its children.

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And so all of our schools, many societies in our district as well and the way we treat our children is really a captures an example of who we are.

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So whenever we ask about how the children are doing, it's really a key into how a society is treating the children.

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Okay.

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So on that note, obviously the work that we do, we cannot do it with our parents. Our parents are at the center when new children come to school, they are our children and so we support them.

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And show them, you know, with compassion and empathy, we teach them and we want them to be model citizens.

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And so today's presentation is we're gonna go into what is bullying first and this is a lot of verbiage in front of you.

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And then next slide I'll show you a little bit a quick way of really capturing what bullying is.

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Bullying is that there's an imbalance of power. It could take many forms. It could be electronically transmitted.

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It could be one incident. Or it could be a series of incidents. It's intentional and is purposeful to create some type of harm.

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And so we use this image in the acronym pain where there's a power imbalance, A's for being aggressive, I for being intentional and for being numerous but can be one single incident.

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When I look at bullying, me pressing my own definition of bullying, it's a form of abuse.

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And so we cannot tolerate one child abusing another child. At all. So that's what building is to me.

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So in our office under respect for all when you look at bullying. We are governed by 2 chances regulations, chances are like A.

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31, which talks about students a student. Sexual harassment and chancellor regulation A. 32 which is student student discrimination harassment intimidation and all bullying.

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And just mind you with both regulations, any student as being harassed or sexually harassed or discriminated or intimidated or bullying based on actual or perceived race, color, ethnicity, national origin, citizenship, immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight, which means that students could be not only they're being bullied just for power struggles but sometimes students are being bullied because of their protected

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classes. So we oversee that as well. We want to share with you and we shared this PowerPoint with GAL and we'll show our contact information but there is plenty of ways so report bullying.

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Families could report bullying directly to the schools to the respectful liaison, which is on the school's website, or the sexual harassment prevention liaison which is also on the school's website but all staff members in a school are mandated reporters and anyone in the building that gets informed that one child is bullying another child, they have to take steps.

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And the first step is obviously to inform the school principal or designee, but at the same time, you know, parents and students but also reach out directly to the school principal or assistant principal or any other school employers I mentioned before.

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Additionally, we also have a bullying portal and I'll show you what that looks like in a few minutes.

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You could also email our office to respect for all at schools and IC. Gob that comes to me and my colleagues and we follow up directly with the district office and the school to make sure that behavior has been addressed.

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You could call P 300, and, 11, which is on their enrollment. So if you call 3 1 one to submit a complaint.

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The school issue, you will get rerouted to this number. So this is a direct number you could call them.

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It's actually from, open from my understanding from 8 a. M. In the morning until 6 p.

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Okay.

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M. But it's being advertised as 9 5. There's a bullying form that could be filled out and submitted to the school whether from the family or the student themselves and you could also reach out to Title 9 as well if it's sexual harassment or gender-related bullying.

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So what happens when a report is being made? When a report is being made, the school principal of the school must inform the parents right away immediately, but definitely no later than 2 school days.

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The school has 5 days to investigate and during that investigation they're going to put together their investigative findings.

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They're gonna make a determination. If this was really substantiated, did it really happen? Was the child being harassed, intimidated or bullied?

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And they're going to look deeper to see if it's a violation. A violation of the regulation basically says it's extremely serious this incident created such impact on the child's health and safety concerns, emotional well-being that it becomes a violation.

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And they have to get back to their families with the outcome of the investigation no longer than 10 school days unless there's extenuating circumstances, no longer than 10 school days, unless there's extenuating circumstances, meaning and my PDs involved, there was a report to Special Commission of Investigation, there was oversight cases related where it's a form of verbal abuse by staff member or corporal

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punishment. Absent that, these are the letters that get sent home to the families letting them know of the outcome if you're substantiated or not and if it was a violation of the regulation and to contact the school for follow-up supports.

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Additionally, we urge schools to create support plans for students that are involved in bullying allegations, whether you're the victim or the accused, what we've deemed based on over 4 years of ISPs being implemented when a violation happens.

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Usually 2 or more schools will have to automatically create one. But students that have a support plan in place where for a couple of weeks teachers are checking in on the student during times when the student was being bullied or the student is being accused of doing the bullying.

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We've noticed that 85 to 90% of the time bullying has stopped. If students have IEPs that are involved in bullying and the system we require schools to also follow up with the school based team regarding the child's IEP.

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To look at their goals, management needs and what else we could do to support the child whether we have to update the behavior intervention plan or conduct another functional behavioral assessment.

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And so these are things that, you know, when a bulloon report is being made, it goes into the system connected to the students officers numbers, which requires the schools to follow up if the student has an IEP.

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Yeah.

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When it comes to confidentiality, we take this extremely serious, a lot of times families want to know what the school is doing.

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About the other child, but baked into our chances of regulation, we inform schools that you cannot disclose any information about another child to another parent.

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You can only report to the parent regarding their child, what steps you're taking to protect their child, to address their child's concerns, but by our regulation and federal law, we cannot violate another child's privacy.

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Hi.

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I just wanna, put that out there. And then escalation assistance, all families on a web the superintendent with us highly so off how are you all families are allowed to reach out to the superintendents team the family support coordinator to submit any type of complaint but specifically enumerated in our bullying regulation, we say to parents if you feel you've been retaliated against for reporting a bullying

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complaint, you could reach out to the superintendent right away and there's outline steps that the superintendent team will follow up and take.

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If you feel like your child has been a victim of 2 or more bullying incidents during the school year, you can reach out to the superintendent's office to say I need more help, my kids being bullied constantly.

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If you haven't received any information from the school, your report of bullying and 10 days have passed 10 school days have passed, you can reach out to the superintendent for help.

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And lastly, if you feel like you need more additional support for your child. Whether they're the victim, the accused or witness, you could reach out to the superintendent's office as well.

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And mind you, you can always reach out to the superintendent's office is always open door to families within the community.

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We do have a form that gets filled out to be submitted, but you don't have to. You could just reach out.

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The email and writing a phone call or visiting their office. Now during the beginning of the school year we have we urge schools to reach out to families.

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We have a respectful letter that gets sent home to families. Let them know who their respectful liaison, how to submit a bullying complaint.

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We also have we are schools to conduct presentations to students and staff by the end of October. We have family facing information policies and I'll show you what those look like.

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Those are FAQs explaining what the policies of so parents know what what to do to get help and we also have materials that have contact information, how to, you know, report bullying.

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So we have the online portal. So this is what, and I'll like I said, I share the PowerPoint with Gail.

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The online portal is basically connected to a school's online system, the online occurrence reporting system, AKA, OZ.

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So even connected also on the NISCO account where you could report bullying, discrimination, harassment, sexual harassment.

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And all bullying by you clicking on this, get the section where it says get started. You submit your complaint, you write down your child's name, OS's number, automatically an email goes to the principal.

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If you wrote that you're not happy with the outcome, automatic and escalated, email goes directly to the superintendents team and the superintendent's team and the superintendent's team will follow up with the superintendents team will follow up with the school and the family.

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At the end of the day, this goes into the superintendent's team will follow up with the school and the family.

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At the end of the day, this goes into the school and the family. At the end of the day, this goes into the system, it forces the school to enter it, to investigate and to follow up and provide feedback to you no later than 10 school days.

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Additionally, frequently asked questions this is something that we urge schools to share with families is FAQ and all the steps that are delineated when a bullying allegation is submitted.

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This is on our family facing website. You just type in respect for all, go to the DOEs or New York City public schools and you'll see it but like I said in the beginning of the school year we informed schools to share with families so families know what the steps that would be taken once of the part has been made.

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This is also another form that students or families could fill out and submit it to the school directly. So the school then will have to follow up and investigate.

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We give this out in the beginning of the school year because of budget cuts we have urged schools not to download them and post them in the hallways of course of course their school conspicuously so everyone could see so the respect for all posters on the left you write down the RF liaison the check and respect schools are supposed to write down the sexual harassment prevention liaison and geology, LGBTQ

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poster is supposed to write the respect for liaison. So that way students and staff and family, anyone visiting the school could walk around and see it and these posters should be up and not only should these posters be up but we also have schools when they conduct their trainings with students that these posters are spoken about.

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So students know who to go to to get help. And all the QR codes that you see, if you take your iPhone or your phone smartphone and you put up to it, you'll take it directly to the bullying portal.

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Which was shown right here. Just bring it back so that QR code will take you here where you could submit a complaint directly.

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To the school system where, they will follow up, investigate, and so forth. And lastly, these are resources.

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Chances regulation 8 30 so sometimes we get complaints where families feel like they're being discriminated against.

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By staff or students feel like they're being discriminated by staff that's OEO but we obviously 8 to be 1 8 2 the discipline code is really key when it comes to specific codes that schools select that a bullion codes it'll tell you in the discipline code what steps the schools should be able to take.

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There's a range of possibilities of guidance, interventions, and disciplinary actions. And then we have the Internet acceptable use policy, which basically delineates, you know, what staff members also, what they post online, also similar to students and we have a digital citizenship website which basically has lessons to turn key to students about social media and also information for families to glean.

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And way back in the day when we went to COVID, right away we had to create steps to support the child during remote learning because we noticed during remote learning when students were online there was a lot of harassment going on and also parents ultimate guide to parental control that's hyperlink to common sense media to help families have you know have dialogue with their kids about what they post.

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So that concludes my presentation. And I wanna leave room for questions. Before I close it out, and I'll, and I'm all yours.

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Thank you, Joanne. So what we're gonna do now is turn it over to the council members.

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They have any questions. I want to ask my fellow council members if you have any questions. Please raise your hand and I'll call on you, Jonathan.

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Thank you for that presentation. There's a lot a lot of great resources there. So The I wanted to actually just something you just said about.

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The remote learning I know that schools have been instructed to prepare if there's a big storm or other circumstances to pivot to remote on a temporary basis.

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I do worry that. You know that these same you know, the building could occur or other other things could occur on a on that temporary basis as well.

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So are there things that are being communicated to schools? Still about perhaps how to prevent or to deal with the bullying during online.

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Online remote learning.

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No, no, absolutely. Great question. Because the policies apply whether you're in a brick and mortar or you're online.

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At the end of the day, schools have to. You know, inform families by the way of the incidents with no longer than 2 school days to have 5 school days to investigate, meet with students, get witness statements, gather evidence, and then they have to come up with a, you know, with the investigative findings and get back to the families but more importantly because we're working with young people we want schools to also

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educate the young people so they don't make these, you know, the accused students and provide supports.

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To the victim, whether it's counseling or any other supports interventions that the school and the family deems appropriate.

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So yes, so just because we go remote doesn't mean hands off, we're not in school, it doesn't mean anything.

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An incident could happen over the weekend where it could impact the school. So if something happens at a mall and students go to the school, we expect the school to intercede when the kids are back to meet with the students to provide supports interventions because at the end of the day we don't want those issues to spill over into the building as well and once again when they come to school they're our kids and

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we want to make sure that their concerns are being addressed and they're being supported. So that's that's what the policy says and the practice is what needs to be constantly done just like anything else in life or you have to keep practicing these these things so that way sticks and that's why we work directly with the district office to ensure that these supports are happening at the school level.

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Alright, thank you so much for your presentation. I've been involved in helping a couple of families who had serious bullying incidents is in the past and What I found is that almost always or always in the cases that I've been involved in and I've spoken with a former superintendent as well who confirmed this.

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You always end up when they're has to be a safety transfer that they end up transferring the victim.

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Of the bowling rather than transferring the bullies even though the victim may want very much to stay at that school.

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And be safe. And especially when you're talking about elementary, schools when you've got neighborhood schools, you know, and it feels very unfair.

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To force somebody out of their neighborhood school. And there is a chance of regulation for involuntary transfers.

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And I'd like to kind of understand. How these policies work and when When can you pursue an involuntary transfer of the aggressors rather than the victims.

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Now, listen, that's a great, you know, great point you make and thank you for that question.

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So I just want to, so when it comes to a child that's a victim they should never and then this should never ever be forced transferring under your own volition, voluntary transfer is when you are forced to transfer and I'll speak about that in a minute so we have 2 chances to write voluntary transfer versus involuntary.

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Is sad, especially as a parent, where I have one student now in public school, but all my 3 students went to public school.

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And it's totally unacceptable. For any type of incident that takes place in a school where the school cannot protect the other child.

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It's just totally unacceptable. If a student is a victim, the adults in that building must intercede to make sure that every day that kid walks into the building, that kid is safe and protected.

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The reality is, as we know, and as I deal with complaints every day for the past going on 11 years now in Osid, The reality, unfortunately, is that when schools fail to protect that child, the parent feels like, well, you know what?

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I can't have my kid come to the school anymore because I'm not going to see my kid go through this.

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I want my kid transferred right away. And that's when they work with enrollment and the kid has transferred but at the end of the day it was never forced.

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They transferred because they felt like the school wasn't doing enough to protect their kid. So that's that's wanna address that piece the second piece when it comes to involuntary transfer there is a process school principals must write a letter reach out to the directive suspensions and say I want this child involuntary transfer to another school.

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Now, that's the process that needs to happen. It has happened. Schools do go through the process, but suspension officers are going to want to know what supports have you put in place for the student that you want to involuntary transfer.

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So if they wanted, as an example, taught to involuntarily transfer your child. The suspension director is going to say, well, what have you been doing to provide support to Todd's child?

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All these incidents that happened. Have you been providing any supports? If it shows that the school has not documented any incidents in the system to show there's a history of them working with that child to help protect that child, change their child's behavior.

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Then they're gonna say, well, you know, you know, they're gonna probably push back against that.

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Then you have the other issue. If a child is accused has an IEP. You cannot involuntarily transfer that child with an IEP.

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Violates the idea so that child has services is protected by federal law. So, so you could submit an involuntary transfer process.

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Schools would have to ask that you, the directive suspension will ask that you have a written history of all the supports and then the both through the enrollment center, work with the family, and transfer the child, it has happened.

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But in cases where the child has an IEP, it's not going to happen. You cannot end voluntary transfer unless the parent is willing to say, you

know what, this is not the good setting for my child, I want my child to go to my own school.

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And when it comes to voluntary transfers, no one will ever force a victim to say your kid has to leave.

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It's just that the parents feel like the school is not doing enough to protect my kid and I can't watch this anymore.

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So these are the 3, you know, issues that surround transfers. Like I said, as a parent and as a former high school teacher, it's totally unacceptable when adults cannot protect kids in the school.

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Totally unacceptable. So all that's all I have to say.

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Right. I mean, I hear you. But the thing is, I mean, I know it's a voluntary transfer on the part of The victim, but when you've been through say 2 suspensions already and this these events keep happening and the school is saying there's nothing we can do to stop it.

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You know, it's happening on the bus on the way and we can't Stop it or whatever it is.

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When they tell the parent that they're not able to do more for him, then essentially it is.

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In voluntary for the parent, even though you call it a voluntary transfer. And so How do you deal with these situations because, you know, and And I don't know what the answer is when you have a kid that has an IP and they can't be.

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You know, voluntary transfer to how you worked it out. But what do you do in those situations when the school just can't is not willing to or not able to protect the kid.

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Yeah, no, absolutely.

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You know, what's the process? What steps do you go through as a parent?

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No, no, so absolutely. So the process as, you know, in the escalation process where they feel like they need more support.

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To reach out to the superintendent's office and similar to us when we get those type of complaints tied.

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What we do is we'll reach out to Lisa's team. And we work very closely with Crystal Worthy and her family support, our coordinator and I'm blanking out here, please forgive me.

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But we work closely with them, please forgive me. But we work closely with them to, and the AZ's if, you know, but we work closely with them to, and the AZ's if children with IAPs are involved in the incident and and we work with them to work with the school go to the school and one of the key elements that we really push for is to create a support plan, individualized support

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plan. So what I mentioned before, a template with school staff are checking in on the kids.

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For 2 weeks, 3 weeks constantly, because the adults are always watching and letting the kids know we're here for you.

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Usually, 80 to 90% of the occurrences do not repeat again that the behavior actually ends.

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So those are the steps that we take. We work closely with the superintendent team. They have the staff, they have the experts at the district office.

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To provide technical assistance and also support to the families as well. So those are the steps that we take at a central office and those are the steps that when we talked about the escalation process for them to go directly to the superintendent's office to get supports.

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Thank you.

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Thank you. Thank you. We're going to go to Nick now. Thanks, Nick.

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Hey, thanks very much. I appreciate the presentation. As well. Thank you very much for that.

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Another thing that you hit on before that Jonathan mentioned with regard to remote learning and bullying.

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Also brought up something with regard to budgets and budget cuts and certain things that you cannot do. And kind of passing onto the school level.

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We're also dealing with budget cuts. What can we do as a broad way of making these permanent fixtures at a one set?

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On the walls in the school so it's not an annual cost and expense. First and foremost, right?

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Cause that's everybody's worried about going into next school year. And secondly, one of the resources other than you do a great job of the respect for all competition.

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We had the awarding last month in our CEC meeting. The 4 students who did a phenomenal job and their bravery and their honesty.

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For what they shared and what they were selected the winners. But what are the resources are you bringing into schools, for teachers, and students with regard to bullying or even something for, for parents.

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And, and Laura is who I was, blanked out on Laura, the same support put in it.

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Okay.

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So, so we got, yeah, so yeah, my apology. So regarding the, the posters, so one of the things I'm unfortunately because like I said, a budget cuts, we want schools to.

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We give them the links to download and for them to print in the post.

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Does that go in the back?

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We've got the remix. Okay.

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But, so, and, and, they're, Yes. Okay.

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There you go. So, so, so yeah, so regarding resources. So in the beginning of the school year, we give schools and we have a monthly

letter that we give schools and we have a monthly letter that we share out with respect for liaisons and we have a monthly letter that we share out with respect for liaison.

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Okay.

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So those are our monthly letter that we share out with respect for liaison. So those are our points at every single letter that we share out with respect for all liaison. So those are our points at every single school.

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School principals will listen their consolidated plan. So this is a plan that lays out everything that the school will do during a crisis, if there's a death in the schools, who's a suicide person in the building that deals with issues of child abuse and also bullying.

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So we share resources with the respect for all liaisons and the student service managers that work at the superintendent's office.

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Everything so we share newsletter, we share lessons, we share presentations, we do trainings with them, we do trainings with the family leadership coordinator and the family support coordinator.

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We just finished the training a couple of weeks back where we trained them to do presentations for PTAs, parent coordinators.

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So that's what we're doing. We're trying to really leverage the system to build capacity.

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Yeah.

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We have 45 super tendencies and we want to ensure that everyone on that team is able to trained parents, train parent coordinators, and so, yeah, and like I said, we share resources every month.

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So respect for all week, we share lessons. We know teachers really is where it's at. It's all in the classroom.

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You know, you have to connect with kids, you've got to teach culturally relevant lessons that pertain to what's happening in their lives, what's happening around us in the world.

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Yeah.

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Okay.

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Okay.

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And so you got to, you know, be able to. Discuss that. But at the end of the day, we share resources, like I said, and that's what we do to ensure.

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And we meet with like every month with the superintendent team, student service managers, to find out what's going on.

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We look at data, we'll look at bullying data. So we're constantly trying to keep our finger on the pulse but you know it always comes down to what's happening at the school level so I can give you tons of resources, Kevin, but at the end of the day, if you're not using it, if you're not, implementing it, then it's just, it's

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for not. So that's that's where we try to leverage the student service managers at the district office, that's where we try to leverage the student service managers at the district office to really work with the student service managers at the district office to really work with the schools to ensure that it's happening.

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No, that's great. That answered some of it. I mean, look. On top of that as you heard before myself and Victoria both on the CEC, we're also part of President's Council for District 30.

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And we had our one of our co presidents on tonight doing our quarterly. You know, maybe we reach out to you to bring you into one of our meetings.

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You have a whole slew now of 42, 43 schools and PA presidents that.

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Can get out more literature to families and parents in addition to just the respect for all liaisons. And the other thing like I mentioned, is just like what in person stuff are you guys doing?

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What assemblies what what kind of stuff on your feet live in person are we doing for children with regard to bullying in front of people online bullying, cyberbullying, remote, everything.

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Yeah, so I'm sorry, Nick. So yeah, so for that, what we really want schools to do, now schools have their own budget so they could reach out to vendors.

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So like I said, if they visit our respect for all resources, we have tons of resources so they can use their money for vendors obviously there's 1,600 plus public schools so we do have vendors they could reach out to but most importantly is that they have to teach students. So we do have, vendors they could reach out to, but most importantly is that they have to teach students.

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So we give them lessons, we give them access to SCL programming. So SL programs are the key antidote to reduce some bullying.

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So every single school in your district, every school in district 30 should have an SCL program that's happening once a week.

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That all teachers are teaching it, not just one class, every single class does SEO. So whether you have ruler, the 4 R's, harmony, second step, those are the programs that come back bullying, drug use, violence.

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So that's the best of penicillin. That's the antidote. So to answer your question, Nick, every single school in District 30 should have an SCL program.

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That's happening, that the lessons of sequence, is active, is focused, is explicit, where we're teaching young people how to be empathetic, how to problem solve so they don't fight and how to treat each other with respect similar to even restorative circles and so forth.

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Right.

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So it's all about building community. So that's that's the ticket. It's not me and my colleague I respect for all that are going to fly in.

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It's what happens at the ground level, what happens at the schools, schools need to do their part.

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Teachers in the building need to do it. Everyone is to do their part. And the, like I said, the antidote is SCL programming.

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I can say it's been research. That's, that's the ticket.

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Thank you. Okay, I'm gonna go down.

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Oh, thank you.

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Hey, I'm so sorry I can't come off mute my bandwidth in my house for some reason is not allowing me to have video and audio.

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Excuse me. I just want to quickly go back to something that Hunter was talking about because, The frustration, for victims families is really real.

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I was just helping out a kindergarten parent. With a child who was being physically assaulted daily this is a kindergarten child and his parents were so frustrated that they just threw their hands up and said we're just gonna get ready to move him.

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We're so sad. We finally got into school. Where but I don't know what else to do.

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And and the school for their part was doing it sounds like all the things you were saying that they should do.

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They had moved the the the assailant to 4 different classrooms. So 4 different classrooms had experienced the same child's behavior and and they hit a hit a wall they ran out of kindergarten classes to to swap him to and So everyone's hands were sort of up in the air and it sounds like based on the process you described that even with an involuntary transfer, a school is not likely to do

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that because the DOE is going to say to them, well, did you do your job and no school wants to say no we didn't do enough.

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So what resource, I guess my question, and oh, and just back to the IP question, why can't a child with an IEP go to another school to receive where they would receive their same IP services.

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As we as we all know, many many children have to go far away from their own school to receive services when their school can't offer them.

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So I'm not sure what entitlement they would have to go far away from their own school to receive services when their school can't offer them.

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So I'm not sure what entitlement they would have to stay legally if they were able to receive their services somewhere else.

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But there's a question in here. And the question is. The opacity that that parents face with not knowing what's being done and with schools saying we've done all we can do.

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What are the things? A hunter sort of. Ask the question a little bit, what are the things that is the steps that a school goes through so that the school knows and that the parent knows what the school is doing.

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Not just, oh, we're taking care of it and we can't discuss it because of, you know, privacy reasons.

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Generically, what are those steps? That that happen and Yeah, I'll leave it there.

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No, no, absolutely. So if your child is being bullied, the steps that I would explain to you is we did the investigation and this is what we're going to do to support your child.

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We're going to create some type of support plan and we're going to have a council meet with your child to talk you know to your child about what's going on. We're going to check in on your child.

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We're going to make sure your child is, you know, being looked after the German recess if that's where the incidents are happening.

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And so I could only talk about what steps I'm going to take to make sure your child is OK.

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Now, a lot of times parents are going to want to know, well, what are you doing about the other child?

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Is all the kids suspended? Now, even if the kid is suspended or whatever disciplinary action that school has taken towards that other child, they cannot really tell you because they're going to violate that kid's privacy.

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So they're not, so that's why the discipline code is really key. And so you have every right to say could have a copy of that O's report.

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Could I get a copy of that incident so I could see, you know, what code you use and then discipline code, it'll actually tell you if a specific code is used, these are the steps that a school could take.

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All the supports and interventions they could give all the disciplinary action they could give to the students involved.

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Regarding this specific code. But they really can't tell you what what they're doing with the other child.

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So I just want to add that. As well, so I don't know if I answered your question.

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Yeah, yeah, no, I, I think I just, my, issue is that at a certain point, everyone hits a wall and there's nothing else to be done and like you said the parent of the bully child has no other recourse and and like Hunter was saying it's not it's not a fourth choice except when there are no other choices.

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Is it a forced choice? You know, whether the choice is my child gets injured at school every day, my five-year-old, or I take them out of the school.

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How is that not a forced choice? And, and I, it's not really a question for you.

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No.

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It is, it is a problem because we want we want to make sure everyone's rights are being safeguarded, but it is.

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A little bit of a conundrum, I think.

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No, no, it's like I said, it's unacceptable when your kid comes home and no parent wants to hear about, you know, well, there's nothing you can do.

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I want my child to be protected when they go to that school. And, and that's, that's it.

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That's, that's, that's the, that's what I, all parents expect when their kids go to school.

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They come home. And then I'm being harassed and abused and bullied by other kids. So that's, at the end of the day, that's what we all want.

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So that's why I said when I started it's totally unacceptable when when adults can't you know protect the child from another child.

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So that's that's how I look at it. Personally from my standpoint, but the reality is as you said, it's not what it is.

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Thank you. Okay, so next person is Marlene. Thank you. Thanks for the presentation.

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I just, I, you know, there's, there are steps in place to report bullying, you know, what to do.

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Keep a child safe. I just really want to know is there any data out there? Or how, how are you tracking that this program is effective in reducing bullying and you know the SEO is actually working how do you know like where's the data to show that how do we know that it's working for everyone because they might be working for everyone because they might be working for everyone because they might be working in some schools

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in that wall. Where can I see that? If they look for somebody.

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No, no, absolutely, absolutely. Yeah. Yup, so we have Castle. Castle is a website.

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That. And a lot of folks probably on the call might be familiar with Castle. The collaborative academic social emotional learning so if you go to their website you have a list of SCL programs and the way you select an SCL program because you have a great point Not all programs are gonna be good for everyone, right?

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But programs where it was studied that was done in urban setting, right? So I'm not gonna probably want to use a Castle program that was done in the suburban on Midwest, right?

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But one that was done in the urban setting. The student population, the demographics of my school, and are they stand-alone lessons?

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Are they a teaching practice where teachers get taught in the implementation of this SCL. So the way they teach is more of a SCL versus the lessons themselves.

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Where they're creating this type of, you know, self-awareness, social awareness, self-management, what do I do when I get upset?

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Is this how I behave? How do I make friends? How to make, you know, decision-making and so forth.

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So if you go to the Castle website and I'll try to find it on On my hand I'll put it in the chat.

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That's where you're gonna see all the evidence space so these are all programs that had a submit to get listed that had to show the data and so in the New York City Department of Ed or New York City Public Schools with a lot of schools and dishes have adopted ruler.

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That's like the mood meter. I know my children's school when they went they would look at how am I feeling today and then we have the 4 Oz, which I think is phenomenal.

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One of the best SEO programs where basically, through literacy, we teach kids in this connective activities where basically, through literacy, we teach kids and disconnective activities that kids could go home and do it with their families. We teach kids and this connective activities that kids could go home and do it with their families.

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You implement that. It's almost like taking medicine. If you don't take your medicine, that's prescribed to you for the week.

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You only take it for 2 days. You feel better. You stop taking it. So the way I sell program works as standalone lessons is you have to do it at least once a week.

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A lesson, everyone in the building. And that's where schools get creative. They might have the ELA teachers.

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They might do it an advisory. They might do it in homeroom. But that's basically what you want to do.

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You want to have that happening at least once a week throughout the year where you're building community, you're talking about feelings, you're making connections.

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And that's how you reduce bullying incidents from happening. So I'll put it in the chat.

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I just got to go to the link and I'll do that.

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Thank you. So now we're going to go to the hands raised. Do we have any hands raised?

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If you'd like to speak, we can raise your hand and we'll call on you.

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If you have any questions, for John about the, the presentation, his presentation, please raise your hand and we'll call on you.

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Okay, I'm not seeing any hands raised. Do we have any? Questions in the Q&A Victoria.

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Yes, yup, all of them, yup, yup, and so what I'll do is while you're reading questions.

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Yes. Hey, is asking, are these documents available online link? Good. Okay.

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Okay.

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I'm going to go online and share where they'll find and I'll put it in the link for everyone, okay?

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Thank you. Mali is asking, will there be a chance to have Joel and he speak to bullying in a district 30 parent workshop.

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I'll see what I could do. One of the things that we're actually trying to do is build capacity.

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The link regarding the links in the chat but 100% if I could make it.

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Thank you. Becca as mentioned, there's a cyber bullying workshop by Detective Officer James Thorsen for Parents, January, the 20 fourth from 10 am to 12 p.

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M. And IS. 36 41 28 street and you can RSP pizza vodka and it's B Sharma SHAR MA at schools.

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Okay.

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And I just, and I just want to add to what Rebecca put, all schools by April, the fifth.

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Now, April fifth is a stretch. Because we receive title one money we have children internet privacy act all schools must teach children by April the fifth on appropriate online behavior social media so all those lessons have to happen in the building so that needs to happen and common sense is one example but I'll try to put in the in the chat the link so a lot of times what we do and it's fine as a formal classroom teacher I used to have a lot of visitors

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come But the owners should also be on the school themselves. The staff in that building should be teaching and communicating about these issues because we have tons of lessons and resources on cyber bullying and we want to ensure that those lessons are happening.

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It's not one shot in the dark. Sometimes you'll have a great presentation. Beautiful manawa, but then that's it.

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We want the conversations to continue. We want the lessons to be scaffolded. We want activities.

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We want kids to feel safe to talk about it. So I'll put that in the chat because I just want to double down on that because I really want us to build capacity.

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Where we all are in our schools so that so that happens continuously. So I just want to add double, double back on that.

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Thank you.

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Thank you. Sunny Andriotta says if a child has an IP and is not being picked up by the school bus.

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To force the parents itself voluntary transfer, what can be done? Who can this be reported to?

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So, so I mean, so say that again, if a child is not being picked up. On time by the bus.

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Is that what I'm saying? Or am I reading that? Yeah.

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If a child has an IP and is not being picked up by the school bus to force the parents into voluntary transfer, what can be done?

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Who can this be reported to?

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Okay, I'm trying to understand the question. So for me, my first concern is the kids are being picked up.

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So that's so we want to get in touch with transportation. Liaisons for District 30 to ensure that that kids being picked up.

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Okay.

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To go to school. But, am I, so what's the problem about forcing the parent?

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I'm trying to understand the question and I apologize. I don't seem to understand.

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So if the child has an IP and they're not being picked up, there's They're asking if it's forcing the parents into a voluntary transfer, what can they do?

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And who can they report that to?

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It happened.

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If they so the kids not being picked up they're being forced into an involuntary transfer well no no that that we you know if you could escalate it to our office you could email respect for all that schools. Gov and we'll escalate it to the transportation team to ensure that the

child is being picked up to the transportation team to ensure that the child is being picked up so the child could go to

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school. I hope I understand, you know. That's that's what the question is. I want to ensure I don't want families to be forced to transfer because buses are not picking up their kids.

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That's shouldn't be allowed at all.

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Okay, and we just have one last question. If your only measure of less billing is less complaints, you are using a bad metric.

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Gotcha.

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Oh no, no, no, that's not true. That's, I'm not saying that.

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Okay.

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It's not about saying that it's not about complaints. So, you know, we create a complaint line for families but we have data all schools have to.

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So, you know, we create a complaint line for families, but we have data. All schools have to, we're governed by chances right before 12, which is another policy that says any incident that takes place.

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In the building, schools have to enter it. So absent what parents are reporting absence, any complaints I'm getting.

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If a kid in school raises their hand and says, teacher Smith, this kid just punched me in the side of my head for no reason.

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That school has to enter the incident into the system, inform the families and investigate, provide supports, address the behavior and so forth.

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So we don't just look at it just by complaints.

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Sorry.

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Okay, I'm gonna just finish up the part of the question. Frustrated busy parents who don't feel like their concerns are being addressed.

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Stop reporting bullying, problems with busing, etc. Are you actually asking the victims if they are still experiencing problems or are you waiting for them to continue self reporting the same bully for the same behavior which the school is saying has been or is being addressed.

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I think, yeah.

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Are you actually asking a bit? And say, it's frustrated busy parents who don't feel like they consider being a dress stop report on building a Are they asking the victims and still experiencing problems?

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Yeah, I'm quite somebody was gonna say something

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Yeah, I think they're asking like how do you follow up with the child the victim like what what are the ways that you Alright, does anyone follow up with the child that's been bullied?

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Yes, yes, absolutely the school counselor, the teachers, the assistant principal, the principal, you know, people, you know, I went into teaching because I want to make an impact on kids and I want to change their lives and in dispel a lot of the false foods out there and so that way they could make it.

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You know, similar to my kids when they go school, I expect teachers and counselors to take care of my kids to support my kids.

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So the expectation is if a child is being victimized by another child, we're expecting the adults to follow up with that child for the answer to the behavior.

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So, we do expect adults to follow up with the victim to make sure the child is OK. And like I said, a support plan.

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Based on what we've looked at the data is one great way to ensure that. The kid doesn't get, is not involved in another bullying situation where they're not the victim again.

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I just hope that answers the question and if I'm missing the still please feel free to unmute and just ask it so I can understand it better.

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Yeah, I see his hand, so I'm gonna recognize,

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I think you're gonna be promoted to panelists.

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Hey there.

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Yes, how are you?

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Bye.

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Good. So So I guess that I wanted to go with. Becker's question I think it was just to explain what I think she might be talking about.

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If behavior is happening on a bus. There are times when when principals are the administration.

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One of the recourses that they consider is revoking bus privileges. For kids that are not doing the right thing on the buses.

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So that's not really directly my question, but I. And maybe speaking out of turn and I don't want to put words in back his mouth but we've experienced that in our previous, just 24.

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So, I know that there is that is one of the things that Things like it's done sometimes.

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So I'd be interested in the answer to. To that as far as. You know, taking away bus privileges.

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You know, it's Okay.

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Yeah.

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Yeah, no, we, yeah, no, absolutely. No, no, you're right. 100%. So that does happen.

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We have that in the discipline code where the student is being disruptive like on a bus where they're bullying, harassing other children.

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Principals have done that you're a hundred percent yeah that went ahead and remove the child from the bus route.

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So yeah, so and that's where the district office comes in that's where the superintendents office comes in that's where our family that was my child That was taken off the bus where I would want to know like, okay, I want my kid back on the bus.

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And how could we really come together to address my kids behavior on the bus? Like what's happening on the bus that my child is behaving in this way.

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That is an avenue as a disciplinary response that schools have taken and some schools still take correctly.

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Okay. The nature of my question. I think one of the frustrations that parents have.

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Is that, you know, respect for all is very important, but in a lot of cases when when we've raised issues.

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And I was on the SLT previously, you know, what that wasn't necessarily my child that was experiencing this behavior, but I was a party to Parents who are having some difficulties.

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And the answer from principles is sometimes you know, that we're, you know, trying to come up with, you know, what is the, you know, giving the bully a better choice for the next time.

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Is something that was discussed a number of times. And I can appreciate that. I mean, everybody deserves a second chance, etc.

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The problem that you run into and I think the problem that a lot of the CEC board members have mentioned.

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Or have alluded to. Is that a lot of this A large burden on the victim. Then it's essentially victim blaming whether you intend for it to be or not that's the net result.

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And the nature of my question was.

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In that in that event, if your metric is just waiting for people to use specifically said. In answering my question that if a kid raises their hand that a teacher, an administrator, a principal and assistant principal has to take them seriously.

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That's not enough. Once there is behavior that has been demonstrated to be happening repeatedly. Part of the support plan for that victim needs to be asking them if they are still experiencing those problems.

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And that and that is something that you I didn't really hear you say. If it's something that you're doing You need to emphasize that.

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And if it's something that you're not doing, it's something that you need to.

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Now, it is required for a part of our regulation to do a follow-up follow-up to make sure that that behavior has stopped.

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So we do, yeah, so that is part of the the steps. Yep.

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Okay.

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Thank you.

01:19:24.000 --> 01:19:27.000

Thanks, Colin. Thank you, Joe. I appreciate it. Do we have any other hands raised or anything else in QA?

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Suny just said, yes, that was my question, not happening to me, but someone I know to their behavior, they're not being picked up by the bus.

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Thank you. All right. Well, thank you for that. Do we have any questions from the interpretation room.

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There are no questions for the interpretation room. Thank you.

01:19:46.000 --> 01:19:55.000

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

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Thanks, we don't have any questions on the phone. Alright, Joel and thank you so much for your presentation.

01:20:01.000 --> 01:20:12.000

We really appreciate it in the information. Gail will be putting this presentation on our CEC website. So if you want to go see our website, see this presentation there, go to CC 30.

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Org. It will be placed there and with all the information and links from there and also just one more time I want to acknowledge the cyberbullying presentation that will be going on in our district.

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Thank you for sending that to me, Nick, on January, the 20 fourth at IS. 200, and 4 from 10 am to noon.

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We're having a cyber bullying workshop by, Detective Officer Dorsen.

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So if you want to go to that RSVP, Tafana at B Charma at schools.

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Dot. All right, so the next item on our agenda, we will be hearing from the Office of District Planning.

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So, Riba. And Ria, I'm going to turn it over to you. And thank you so much. And good night, John.

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Thank you for talking with us tonight.

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Yes.

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Good night. I, I just wanted to close. I did an opening and I like to close. Coming together is beginning, keeping together this progress, working together as success.

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So let's continue working together. Please take care everybody. Have a good night.

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Thank you. Good night.

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Alright.

01:21:18.000 --> 01:21:29.000

Thank you for having us. Hi, Whitney and CC. 30. I'm Riba. I'm the director of Queensland.

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Hello, nice to meet you.

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I'm from the Office of District Planning. And I'm joined by my colleague, And just wanted to kind of check in with the council.

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We do have a couple potential proposals in the district coming up this spring. And I will pull up my screen.

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I have some. Text just for folks who want to. Read as I chat, but pretty high level just to really Sure, some information and see if folks have any questions or initial feedback.

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So the first slide, are you seeing one slide or 2 slides?

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We see one.

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Okay, great. I have 2 screens and I'm never sure but there is a potential proposal.

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That hasn't been issued yet and it's just kind of in the initial conversation phase at MS 4 29.

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For folks who don't know there is a new high school building opening in the district in 2025 which I'll talk a little bit more about after this slide on northern boulevard.

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And in order to open schools for that building and plan for that building to really have robust enrollment.

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We've been thinking about over the last couple of years the design of new schools, you know, what what types of high schools might be a good addition to Queens and to district 30 and there's a designed school called motion picture technical high school that will have a CTE focus on film and television given the big industry and Long Island City and some existing partnerships and new partnerships that have emerged.

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I think the the school leader of that school might have come to a CC meeting. I know he's been engaging.

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With local middle schools to try to get some applicants. And that school is planned to go to Northern Boulevard but is ready to open.

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So something that we are considering. Is a one year temporary co-location of just the ninth grade because it would be the first year of that school.

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With grade 6 and 7 of MS 4 29. 4 29 open this year, so they only have sixth grade and next year would have 6 and seventh grade.

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And because of that, as that middle school phases in, there is space in the building. So we see this as an opportunity to add high school seats to District 30 in advance of Northern Boulevard opening and also to just create a partnership between 2 new schools that are growing and gathering resources and and kind of name recognition in the neighborhood.

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So we've had initial conversations with the 4 29 SLT and PTA and there's a community meeting at the school this Wednesday to talk about the potential plan.

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Again, a proposal has not. Been issued yet but shouldn't be it would go through public review with a joint public hearing and ultimately a PEP which is the panel for educational policy vote.

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But having considered this and starting to talk to the 429 community about this, did just wanna kind of bring it to the broader D.

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30 community and the CEC and see if you all have any questions or any feedback. And then relatedly.

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For northern boulevard which is that new high school building We do have. Some potential plans that would also be subject to pepper approval and ongoing conversations.

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Of course we're engaging CCHS too, but since this is in district 30 and and we are talking about also a middle school collocation, did just want to put in front of folks some of the planning for that building.

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That we have discussed on CCHS meetings and have been. I'm starting to learn more about.

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So. Gotham Tech is currently incubating at the newcomers building. It opened last year and has ninth and tenth grade this year will have eleventh grade next year and his plan to go to Northern Boulevard.

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Which again would be subject to a proposal and cup approval. Motion picture tech would also be intended to go to this new building.

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There's a health profession school that's being designed with superintendent too and this building will have district 75 design seats.

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I've shared a presentation with the council, I think that I shared this summer with CCHS and the Queens High School President's Council and and certainly talk more about Northern Boulevard to folks have questions, but.

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Again, just having some of these high school potential proposals at 4 29 and then more broadly at Northern Boulevard to just wanna kind of share initial information before we get to a point of any sort of formal proposal and see if folks have any questions or feedback.

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And I'll pause there and turn it back to you all for questions.

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Okay, thanks. Riba, I'm gonna turn over to my fellow council members to see if they have some questions.

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I see, Deb has her hand raised.

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Hey, Reba, I'm really sorry I can't have, my video on.

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So my question is about 429. What First, what are the anticipated, numbers that of seats that are available at 429 for next year and then an approximate number of applications.

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That, that would be coming in obviously knowing that we don't know just because someone gets accepted doesn't mean they'll go but what are the actual numbers?

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Absolutely, yeah, and this would also, should we do a proposal be written and shared for folks in this space.

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The building for 29. As many of you know, since we went through planning for that school has the capacity for 725 students.

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This year MS 4 29 has just over a hundred sixth graders. And anticipating growth there next year, we're thinking that on their sixth and seventh grade, they would be at about 300 students.

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So still definitely some extra capacity in the building. Promotion picture tech. At sale we intend for that school to be 8 to 900 students if we're kind of splitting or their boulevard.

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3 ways plus D. 75. So they're ninth grade class is targeted to be about 190 to 200 students.

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So total projections for the building under 500 with a capacity for 7 25.

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Okay, and then, where, okay. So the, the concern obviously for, one concern.

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Is, that parents who ranked fifth grade parents who ranked their rank 429 for middle school were unaware that there would be ninth grade in the building.

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I myself am a little curious about the timing of all this since you know the middle school applications were due like 3 weeks ago.

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Maybe you guys just figured out this space now, but I know some parents are already upset. About the timing because at this point there's nothing they can do to rerank.

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Schools should they not want their child their, you know, incoming sixth grader. In a building with incoming ninth graders.

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But it does sound like there's enough space that they could be kept separate. I mean, what would the plan for that be?

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Okay.

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Yeah, so first, we did engage the school. In late November before the middle school application closed.

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Of course, you know, initially and we haven't yet issued a proposal given the timing, but we didn't want folks to know as soon as this was a consideration.

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And We're having this community meeting and there will be other opportunities for parents, applicants of, you know, fifth grade parents

are of course welcome at these meetings as well if they do have questions or concerns.

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To come on out and should we move forward with a proposal the joint public hearing and other community meetings would be made public and we would certainly encourage this CEC to spread the word.

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So. Definitely want middle school parents to come out and or potential middle school parents to come out if they do have.

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Questions. I think for us a couple of things about this. In terms of planning because this would be sixth, seventh grade and ninth grade, not a full high school, but just the ninth grade.

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The ages are pretty close. And a lot of the students in the middle school actually might end up applying to motion picture tech, which is.

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Definitely, you know, something that we would want them to get exposure of this high school and potentially have interest in it since it would be about half a mile away.

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And the way that the school is designed in the space there there is you know an opportunity for the schools to be entirely separate.

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The current thinking is that the high school would occupy rooms on the fourth floor only, and we would work with the school, you know, for separate entrances, separate start times and end times.

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But right now there's conversations at the school level between Principal Costello and Principal Lopez.

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About what collaboration could look like and if they do want to share any sort of programming or resources. I think as I mentioned before, because these are new schools and they're relatively small in terms of enrollment when it comes to staffing and program offerings that that is limited as a school is new and having frankly more students in the building and more.

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Resources in the building I you know our understanding is that they could only really benefit the sixth and seventh graders of 4 29.

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Kevin who is the school leader Bush and picture attack will be at the community meeting on Wednesday. And he has secured So many, you know,

partnerships and cameras and all these resources that depending on what the 4 29 community.

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Is interested in and should this move forward and you know whatever collaboration has decided like there could be really great opportunities actually for the middle school students to access some of this programming too.

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Yeah.

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Absolutely. Yeah, I mean, I see the potential there for sure, but you know, I'm not applying with it with a ten-year-old and I know that if, if you guys knew in November that this was a possibility, it probably should have and you had said like if we go forward with the proposal but I got the notice today saying that that the hearing process has already started and the NDIS is going

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Yeah.

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to be posted next week. So it sounds like it's going forward, you know, obviously pending community approval and you're good sorry in that community approval community conversations but I I do think that if this was a consideration slash eventuality that that it should have been included in my schools or, you know, somehow communicated to parents applying to 4 29 that it was a possibility.

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But I like I said, I I do see a lot of what you're saying and that it might be might be positive but if it was known in November the parents apply and should their known too.

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Sure.

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Thanks. Alright, Jonathan.

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I wanna ask about. No, the Boulevard.

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So we've been we've been talking about this for a few years now as the design. The building was designed and and got them tech was started.

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And you know, a lot of the co-located high schools in around the city. Are.

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Co-located in buildings that were built as one high school. Right and not one high school was closed at some point and smaller schools moved in.

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And there has been a lot of there have been, there's been a lot of tension over the years over the past, you know, 2030 years since these a lot of these co-located high schools have existed, there's a lot of tension between schools.

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And this is in this case. You have your building a brand new building as putting multiple schools in there.

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And I'm just wondering whether that was part of the architectural design. Where you have separate, you know, you've thought about how kids from different schools might.

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Move around the building so as not to you know, not to spark the tensions that we've seen in the past.

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Or how you how you think about this as a brand new building and brand new schools that are going to be co-located.

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You know, I people are really sensitive about co-locations. So, you know, I don't know, can you speak to that?

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Yeah, definitely. So this build was designed to have multiple schools in it. So, I don't have floor plans that I'm at Liberty to share yet because of how construction works but the design does have on each floor.

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Labs and different specialty rooms that each school would have access to. And given that Got them tech is open, motion picture tech will be open and the other school is currently in design and should have a project leader.

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Later this year, this calendar year, there's an opportunity before the building even opens for the school leadership teams to, you know, start having building council meetings and shared space planning.

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Kind of with the intention of this. Campus opening with multiple schools in it. So the the physical design does account for the 3 schools and district 75.

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The way the building is structured is for different or kind of unlike certain schools that you describe that.

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We're not and the the planning and the incubations of the schools actually has lent itself to their being some of these pre-opening conversations about.

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Hmm.

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You know, structure and shared schedules and all of those things. So I think there's definitely a lot more information to come as conversations about the schools and potential co-locations, all the schools being in the building is subject to PEP approval.

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But it's definitely. Designed in a way that should warrant success. It's also a huge campus.

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It's over 3,000 seats. So given what we know that size high school. I think some of the, you know, the feedback from superintendents and school leaders is that 3,000 students is too big for one school and not having.

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3 about a thousand. Really, 900 student schools is like a good size. Those schools would be robustly enrolled, but not a kind of like unmanageable size.

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Thank you. Thank you. Oh, I see Mr. Dogo. She's got her hand up.

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Yes, I just I just wanted to encourage the CEC. Oh, yeah, I'm sorry.

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Yes, I I just wanted to encourage the CEC Okay.

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I just wanted to encourage the the CEC and all the parents that are on the CEC and all the parents that are on this meeting.

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That to come to the meeting on Wednesday, if you have questions, both principals will be there. This is the time decisions have not been made.

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Nothing is solidified. They're moving in that direction. However, what you have to say matters.

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Nothing is approved until we're finally before the pep, right? So it's important that we make sure that because there was a meeting last week

and there was only a handful of people and I said this there and I'm going to say it again, we need to spread the news.

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Parents need to know that they have a platform where they can share their concerns and get answers. That's why we're doing this.

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Thank you. Thanks, Mr. Dalco. Victoria. I just wanna echo what superintendent the dog just said.

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I was at the SLT meeting when this, this was being discussed and one of the parents did mention.

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This just being a formality as if what the parents have to say doesn't matter, but it really does.

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So whether you're, you have questions, you're curious, you're for, you're against it, it's really important that you share your concerns, ask any questions that you have.

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I don't think that this is just a process that. Is gonna happen, and that your feedback is going to be ignored.

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So use your voice, ask questions, get information, find out what you would like to find out. It's your kids that are going to the school.

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So it's really important that you know you show up and you'd be heard. Thanks Victoria.

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If nobody else has a question, I have a question. So, so the meeting that is happening on Wednesday, is there any information you know that will be like.

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So the meeting that is happening on Wednesday, is there any information, you know, that will be like disseminated there that maybe we can help distribute like a presentation or anything that.

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Can be shared there that we can share or is it just verbal or will it be reported?

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The current plan is, verbal. We don't have a formal presentation because let me do a proposal of this type, it would be an EIS that is kind of the written format of it, but.

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We will, it is a hybrid meeting. So if folks are unable to attend in person, they should definitely join remotely.

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The school is hosting the meeting, but I can confirm with Principal Costello maybe that it can be recorded for folks who can't join.

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And I think we can work on disseminating some sort of FAQ if that's of interest to the community about kind of what you know, co-location entails and what this process entails and and I know You know, some other questions, Deb mentioned 6 and 7 gooders in the building with ninth grade or should this move forward?

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Those are things that we certainly do have answers to and resources for and I'm sure folks know. And Jonathan mentioned this too.

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There are many, many co-located schools across the city. I mean, we're wanting to everyone's point, the superintendent, Victoria's, we're wanting to know what the questions and the concerns are so that we can answer them and should this move forward have a successful temporary co-location.

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I'm definitely there's many resources available. There's a lot of experience and expertise that will be in the room.

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And because of where we're at in this process, what the co-location looks like should it happen.

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Really will be informed by the community given that these are both brand new schools that are doing a lot of work to kind of formulate what they're.

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What their school communities look like. So. We don't have anything written to share right now.

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We'll see kind of how it goes Wednesday. And, what you mentioned about kind of the timing of everything we We tee everything up but we're always in a place to like pull back or push forward depending on on feedback which is really our intent for Wednesday I think.

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We're in a place where we like want if we move forward we want a proposal to be out in the world so people have the numbers and the information and what's actually being proposed.

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So that it's written and not just in theory. And of course, you know, if If folks have questions or concerns that we can't answer, we do want to incorporate that too and.

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Tiring will will be dictated by all of that.

01:41:28.000 --> 01:41:29.000

Yeah, I mean, I think that's good. And I know this is my second time speaking.

01:41:29.000 --> 01:41:41.000

I mean, cause this is kind of what happened earlier in the year. I mean, when you guys brought this to us the last time and when you guys brought this to us the last time and we had the principles speak I remember we had the principal speak up that they did not want this school to speak.

01:41:41.000 --> 01:41:47.000

I remember we had a lot of people from the community speak up that they did not want this school from the community speak up that they did not want this school co-located at Bryant.

01:41:47.000 --> 01:41:51.000

So I mean I think that's where the pivot came located at Bryant. So I mean, I think that's where the pivot came to 4 29.

01:41:51.000 --> 01:41:55.000

So again, I wanna, you know, just elevate what Victoria and Miss, what, Miss Hedaldo said our new superintendent, not interim acting anymore.

01:41:55.000 --> 01:42:00.000

I knew superintendent. What they said, you know, parent voice is important because we heard from that community.

01:42:00.000 --> 01:42:04.000

They did not want, you know, another school collocated, Brian, and that's what happened.

01:42:04.000 --> 01:42:07.000

And I'm not saying that that's gonna happen this time, but Parent Voice is important.

01:42:07.000 --> 01:42:20.000

So I know Reba and Raya want to hear from parents. They want to know what, you know, they want to hear from us and I think it would be great to hear from parents at 429 and other district 30 parents at this meeting on Wednesday.

01:42:20.000 --> 01:42:25.000

If you can make it as hybrid, Reaper says hybrid. We shared the link on our Instagram.

01:42:25.000 --> 01:42:27.000

We also have to link on our website. It's been emailed out if you can come to the virtual meeting, please come and participate.

01:42:27.000 --> 01:42:37.000

Like Mr. Dogo and Victoria see it. So that that was my second time speaking. I'm done on this topic.

01:42:37.000 --> 01:42:45.000

So thank you. Does anybody else have anything they want to say?

01:42:45.000 --> 01:42:48.000

Okay, so I guess now we're gonna go to. Raise hands. Do we have any hands raised?

01:42:48.000 --> 01:43:00.000

Or if you want to ask a question to Riva and Raya?

01:43:00.000 --> 01:43:06.000

Right. I don't see any where Sans Victoria. Do we have anything in the Q&A? You do.

01:43:06.000 --> 01:43:12.000

Fe is asking, are there any plans to

01:43:12.000 --> 01:43:18.000

I know that came up when Gotham Tech was first open. I'm honestly not sure where that conversation lives right now.

01:43:18.000 --> 01:43:27.000

I would have to follow up and see if they've gone through the 8 60 process yet, but Fee I I can get back to you on that.

01:43:27.000 --> 01:43:34.000

Thank you. Now we would like to know if you can host up the Wednesday meeting information. You said it's on the Instagram page for CDC 30.

01:43:34.000 --> 01:43:46.000

Yeah. It's on the Instagram on the link tree. You know, and notified any of these meetings, would love to hear parents feedback.

01:43:46.000 --> 01:43:52.000

I will upload right now the. The flyer for the meeting into the chat and

01:43:52.000 --> 01:44:04.000

Thanks. Thanks, Rebe. And you. Hayley is asking, so if there is overwhelming opposing opinion, what would happen if it doesn't happen at 429, then what?

01:44:04.000 --> 01:44:22.000

Then we go back to the drawing board, I guess, I think. You know, we're moving forward with these engagements because we think that this is a benefit to the community not only because they're space in this building

but because of the opportunities that motion picture tech would bring to D.

01:44:22.000 --> 01:44:23.000

30. But I think we're, you know, we're excited about the plan.

01:44:23.000 --> 01:44:29.000

We think it's a good option and if that's not what the community wants, then we'll have to.

01:44:29.000 --> 01:44:36.000

And the circle back we don't have a a plan B that I'm ready to speak to at the moment.

01:44:36.000 --> 01:44:45.000

Thank you. Kathy Reed wants to know how do I register for this meeting. Whereas the flyer with information regarding this meeting so we can share with our school communities.

01:44:45.000 --> 01:44:54.000

Everybody is going to share that flyer now. Mel, he wants to know why are these important meetings advertised.

01:44:54.000 --> 01:45:02.000

Kathy Reed, congratulations, Madam Superintendent. And Mali says, Miss Sussan, when you click the link in your ID bio, it says meeting does not exist.

01:45:02.000 --> 01:45:16.000

Okay, so we're gonna have to work on that because it's on the schools Zoom because I tested it earlier today and yesterday so it's hosted by a 429.

01:45:16.000 --> 01:45:22.000

So we'll work on that and we'll get it updated. But that was the most recent information that we received.

01:45:22.000 --> 01:45:29.000

So we'll update that link. And get everything disseminated again, but that's the most current information that we receive.

01:45:29.000 --> 01:45:37.000

But I did test it. Earlier today and yesterday. So it was working earlier.

01:45:37.000 --> 01:45:49.000

But we'll we'll reach out to principal Costello. And I make sure that it's working before the meeting on Wednesday.

01:45:49.000 --> 01:45:52.000

Thank you. And just one more time, I'll say. This is the first community meeting depending on feedback and should we move forward.

01:45:52.000 --> 01:46:11.000

Anything that is subject to cup approval does go through the A 1 90 process so we publish an educational impact statement there is a joint public hearing that's a public meeting that would be shared also with the CDC to share with the community.

01:46:11.000 --> 01:46:24.000

So definitely more information to come. Typically, school-based. Engagements or the information is disseminated by the school and then by the CEC as well on their platforms.

01:46:24.000 --> 01:46:34.000

So that's kind of the 2 best. Sources of information when there is this type of conversation at a certain school.

01:46:34.000 --> 01:46:36.000

Thanks, Riba.

01:46:36.000 --> 01:46:41.000

Thanks for having us. Any other question? I know I've talked about those 2 proposals. Are there any?

01:46:41.000 --> 01:46:42.000

It's still. Hey, great then.

01:46:42.000 --> 01:46:47.000

Whitney, I don't know if this is if there's time or anything for this, but if there's any ODP other questions, I'm, you know, I'm here.

01:46:47.000 --> 01:46:54.000

Riba, can you reshare it in the chat more time? You shared it to host and panelists and not to everyone.

01:46:54.000 --> 01:46:55.000

Oh yes, thank you for

01:46:55.000 --> 01:46:58.000

Thank you. Thanks for catching.

01:46:58.000 --> 01:47:03.000

Yes, thank you.

01:47:03.000 --> 01:47:09.000

Alright, alright, so that is the flyer. Rebus shared it in the chat.

01:47:09.000 --> 01:47:14.000

We will reach out, to principal Costello to make sure that the link is working for the meeting.

01:47:14.000 --> 01:47:22.000

On Wednesday. If you download the flyer, you should be able to get that link. We'll also make sure that we post it on the CEC, website as well.

01:47:22.000 --> 01:47:31.000

So please check there. And then also if you're here at this meeting, you're actually on our mailing list and we'll send it out.

01:47:31.000 --> 01:47:35.000

That way as well. So, Gail, I'm giving you a lot of extra stuff to do.

01:47:35.000 --> 01:47:45.000

Sorry about that, but we want to make sure that we have people in attendance on Wednesday. So it We don't have, do we have any questions in the interpretation room?

01:47:45.000 --> 01:47:46.000

Chance raise.

01:47:46.000 --> 01:47:48.000

No questions in the interpretation room. Thank you.

01:47:48.000 --> 01:47:56.000

Okay, do we have any questions? On the phone?

01:47:56.000 --> 01:48:00.000

Okay, oh, and the link works on the flyer in the chat. Alright, thank you so much.

01:48:00.000 --> 01:48:05.000

Thanks for letting me know, Mary. I appreciate that. But we'll also still send it out on the other channels as well.

01:48:05.000 --> 01:48:20.000

All right. So we are going to go to the next item. On the agenda for this evening and that is the resolution on school governance and mayor control.

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That is resolution. Okay. Okay. Oh, sorry.

01:48:24.000 --> 01:48:39.000

We'll get the agenda. Yeah. Are you sure?

01:48:39.000 --> 01:48:40.000

No next is the resolution.

01:48:40.000 --> 01:48:45.000

No, I, Just the right solution. But I would say I know I can speak tonight, but I can't read.

01:48:45.000 --> 01:49:00.000

Sorry. So the next item on the individual night is, resolution 1 78 the resolution night is, resolution 1 78 the resolution on school governance and mayoral control.

01:49:00.000 --> 01:49:08.000

I authored this resolution and I am thankful to my co-sponsors, Linda, Nick, and Victoria.

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So I'm going to read the resolution. Then we're going to have a discussion and then comments from our attendees.

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So the resolution reads as follows. Whereas in 2,001 then mayor Michael Bloomberg persuaded the state legislature to end the NYC school systems decentralization.

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Terminate the role of community school boards and eliminate the major powers of the school superintendents, formerly appointed by these elected boards.

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Instead, the legislature changed the board's composition by giving the mayor 7 appointees to the borough president's 5.

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And transform the city school system into the Department of Education, a citywide division under the mayor's authority, while then Mayor Bloomberg renamed the board the panel for education policy and whereas in 2,019 the state legislature added a parent representative to the PIF.

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To be selected by both of the members of the School Systems Community Education Councils and Whereas in 2022 the state legislature decided to extend mayoral control for 2 years and expanded the voting membership of the PEP to include.

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One member appointed by each borough, president of the city of New York. 5 members, one from each borough of the city of New York to be elected by community district education council presidents and 13 members appointed by the mayor of the city of New York all of which must live in the city of New York or which shall be parents of a child attending a public school within the city district.

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Provided that at least one appointee shall be the parent of a child. With an individualized education program and at least one appointee shall be the parent of a child who is bilingual in a sorry in a bilingual English as a second language program.

01:50:51.000 --> 01:51:09.000

Whereas despite the expansion of the voting membership of the PEP to include the membership as described above, mayoral appointees represent 13 of the 23 members which represents 57% of the body and the current composition of the pep does not include elected parent representation from the citywide councils.

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Which include the citywide council of special education, the citywide council on English language learners, the citywide council for district 75 and the citywide council and high schools.

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Where is the current composition of the PIP allows for the mayor to implement changes that do not reflect the wishes of students, parents.

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Our school-based staff frequently in spite of sizeable public demonstrations as evident by

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The closure of schools, the normalization of co-located schools and push in of charter schools.

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The increasingly difficult burden on parents to advocate for students with IEPs to ensure they receive legally mandated and timely services.

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The failed attempts to increase diversity in the city's specialized high schools. The decades long creation of chaos in the school bus transfer in school bus transportation.

01:51:58.000 --> 01:52:07.000

The inadequate and confusing response to the COVID pandemic. The failure to support parent participation in the system.

01:52:07.000 --> 01:52:13.000

The drastic shifts in school curriculums and programs for reading. For for reading for and for mathematics.

01:52:13.000 --> 01:52:23.000

The changes in admission for gifted and talented programs and most recently the rubber stamping of the mayor's agenda by the mayoral appointees at the December 23.

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Pet meeting with the passing of Chancellor's Regulation, 8 or 100, and 12 despite the public outcry against the regulation in its proposed form from all public speakers and whereas at the December, the eighteenth, 2,023, Queens hearing on mayoral controlled by the New York State Education Department, a strong majority of the public speakers spoke against mayoral control in its current form and whereas at the December

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eighteenth, 2,023 points hearing or mayor control hosted by the New York State Education Department.

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District 30 parents testified about their displeasure with mayoral control and its effect on their schools curriculum, including the pre-K level.

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Lack of involvement of school leadership teams, PTA and CCs and decisions which affect their schools and districts.

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And the silencing of parent speakers at recent pet meetings by mayoral appointees. And and whereas at the December eighteenth 2023 Queens hearing on Mayo control hosted by the New York State Education Department district 30 teachers testified about their displeasure.

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With male control and its effect on student success and professional development given the discontinuation of various curricula during administration changes.

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The budget cuts face. By schools resulting in the loss of many supports like social workers and guidance counselors, the educational decisions that are made without input from experienced educators with build experience.

01:53:46.000 --> 01:53:59.000

And the lack of resources for the most vulnerable population. Whereas the school, whereas the current state education law provides a measure of accountability for each of the 32 community school district superintendents.

01:53:59.000 --> 01:54:19.000

By requiring a community-based process for the annual evaluation of the district superintendent, yet no similar evaluation process exists for the Chancellor and whereas other cities in New York State have democratically elected school boards, the current form of New York City's Merrill Control keeps school community rights holders disempowered.

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Therefore, be it resolved. Community Education Council 30. Urges the New York State Legislature to consider the following amendments to state education law to empower parents, students, and staff at all levels of the system by.

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Restructuring the PET to allow for increased accountability and responsiveness to parent students and school staff by.

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Reducing the number of mayoral appointees on the PIP by either removing 3 mayoral appointee positions to reduce the number of appointees to 10 members or replacing 3 mayoral appointees and with members elected by the citywide councils.

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And also requiring that at least half of the mayoral appointees on the PIP be parents of public school students and include parents of students in a D.

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75 school, an EOL, and a student with an IP. Requiring the process for the annual evaluation of the Chancellor led by the restructured PIP as recommended above, including input from the community and citywide education councils.

01:55:16.000 --> 01:55:37.000

Community school district offices, high school district offices and district 75 school district offices provide public education resources to educate and inform the public about New York City school governance and convene and fund an independent and community led school governance commission that includes students.

01:55:37.000 --> 01:55:50.000

Parents and caregivers, educators, and other education stakeholders to articulate a transition plan for a more balanced governance structure for New York City public schools by 2,026.

01:55:50.000 --> 01:55:57.000

Thank you. Thanks.

01:55:57.000 --> 01:56:04.000

Alright, I'm gonna call on my fellow council members first and then we're gonna call on attendees from the public.

01:56:04.000 --> 01:56:08.000

Alright, I see one hand raised, Deb.

01:56:08.000 --> 01:56:13.000

Whitney, thank you so much. I have too much to say for how much I want to cough.

01:56:13.000 --> 01:56:23.000

So I'm going to be brief. There's a lot that I like in here and there's some that I am skeptical of.

01:56:23.000 --> 01:56:31.000

Not in theory, but in, for other reasons. So basically my feeling about mural control has always, I've always been.

01:56:31.000 --> 01:56:50.000

Looking for something better. So, 10 years ago when I was first meeting with other CECs and everything they we were talking about this and thus far what's the most interesting to me is that No one really has come up yet with.

01:56:50.000 --> 01:57:03.000

With a what seems to be a viable alternative and that's okay that's not our job we can say we don't like a thing but My dad always told me you don't you don't quit your job unless you have another job.

01:57:03.000 --> 01:57:18.000

So my biggest feeling with this is Excuse me. Is that I would want something in here that says that mayoral control stays unless and until the things that you say at the end.

01:57:18.000 --> 01:57:26.000

Because, I don't know if anyone was around when May roll control sunset it. It was maybe 8 or 9 years ago and there were a handful of days where there were nobody knew who was in charge and it was pretty chaotic.

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The legislature had to come in for an emergency session because they they didn't they didn't renew mayoral control and nothing was in its place so I At minimum to support this, I would want something in here that says that unless until your last bullet point that you know that the independent community led governance commission reports and presents a plan to the legislature and once that's approved then we end may roll control but i don't see that

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happening before June thirtieth of this year, if it did great and we don't have to list the time, but I would I would want something that safeguarded that we have some governance system.

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Which will end when if mayoral control is not extended at some point on June. The thirtieth of this year.

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That's the first thing. The second thing, my major issue is I'm not sure I am opposed to any longer to may roll control.

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I'm I'm opposed to a lot of what is what mayoral control has wrought and that is a loss of local control and local input.

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The mayor has by by definition, the mayor controls everything municipal, everything in the city. He appoints the fire commissioner, everything in the city.

01:58:48.000 --> 01:58:58.000

He appoints the fire commissioner and the police commissioner and the police commissioner and the sanitation commissioner. I'm not sure why the mayor would not also have some sort of accountability when it comes to the schools.

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Why is education any different department than any other department? I don't like the amount of influence that the mayor has on the pep.

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But I don't think that, I, I think there are other ways to diminish that influence without losing the ultimate accountability that we.

01:59:19.000 --> 01:59:25.000

Solve for when we vote. I want someone to point a finger at and say, you didn't do XYZ.

01:59:25.000 --> 01:59:32.000

Lastly, the wear as is the 1, 2, 3, 4, 5, 6, whereas.

01:59:32.000 --> 01:59:38.000

I, I don't feel comfortable saying what the, wishes of students parents or staff are.

01:59:38.000 --> 01:59:47.000

These a lot of these are were very controversial, very 50, over 50, sort of like the closure of schools.

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I'm not sure if you're referring to COVID closures or the closer closure closure of small schools in either case.

01:59:55.000 --> 02:00:03.000

There were folks who were for and folks who were against certainly G and T is something that has had.

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Parents on both sides of the issue speaking very forcefully for and against so I don't feel comfortable saying that the mayor Did a thing that was again or didn't reflect the wishes because I, I wouldn't speak for.

02:00:17.000 --> 02:00:24.000

All parents and I and I don't agree that these are the wishes of parents. So I would love to.

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Workshop this resolution a little bit more. Do come to sort of some sort of meeting in the middle.

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Because a lot of this is great and I and I think a lot of the suggestions that you have in the in the resolved are great.

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But those were my my concerns.

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Alright, thanks. Jonathan? As I read this resolution. It is not.

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Asking for a dismantling of the current governance. System. Both for the commission were. Where is is.

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That's meth. What it's asking for are specific changes to the current governance. System, which we call marital control.

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Which are reducing the number of mayoral appointees, appointees so that the mayor does not have a majority anymore.

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But otherwise. You know, assumed is keeping the system, the governance system. The way it is until a a commission would then recommend.

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Further perhaps more deeper changes to the system. So, you know, as far as to what my colleague just said, I think this is kind of keeping narrow control until that commission recommends something else.

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You know the mayor would still be appointing the chancellor and that is a major part of what narrow control is.

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But the school board, the the pep. Has had some major issues, especially under this mayor.

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And I think that, I think that reducing the number of narrow point you forcing the pep to actually discuss and listen to communities.

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And give reasons for why they are voting a certain way on certain issues. And not just rubber stamp whatever the mayor, you know, whispers in their ear.

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Would be a really welcome adjustment to this to this. To this structure right now. And, so I, support the resolution.

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As it stands.

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And I think that, you know, the the sort of part of any resolution is what happens after you know be it resolved.

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So that is the most important stuff for us to agree on. If there are things in the whereas that we know we disagree on we can either tweak them or we cannot tweak them.

02:03:30.000 --> 02:03:41.000

But what we're asking for I think is something that you know, at least the majority of us should should agree on.

02:03:41.000 --> 02:03:45.000

Anybody? Hello. Okay.

02:03:45.000 --> 02:03:50.000

I would, I'm sorry, I'm on the phone. I can't figure out how to raise my hand.

02:03:50.000 --> 02:03:51.000

It's okay, go ahead.

02:03:51.000 --> 02:04:05.000

But. Hi, I would love to see, to talk about Deb's changes to the, whereas section, that would make me a lot more comfortable.

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And that's the whereas with the. The 6 were asked. Okay, okay.

02:04:10.000 --> 02:04:12.000

Yes.

02:04:12.000 --> 02:04:24.000

Well, I would like to address that before we discuss that. If you click on all the The footnotes, the things that support those each and every one.

02:04:24.000 --> 02:04:33.000

There were sizeable public demonstrations to support all those so it doesn't So that's what I was talking about.

02:04:33.000 --> 02:04:42.000

Those were public demonstrations against each one and those people weren't hurt. So it wasn't necessarily to say like.

02:04:42.000 --> 02:04:46.000

The mayor just, well, no, it was to say that the mayor just did what he wanted to do and people weren't heard.

02:04:46.000 --> 02:04:53.000

I mean that's what happened here. I mean It doesn't necessarily mean it was the most popular thing or it just had a majority.

02:04:53.000 --> 02:05:01.000

It's just people weren't hurt and there's There's been many a times like I've seen people on this council.

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I can point to a few of us. We've been on the steps of Tweed how many times.

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And that was cited here and it doesn't matter if we agree with the mayor or not if the mayor that was in power if we like them or not it doesn't matter we at 1 point in time a few of us have felt.

02:05:17.000 --> 02:05:26.000

That we had to protest on the steps of Tweed. And that is what that whereas was for.

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Well, I mean, I've been on the steps of Tweet as well, but. Not having your wishes granted is not the same as not being heard.

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You know. Those are those are.

02:05:42.000 --> 02:05:43.000

Okay.

02:05:43.000 --> 02:05:52.000

I didn't say which is, I said hurt. I said hurt. I said hurt like not not being even acknowledged is the problem where we have the system where the system where it is current now parents are not being acknowledged.

02:05:52.000 --> 02:05:59.000

Teachers are not being acknowledged, principals are not being acknowledged. And that is why I put that whereas there.

02:05:59.000 --> 02:06:00.000

Okay.

02:06:00.000 --> 02:06:08.000

I mean, It I understand your reservations. I'm just saying I don't have

02:06:08.000 --> 02:06:10.000

You know, everybody gets to speak at the P the PP. I don't know how they're not heard.

02:06:10.000 --> 02:06:19.000

If you want to speak, you, you are given there, but to speak it's not like they're.

02:06:19.000 --> 02:06:32.000

Drowning out speakers and saying, no, we're not going to have any public comment.

02:06:32.000 --> 02:06:40.000

So, it does in the wear as it says. Does not reflect the wishes, not that parents aren't being heard.

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And just for many of these bullet points, there were parents who who agree it wasn't the mayor doing a thing.

02:06:49.000 --> 02:07:06.000

Like I can tell you when I first started the PEP actually had headphones that they'd put on to drown out people trying to complaining about Success Academy co-locations when they would be screaming at the pep, literally screaming, and they would literally not hear them.

02:07:06.000 --> 02:07:11.000

They put on headphones to not hear them. That's not being heard. That's not being listened.

02:07:11.000 --> 02:07:13.000

You know, there's a difference between not being heard or not being listened to. And with these things, there were parents being heard or not being listened to. And with these things, there were parents on both sides of these issues.

02:07:13.000 --> 02:07:27.000

There were parents on both sides of these issues. So some parents were quote unquote listen to even if they agreed with the mayor or didn't agree with the mayor or didn't agree with the mayor or you know, if they agreed with the mayor or didn't agree with the mayor, you know, one way or another.

02:07:27.000 --> 02:07:45.000

So they're issues that that were controversial issues. That there are parents on both sides of and I just don't cite this as a reason to Do you get rid of male control because one side of an issue wasn't, didn't come out the way the parents who protested that issue wanted.

02:07:45.000 --> 02:08:04.000

And, and it says, changes don't reflect the wishes of students, parents, or staff. And, and if you go to some of that I mean a lot of these I'm not sure what you know what how you would, anyone would define, define sizable, but there are also sizeable demonstrations.

02:08:04.000 --> 02:08:22.000

To the opposite point. But I just want to say to Jonathan's point about mayoral control continuing and lesson until the term of the PUP members commences, I believe on, and please correct me if I'm wrong, but their term ends.

02:08:22.000 --> 02:08:32.000

At the end of June, they can't actually replace. Members until the terms of the current members are up as far as I understand.

02:08:32.000 --> 02:08:40.000

So it all has to end or begin and begin on the thirtieth. Of June or sorry, the first of July.

02:08:40.000 --> 02:08:48.000

And I, and it couldn't, it couldn't simultaneously happen. Like, maybe all could, shift in the PEP.

02:08:48.000 --> 02:09:10.000

Would have to come together. Sort of overnight once. The current system ended. But, but please correct me if I'm wrong.

02:09:10.000 --> 02:09:19.000

Nothing. Yeah, I'm not sure what the I'm not quite understanding the the objection here.

02:09:19.000 --> 02:09:30.000

If the terms of the of the members. Are up on June thirtieth.

02:09:30.000 --> 02:09:33.000

And the law. Changes.

02:09:33.000 --> 02:09:36.000

Sunsets right on June thirtieth and you're saying

02:09:36.000 --> 02:09:47.000

Right, we'll we're not asking right so this is so this is what I'm saying is that is that I don't think this solution asks, that I don't think this solution asks actually asks for the law to simply sunset.

02:09:47.000 --> 02:09:56.000

It asks for a change in the law. As we made many times under, you know, under Mayor, control law, we've amended the mayoral control law.

02:09:56.000 --> 02:10:03.000

That's essentially what I think this lot, this this resolution is asking to do. It's saying let's amend the law.

02:10:03.000 --> 02:10:11.000

Which, okay, you can call it narrow control law and even if the mayor doesn't even have any control If you're just amending the same log, we can just call the same thing.

02:10:11.000 --> 02:10:18.000

But. We're saying let's amend the law so the pep no longer has a majority.

02:10:18.000 --> 02:10:22.000

That means, you know, different numbers of appointments would be made. That's not a huge.

02:10:22.000 --> 02:10:25.000

Shift it's not a challenge to you know, the mayor or the public advocate or whoever their president or whoever is making those appointments.

02:10:25.000 --> 02:10:45.000

And then let's go, you know, and, and conven a commission to decide what is best.

02:10:45.000 --> 02:10:51.000

Not, I don't see this as saying let's to then maybe sunset the law. I'm saying let's create a new law.

02:10:51.000 --> 02:11:02.000

Let's create a new a new system that works better that actually represents communities better and gives parents a voice in the system.

02:11:02.000 --> 02:11:03.000

Hello.

02:11:03.000 --> 02:11:09.000

And not just parents, of course, teachers and students and everyone else who kind of feels like the mayor is just dictating what happens here.

02:11:09.000 --> 02:11:16.000

So I don't see this as, I, I don't see the the challenge here.

02:11:16.000 --> 02:11:27.000

So, my, so again, the law, the law is the law until it is no longer the law that and like, and it's gonna, we know it's going to go until it either sunset or doesn't.

02:11:27.000 --> 02:11:36.000

So we're talking about what happens on July, the first and then on July first I would love to see a the final bullet point happen that this commission gets gets convened.

02:11:36.000 --> 02:11:50.000

I don't know why we would have an interim. An interim untested. Like middle of like Way station of a system until while we're studying what to do.

02:11:50.000 --> 02:11:53.000

You know, I don't know that that's confusing to me if we're looking to make a new system.

02:11:53.000 --> 02:12:06.000

We should look to make the new system and then make it and not throw everything into chaos and have now a whole new system before we have the new system.

02:12:06.000 --> 02:12:14.000

I have a question though to the 2 of you guys I guess. Is how do you respond to what I said, which I am completely open.

02:12:14.000 --> 02:12:30.000

I am asking because I'm open to hearing your thoughts on this. Sorry. How, what do you think about my point about, Why should the education department be?

02:12:30.000 --> 02:12:38.000

Somehow different than all the other city agencies. That we have in terms of the accountability and who's in charge.

02:12:38.000 --> 02:12:43.000

Why would the mayor not be in charge of the schools? And in charge of everything else.

02:12:43.000 --> 02:12:49.000

Other cities, other major cities don't do it the way New York City does it. So I don't even understand why we're arguing that point, I'd rather not.

02:12:49.000 --> 02:12:58.000

I'd rather talk about the points here. On this document. So I'd rather not do that.

02:12:58.000 --> 02:13:08.000

I'd also like to not just miss the point that Jonathan made because there have been amendments made to the law.

02:13:08.000 --> 02:13:14.000

That's how we got the most recent composition of the PIP we have now. While Mayoral Control was still extended.

02:13:14.000 --> 02:13:20.000

I mean, we have more. Representatives on the pet. I mean it wasn't a hodgepodge.

02:13:20.000 --> 02:13:32.000

Mitch, you know, we have now CEC appointees on the PET that was amended to educational and what we are doing here is the same thing asking for amendments under the same structure.

02:13:32.000 --> 02:13:46.000

So it's not like. Anyone was recreating the wheel and again I want to give other people a chance to talk so I'm going to call on just to piggyback off, Jonathan, I do agree.

02:13:46.000 --> 02:13:58.000

I don't think you're trying to get rid of Jonathan, I do agree. I don't think you're trying to get rid of the mayor, just try to even it out so then there will be more parents and like teachers and just to represent also.

02:13:58.000 --> 02:14:09.000

So that it doesn't feel like just the mayor has the full control of everything and not listening to what the parents and the students need in school.

02:14:09.000 --> 02:14:13.000

Alright, thanks, anda. Nick.

02:14:13.000 --> 02:14:21.000

Hey, thanks. There's a lot of what's written here. Wholeheartedly agree with hearing what Deb said.

02:14:21.000 --> 02:14:24.000

Kind of puts into perspective.

02:14:24.000 --> 02:14:31.000

That there does need to be a plan in place with regard to this. I do agree that male control needs to end.

02:14:31.000 --> 02:14:39.000

I know a lot of this was escalated and elevated wholeheartedly recently with regard to.

02:14:39.000 --> 02:14:52.000

All the proposed budget cuts and we're the biggest piece of the pilot's gonna get cut. As was said and having watched some of the clips, unfortunately I wasn't there in person when a huge showing of D.

02:14:52.000 --> 02:15:10.000

Came out strongly in opposition. But the fact that Money is threatened on a daily basis and resources threatened on a daily basis and all of that is a huge part of that which is also I believe what is prompting this.

02:15:10.000 --> 02:15:17.000

Though I do think a plan needs to be put in place, like parents need to be engaged now, stakeholders, everything.

02:15:17.000 --> 02:15:26.000

So if something does happen June, the thirtieth of this year, it doesn't turn into full-fledged chaos.

02:15:26.000 --> 02:15:34.000

And I think that is part of what I'm picking up on what Deb saying. Is that it would be nice if that was a part of the resolution.

02:15:34.000 --> 02:15:45.000

We're talking about a plan to have something. So what happens from July first 24. Until 26.

02:15:45.000 --> 02:15:51.000

Like where are we? Where do we stand? Who's in control, what happens to the balance.

02:15:51.000 --> 02:16:01.000

That we're now facing. That's part of my issue with regard to all of this.

02:16:01.000 --> 02:16:03.000

That's all I have to say.

02:16:03.000 --> 02:16:08.000

Alright.

02:16:08.000 --> 02:16:13.000

So I want to go back to what you said, Whitney, that other major cities don't do that.

02:16:13.000 --> 02:16:21.000

That's not completely true because there are other major cities where the mayor has control of the schools. There are other major cities where the mayor has control of the schools.

02:16:21.000 --> 02:16:31.000

But the difference in why some cities have a school board and why some cities have a mayor controlling it is all about taxation.

02:16:31.000 --> 02:16:49.000

In New York, we don't have property taxes that are assessed by a school board. When you have property taxes that are assessed by a school board, then you want to have be able to vote on those people that are deciding what your property taxes are going to be.

02:16:49.000 --> 02:17:03.000

We have a different system in here where New York City completely funds well along with the state funds the schools through a combination of all the tax revenues, tax, property tax revenues go to the schools.

02:17:03.000 --> 02:17:15.000

So I think what Deb was saying is a relevant question because we have a different tax system just because other people have a tax system that lends itself to having a school board.

02:17:15.000 --> 02:17:24.000

And we don't have that tax system doesn't mean that we need to have an all-powerful school board like others.

02:17:24.000 --> 02:17:29.000

Other cities do that because it's a taxation issue.

02:17:29.000 --> 02:17:35.000

My point was, and I'm, and I'm going to reiterate it. We are not tax assessors.

02:17:35.000 --> 02:17:45.000

And the text system in New York City is not the only tax system. It is not unique. It is it is there are other cities.

02:17:45.000 --> 02:17:55.000

They have tax systems like New York City, but we are not here discussing that. And if that is something that you all would like to discuss and get and get into that level of detail.

02:17:55.000 --> 02:18:05.000

Please, we could do that, but at this point in time, like we are discussing. This resolution in its current form.

02:18:05.000 --> 02:18:10.000

And if you could support it or what you would like to support, we are, we are welcome to discuss that.

02:18:10.000 --> 02:18:21.000

Go at this point in time. I do not. Please correct me. I mean, anyone else if you all want to talk about the tax structure and how that works.

02:18:21.000 --> 02:18:32.000

We can definitely get someone to talk about that and educate us all on that. But I just do not see the correlation to this discussion.

02:18:32.000 --> 02:18:39.000

With that this evening. Especially given the thing we have attendees that want to speak on this topic as well.

02:18:39.000 --> 02:18:58.000

That was my point.

02:18:58.000 --> 02:19:07.000

Alright, Jonathan. I'll be really quick. I know I've spoken already twice. I just want to put Make a couple of responses here.

02:19:07.000 --> 02:19:16.000

One is we've had multiple cities that in recent years have moved away from their local control toward a more democratic school board.

02:19:16.000 --> 02:19:28.000

Detroit has done so. Chicago is beginning a process of doing so. These are cities that where the tax structures did not change, but the school governance system is changing or has changed.

02:19:28.000 --> 02:19:37.000

It can change. It has changed many times in New York City and a school board doesn't necessarily mean an elected school board.

02:19:37.000 --> 02:19:54.000

There are many, many different kinds of structures that we could have. The other thing that I just want to say is that the idea that it would be chaos on July first to me is absolutely ridiculous simply because you reduced the number of members on the PEP.

02:19:54.000 --> 02:20:03.000

Is it almost seems to me like a scare tactic. I just, you know, you still have a chancellor.

02:20:03.000 --> 02:20:09.000

And who would be in charge of all of the same things that the Chancellor is in charge of right now.

02:20:09.000 --> 02:20:16.000

But they would have to negotiate with the pebble. Which they don't have to do right now.

02:20:16.000 --> 02:20:29.000

That would be a change, but it would be far from chaos. That's that's all

02:20:29.000 --> 02:20:32.000

Yeah.

02:20:32.000 --> 02:20:36.000

Yeah. I mean, I'm not sure if you're referring to what I said, Jonathan.

02:20:36.000 --> 02:20:44.000

What I said was when, Merrill controls sunset and there was nothing there it was chaotic that's not necessarily what this is but that's what I was referring to.

02:20:44.000 --> 02:20:55.000

So. Just moving to a different a different thing. And, sort of what Jonathan just said about not having an elected school board.

02:20:55.000 --> 02:21:11.000

My issue, I also have another issue with with in therefore about all the appointments. I if we were moving which I am in favor of moving toward an elected school board I think that it should be an elected school board.

02:21:11.000 --> 02:21:16.000

I don't think that borough presidents who are known for delaying their appointments and appointing political political allies.

02:21:16.000 --> 02:21:32.000

I absolutely am not in favor of continuing with borough president appointees. We on this council have been without a borough president rep for months and months at a time.

02:21:32.000 --> 02:21:41.000

I I want to see more parent representation in a school board. I would want all. Parents to have a voice in the election of our school board like other cities.

02:21:41.000 --> 02:21:59.000

I think that this is a little bit contrived and contorted to, you know, to pick and choose exactly a little bit, you know, to pick and choose exactly a particular kind of board that is, you know, pick and choose exactly a particular kind of board that is reinventing the wheel in a way that I think it's too tortured.

02:21:59.000 --> 02:22:09.000

I think we should just have an elected school board and we can debate over how many appointees the mayor gets, whether it's balanced, whether it's not.

02:22:09.000 --> 02:22:18.000

I agree, I think that the the mayor should pick the chancellor, but then we have a check in the balance with with an elected school board.

02:22:18.000 --> 02:22:31.000

So I just at the end of the day, I think that this resolution could be improved upon and we could work on it together as a council as we've done in the past with other resolutions.

02:22:31.000 --> 02:22:39.000

Alright, thanks. See, does anybody else have any other comments?

02:22:39.000 --> 02:22:48.000

Okay, let's go to our attendees. I see 2 hands raised. The first hand I see is Ashley Rosanka.

02:22:48.000 --> 02:23:07.000
Ashley.

02:23:07.000 --> 02:23:12.000
Hi, can you hear me?

02:23:12.000 --> 02:23:13.000
Yes.

02:23:13.000 --> 02:23:14.000
Yes.

02:23:14.000 --> 02:23:26.000
Great. Hi, everybody. My name is Ashley Rosanka. I am a teacher in District 30 and I'm also the UFT district representative for the United Federation of Teachers.

02:23:26.000 --> 02:23:36.000
The UFT stands in strong support of this resolution. I too attended the Queens hearing at Thomas Edison.

02:23:36.000 --> 02:23:47.000
High school regarding marital control and I shook my head. At the numerous stories and examples. That highlighted voice being taken away.

02:23:47.000 --> 02:23:57.000
From educators across this city. A UFT represents many titles that exist in our schools. When the voice heard.

02:23:57.000 --> 02:24:11.000
Is. Is rooted in political interests and is that mostly of the mayor. And is not of the professionals trained to work with our schools.

02:24:11.000 --> 02:24:23.000
It looks like. Budget cuts that impact school decisions such as the hiring of school counselors. It looks like not being able to purchase the supplies needed for students.

02:24:23.000 --> 02:24:34.000
It looks like politicians having conversations about how students learn. It looks like curriculum decisions being made for and on behalf of educators.

02:24:34.000 --> 02:24:43.000
It looks like assessments being chosen for students and communities that they don't really understand anything about.

02:24:43.000 --> 02:24:55.000
Here in District 30, we listen to each other. Educators in this community have seen firsthand what happens when parents and educators come together.

02:24:55.000 --> 02:25:01.000

We live in New York City where communities differ depending on what part of New York City you're in.

02:25:01.000 --> 02:25:12.000

The District 30 community. And all communities have the ability to come together. Discuss and make decisions based on our own community needs.

02:25:12.000 --> 02:25:28.000

And not by politicians that come and go and then they never look back. Thank you.

02:25:28.000 --> 02:25:50.000

Thank you, Ashley. The next person is Anna Wn.

02:25:50.000 --> 02:25:51.000

Yeah.

02:25:51.000 --> 02:25:59.000

Hi, can you hear me? Yes. Okay, hi. My name is Anna and I am a second great teacher at PSI is 78 in Queens, Long Island City.

02:25:59.000 --> 02:26:13.000

And I also support this resolution. Mayo control is detrimental to New York City public schools. There's no check and balances and the people that are making decisions have no idea what's happening in each school and each classroom.

02:26:13.000 --> 02:26:24.000

The mayor stated on November sixteenth the education department will be cut by 547 million dollars this year and 600 million dollars next year.

02:26:24.000 --> 02:26:35.000

He's cutting our education budget at a moment when we need more resources to help our new migrant students and other students who were impacted by school closures during COVID.

02:26:35.000 --> 02:26:46.000

Let me give you an example. Last week I was wearing a medical boot on my right foot because my second grader threw a chair at me at the end of the day because he didn't want to pack up.

02:26:46.000 --> 02:26:51.000

This is my third year in a row that I've been injured by a student. I don't blame the students.

02:26:51.000 --> 02:27:08.000

I blame the system that is not helping the students. We need more social workers, more guidance counselors, more services that meet the needs of the students with the budget cuts these students would not get the help they need but will fall through the crack in our education system.

02:27:08.000 --> 02:27:14.000

There are many classrooms like mine across the New York City public schools. The class sizes are too big.

02:27:14.000 --> 02:27:21.000

Students are not receiving the proper services. They need because we don't have the budget to hire more personal.

02:27:21.000 --> 02:27:32.000

Students acquire for help, but where is the help? Instead, the mayor is gonna cut education funds so that our most vulnerable students can continue to suffer due to lack of resources.

02:27:32.000 --> 02:27:43.000

We can't give, Adam a blank check by giving him control over every aspect of education decisions. Think of the new York City children that you're hurting by not standing up to the mayor.

02:27:43.000 --> 02:27:48.000

So I stand in against a narrow control.

02:27:48.000 --> 02:27:51.000

Thank you.

02:27:51.000 --> 02:28:10.000

Thank you. The next hand I see is Leah Lind.

02:28:10.000 --> 02:28:14.000

Hi, can you hear me okay? I just put my earbuds in. Okay, awesome.

02:28:14.000 --> 02:28:21.000

So my name is, and I'm a fifth grade public school teacher at PS 85 queue district 30 I rise in support for this resolution.

02:28:21.000 --> 02:28:43.000

I think it's important that, we take into consideration that our current system that we have is flawed it limits community representation there aren't many diverse perspectives on people with people on the panel for the PP.

02:28:43.000 --> 02:28:52.000

We are the ones in the trenches, the parents, the teachers, the educators, we know firsthand what's going on in the fact that you know we currently have a PP where the majority is.

02:28:52.000 --> 02:29:04.000

The mayor's appointees really is troubling for me. This is also my first CC meeting, so I'm getting a gist of how everything is working.

02:29:04.000 --> 02:29:10.000

And I think it's important for people to be educated on this and to understand the process. Of this and the fact that you know we have so many people appointed.

02:29:10.000 --> 02:29:27.000

On the PP that doesn't represent the I feel really strongly about. I also think that education is constantly like a political chess board and you know these cuts are just ridiculous.

02:29:27.000 --> 02:29:41.000

My school could potentially be at risk for losing more money. Due to enrollment and I think like there's just constant changes happening for our children.

02:29:41.000 --> 02:30:00.000

And we're the ones that need to be able to advocate for them. And finally, I think like we're all here because we know that our children deserve an education system that reflects diversity and the values and the input of the community.

02:30:00.000 --> 02:30:04.000

And I think it's our responsibility. As you know, adults and part of our community to teach our children that and to be voices for our children.

02:30:04.000 --> 02:30:15.000

And I think that you know, we just need to step forward and make sure we can change these policies.

02:30:15.000 --> 02:30:45.000

So I rise in support. Thank you.

02:31:22.000 --> 02:31:31.000

Do you guys not have sound there? Cause we can't hear you.

02:31:31.000 --> 02:31:40.000

Yeah, I, I don't hear anything either.

02:31:40.000 --> 02:31:45.000

Can you hear me now? You hear me now? Somebody.

02:31:45.000 --> 02:31:46.000

The remix, yes.

02:31:46.000 --> 02:31:47.000

Yeah.

02:31:47.000 --> 02:31:49.000

Okay, so hold on 1 s.

02:31:49.000 --> 02:32:19.000

Nice.

02:32:25.000 --> 02:32:54.000

You guys have a technical issue.

02:32:54.000 --> 02:32:57.000

I don't hear anything.

02:32:57.000 --> 02:33:07.000

No, they're only a technical problem.

02:33:07.000 --> 02:33:17.000

Even if one of you guys individually come off.

02:33:17.000 --> 02:33:24.000

Oh, is that clever touch causing problems?

02:33:24.000 --> 02:33:25.000

Yeah.

02:33:25.000 --> 02:33:26.000

Oh, alright. Can you hear me? Can you hear me? Everybody out there.

02:33:26.000 --> 02:33:28.000

Yeah. Yeah.

02:33:28.000 --> 02:33:29.000

Yep.

02:33:29.000 --> 02:33:35.000

Okay, we're just doing it temporarily. I see a hand in the audience. Okay, Jennifer, Emilio, and then I'll call on you, Debbie, after we get to the and the audience.

02:33:35.000 --> 02:33:56.000

I'm Jennifer.

02:33:56.000 --> 02:34:00.000

Hi, good evening. Can you hear me?

02:34:00.000 --> 02:34:02.000

I'm gonna say yes because they can't.

02:34:02.000 --> 02:34:09.000

Hi. Hi, good evening. I didn't intend on speaking tonight, but I just wanted to, add one comment in.

02:34:09.000 --> 02:34:23.000

I am an early childhood teacher at PS 1 12 I teach pre-K. I have seen firsthand over the first past couple of years I have been teaching pre-K for 6 years.

02:34:23.000 --> 02:34:35.000

There I was put into kindergarten for 2 years. And I have been back in pre-K for the past 2 years where I have received 3 K students into my classroom.

02:34:35.000 --> 02:34:47.000

And I just wanted to say what a difference it is. Having the 3 K students move into pre-K.

02:34:47.000 --> 02:34:59.000

And what a leg up it gives them. Into, to their learning. So, and the mayor intends on cutting pre K and 3 K programs.

02:34:59.000 --> 02:35:10.000

And I just wanted to say that these students, especially in our district, can really use the support.

02:35:10.000 --> 02:35:25.000

And getting a head start in their learning. 3 K impacts the pre K and when you're in kindergarten you can definitely see the difference between the students that attended a pre K program when they're in kindergarten.

02:35:25.000 --> 02:35:32.000

And as we all know, kindergarten is the new first grade and there's so much pressure on these students.

02:35:32.000 --> 02:35:40.000

So whatever we can do for our youngest and most vulnerable students in our district, the better off they will be.

02:35:40.000 --> 02:35:51.000

And that's why I would like to stand in support of this resolution. Thank you.

02:35:51.000 --> 02:36:06.000

Thank you, Jennifer. Okay.

02:36:06.000 --> 02:36:33.000

Jon.

02:36:33.000 --> 02:36:49.000

Whitney, do you want us to call in anybody on the interim if there's people that have hands raised if you guys aren't able to on your side.

02:36:49.000 --> 02:36:55.000

Can you hear?

02:36:55.000 --> 02:36:58.000

There we go. Can you hear me now?

02:36:58.000 --> 02:36:59.000

Yeah, now we could hear you.

02:36:59.000 --> 02:37:05.000

Yeah.

02:37:05.000 --> 02:37:06.000

No.

02:37:06.000 --> 02:37:07.000

No.

02:37:07.000 --> 02:37:09.000

Okay, okay, hold on. Did you hear Victoria read the last thing in the QA?
Okay, before you read it one more time.

02:37:09.000 --> 02:37:10.000
Okay.

02:37:10.000 --> 02:37:16.000
Jennifer Patton says as a parent in Z. 30 I fully support this resolution and appreciate how informative it is.

02:37:16.000 --> 02:37:22.000
The fact is, Mural control has increasingly created this small sense of democracy with how the pep is now stacked.

02:37:22.000 --> 02:37:26.000
This is a great step towards this man doing that.

02:37:26.000 --> 02:37:31.000
Thank you. Okay.

02:37:31.000 --> 02:37:36.000
Thanks, Whitney. So 2 things. It's been great hearing from all these teachers and that parent, but.

02:37:36.000 --> 02:37:46.000
Sadly, the budget cuts that everyone is talking about, which are horrendous, have no bearing on whether or not there's mayoral control.

02:37:46.000 --> 02:37:56.000
The mayor because as as Hunter was saying, our school board, our pep. Does not and under this resolution will not control any money in the city.

02:37:56.000 --> 02:38:04.000
The mayor and the city council will still have the ultimate say in what happens. How much, how much money the education department has.

02:38:04.000 --> 02:38:11.000
So that argument is not one for getting rid of Merrill control, keeping the aerial control or this resolution.

02:38:11.000 --> 02:38:20.000
The second thing is I agree with the last comment that we should that there is a false sense of democracy on the PEP.

02:38:20.000 --> 02:38:35.000
I would in fact change this resolution to say that The mayor should have 0 appointees. That if we are looking for a true check and balance on the mayor appointing the chancellor then they should be democratically elected like other cities.

02:38:35.000 --> 02:38:45.000

We should have democratically elected. A democratically elected school board. No appointments. Appointments are inherently political, so we should do away with them completely.

02:38:45.000 --> 02:38:57.000

The mayor doesn't get any. The borough president doesn't get any. The parents either via CECs or or just via a general election completely should be electing them their school board then.

02:38:57.000 --> 02:39:08.000

So, again, I would, I would ask that we go back to this resolution and reform it so we would have an actual Democratic school board.

02:39:08.000 --> 02:39:13.000

Thank you.

02:39:13.000 --> 02:39:20.000

Yeah, I was really just gonna reiterate what well, I didn't want to reiterate before she said it, but, you know, Deb's talking about.

02:39:20.000 --> 02:39:29.000

The budget and this, mayoral control has nothing to do with the budget. The pep doesn't have the ability to tax people.

02:39:29.000 --> 02:39:40.000

It doesn't have the ability to authorize. Money to go to the school system. So we end up with these cuts whether we have mayoral control or not.

02:39:40.000 --> 02:39:57.000

And so I just want people to be. Clear that whether you and Mayoral control or you don't end may or control or whether you get rid of 3 mayoral appointees is not going to change what the budget is.

02:39:57.000 --> 02:40:01.000

Thanks, Center. Nick.

02:40:01.000 --> 02:40:08.000

Thank you. Look, at the end of the day, I don't think that anybody on here is saying that they don't agree that.

02:40:08.000 --> 02:40:16.000

Mail control should end. What I think. Is there just needs to be tweaks?

02:40:16.000 --> 02:40:27.000

To the resolution at hand. I think that we can amend it to a way to, make it better to truly make it our own.

02:40:27.000 --> 02:40:39.000

And I'm gonna propose that we Table this in the interim revisit this rework this as fast as humanly possible and represent this as a full complete idea.

02:40:39.000 --> 02:40:46.000

With some kind of plan of action. As well.

02:40:46.000 --> 02:40:50.000
Alright, thanks Nick. Jonathan.

02:40:50.000 --> 02:41:03.000
The This suggestion that we move to a fully elected school board. That I think would be of a major shock.

02:41:03.000 --> 02:41:12.000
To the system that you know one of the one of the issues with the previous system before marrow control.

02:41:12.000 --> 02:41:23.000
Was that the elections We're, there was a lot of problems with the elections. There was corruption in the school, the local school board elections.

02:41:23.000 --> 02:41:34.000
And there was very low turnout. And if we were to move to a to a system with an elective score, which I think is a great idea.

02:41:34.000 --> 02:41:40.000
I would want to really think about how to How to read that out. Do you have districts for the elected school board members?

02:41:40.000 --> 02:41:52.000
Are they at large? How do you get turnout? How do you get equitable turnout? All of these things, those are things that a commission could.

02:41:52.000 --> 02:42:09.000
Could consider. But What this resolution proposes. To me is a meaningful change to the current system rather than a new system that would require that kind of that kind of.

02:42:09.000 --> 02:42:18.000
That kind of thought. You're absolutely right that the, the Department of Education and the PEP do not control the amount of funding they have.

02:42:18.000 --> 02:42:26.000
They do have over control where they could however control where that funding went. They could say, we're gonna cut it from this place.

02:42:26.000 --> 02:42:35.000
We're gonna cut it from these offices in Central rather than from the schools. Don't get too excited about that because there isn't only so much money to go around.

02:42:35.000 --> 02:42:44.000
But that is something that could be different under a different school system. The amount of money the mayor is gonna, the mayor gets to do that.

02:42:44.000 --> 02:42:51.000

I mean, that's his, that's his prerogative and we, and we elected him to do that, to allocate money among the different.

02:42:51.000 --> 02:42:58.000

City agencies. But there, there are things that I think might look different under a different system.

02:42:58.000 --> 02:43:07.000

A point of order. Nick made a motion. And so the only thing after that is for a second or no second.

02:43:07.000 --> 02:43:18.000

And I wanted to second Nick's motion because I would love to work on this and represent it. You know, we could do that at the business meeting.

02:43:18.000 --> 02:43:23.000

We could talk about it and and kind of work together as a council on it. So I second the motion that was made.

02:43:23.000 --> 02:43:31.000

Okay, point of order. There was no motion made. Nick did not say motion.

02:43:31.000 --> 02:43:32.000

He did.

02:43:32.000 --> 02:43:33.000

I did, I did, Jonathan.

02:43:33.000 --> 02:43:36.000

And And you said, I think you said suggestion. Yeah. I didn't hear motion. I'm sorry.

02:43:36.000 --> 02:43:39.000

So.

02:43:39.000 --> 02:43:47.000

I didn't hear that and it wasn't seconded and again. Please, if I didn't hear it, please remind me like I'm sharing the meeting.

02:43:47.000 --> 02:43:56.000

I understand like just please. Because I at this point like I feel like we kind of just kind of abandon Roberts rules of order.

02:43:56.000 --> 02:44:08.000

So, Nick, if you did make a motion, I did. I didn't hear it. It wasn't, me not trying to, I did not hear an official motion.

02:44:08.000 --> 02:44:09.000

It's okay.

02:44:09.000 --> 02:44:15.000

So again, I apologize for that. What was the motion because if we're what was the motion

02:44:15.000 --> 02:44:19.000

The motion was to table this for now and work on it so it's truly something of our own and we work on it as soon as

02:44:19.000 --> 02:44:25.000

What does of our own means? I mean, I'm on the castle and I wrote it, but that's fine.

02:44:25.000 --> 02:44:27.000

So the motion is to table it. Okay.

02:44:27.000 --> 02:44:31.000

Yes, retool for a couple of things that have been discussed.

02:44:31.000 --> 02:44:35.000

Okay, so the motion is to table it and Hunter you want to second it

02:44:35.000 --> 02:44:43.000

That's correct.

02:44:43.000 --> 02:44:44.000

There would be discussion, I would guess first. Of tabling.

02:44:44.000 --> 02:44:51.000

Okay, so Victoria, would you like to take a vote to table the motion? Okay. Yeah, like, yeah, so the motion is on the floor to table the resolution.

02:44:51.000 --> 02:44:56.000

So we're gonna have a discussion about table the resolution. So we're gonna have a discussion about tabling the resolution about tabling the resolution.

02:44:56.000 --> 02:45:02.000

So if anybody would like to discuss tabling the resolution.

02:45:02.000 --> 02:45:29.000

I would just like to say that We've heard, from only some of the members of this council, myself included, and we've spoken quite a bit and I would like I would really like to see a vote on this resolution and if it doesn't pass we are welcome to do exactly what you know we talked about go back and tweak it to so that it's something that we can all agree

02:45:29.000 --> 02:45:33.000

on.

02:45:33.000 --> 02:45:40.000

Danny? I concur with that. Suggestion. I would like to vote on this resolution.

02:45:40.000 --> 02:45:52.000

I also agree with John that I'd rather just vote on the solution. Okay. Okay, I mean I'm open to amendments like I'm not married to every word on this as printed.

02:45:52.000 --> 02:46:04.000

I'm open to amendments. The reason I'm not particularly fond of tabling it is because comments are due to the state.

02:46:04.000 --> 02:46:18.000

By January, 30 first. And I'm hopeful that we can get something. That a legislator would see from our body that would at least elevate what we heard from parents in our district.

02:46:18.000 --> 02:46:31.000

That is a hope and we. I mean, unfortunately, I'm not having a public meeting. To discuss this before these comments are due to the state body on January 30 first.

02:46:31.000 --> 02:46:33.000

So that that is my mindset. So that's the discussion.

02:46:33.000 --> 02:46:43.000

Oh, Whitney, we, we haven't really heard from many parents. We heard from one parent in our district and this resolution seems to represent lots and lots of parents.

02:46:43.000 --> 02:46:44.000

We heard from parents at the meeting on the eighteenth there.

02:46:44.000 --> 02:46:54.000

But Well, this council didn't. Like this council didn't hear from parents or didn't hear from parents on this resolution.

02:46:54.000 --> 02:47:01.000

So, you know, if we want to tweak it and we can certainly, you know, it's now been sent out and parents have the opportunity.

02:47:01.000 --> 02:47:11.000

I'm not saying that they didn't have the opportunity to hear it. I'm just saying this this as written it seems to represent something that I have not seen as a CEC member.

02:47:11.000 --> 02:47:18.000

So and we haven't gotten comments on this resolution, but for teachers and then one parent.

02:47:18.000 --> 02:47:33.000

So I think the, the suggestion that I think Hunter said we could, we could tweak it together in the week before our business meeting and then add our business meeting, finalize it together, we can hold a special meeting for 5 min.

02:47:33.000 --> 02:47:43.000

To pass it. Before January 30 first for sure. It's only January eighth.

02:47:43.000 --> 02:47:49.000

Okay, sorry, it's the tweaking part, the wear as. I'm just confused.

02:47:49.000 --> 02:47:54.000

It's the wear ask that everyone wants to tweak at, right? Is that what it is?

02:47:54.000 --> 02:47:55.000

It.

02:47:55.000 --> 02:48:05.000

Or like, you know, like suggestions. And so I just don't understand where we're tweaking at like the whole resolution or the wear as part.

02:48:05.000 --> 02:48:13.000

Cause it's kinda hard for so many of us to actually tweak a resolution unless there's a pinpointed area.

02:48:13.000 --> 02:48:17.000

So what I'm getting at is the where as area, right, that we're trying to tweak that.

02:48:17.000 --> 02:48:26.000

I think it was this one where is the 6 or is whereas it the current composition of the pit allows the mayor to implement changes that do not reflect the wishes.

02:48:26.000 --> 02:48:27.000

So my feeling, my feeling with.

02:48:27.000 --> 02:48:34.000

Okay, it seems like we're going all over the place and it's just I feel like even having another meeting, it's just not gonna go anywhere.

02:48:34.000 --> 02:48:39.000

So I feel like if you're pinpointing a specific area then yes we can work on the area but if you're talking about the whole resolution everybody has so much opinions on it.

02:48:39.000 --> 02:48:46.000

It's it's just not going to go in work because.

02:48:46.000 --> 02:48:54.000

So we've done this a lot in the past when we've had disagreements on on resolutions.

02:48:54.000 --> 02:48:55.000

Okay.

02:48:55.000 --> 02:48:56.000

What we do is we put it in a Google Doc. People can put their comments in. There can be discussion that way.

02:48:56.000 --> 02:49:01.000

And if it ends up not working, it ends up not working. You know, it sounds like we're going to see one way or another.

02:49:01.000 --> 02:49:14.000

Via, via a vote, but, But if, if let's just say it doesn't pass this evening, that's where we're going to be anyway.

02:49:14.000 --> 02:49:18.000

We're gonna be left with either having no resolution or perhaps going back and and having a different resolution or a tweaked resolution.

02:49:18.000 --> 02:49:43.000

I, for my part, I Resolutions like this, I really enjoy talking to all of you and hearing your points of view, which is why I really wish that you know, my question that was in good faith, you know, could have been, could have been addressed, is because when you read it on the page, it says sort of one thing and I really enjoy hearing from all of you in the rationale behind what what

02:49:43.000 --> 02:49:45.000

is written not just what's written so I really it would be great to take what we have talked about today.

02:49:45.000 --> 02:49:59.000

Look at it again and see what we can come to via. A Google Doc and then again. Perhaps our business meeting.

02:49:59.000 --> 02:50:04.000

I don't think it's contentious. I think that we all want to get to the same place.

02:50:04.000 --> 02:50:11.000

But we've done it before and, and have been successful at it.

02:50:11.000 --> 02:50:12.000

But we.

02:50:12.000 --> 02:50:16.000

Alright, well we still have a motion on the floor so the motion on the floor we discussed it so we're gonna take it to a vote.

02:50:16.000 --> 02:50:21.000

The motion on the floor is to table the resolutions. So Victoria, would you mind taking the vote?

02:50:21.000 --> 02:50:23.000

Alexander

02:50:23.000 --> 02:50:24.000

In favor.

02:50:24.000 --> 02:50:34.000

I know.

02:50:34.000 --> 02:50:35.000

Could you unmute yourself?

02:50:35.000 --> 02:50:41.000
In favor.

02:50:41.000 --> 02:50:42.000
In favor.

02:50:42.000 --> 02:50:48.000
Don't think we, are opposed. N. Victor Medelius opposed Danny Rojas.

02:50:48.000 --> 02:51:01.000
Opposed? We need to sign up post.

02:51:01.000 --> 02:51:16.000
Okay, the motion did not carry. Okay, so we now.

02:51:16.000 --> 02:51:18.000
We can't hear you again.

02:51:18.000 --> 02:51:20.000
The motion didn't carry.

02:51:20.000 --> 02:51:27.000
Okay.

02:51:27.000 --> 02:51:36.000
See how one of both. Okay, I would like to move that we. Vote on the resolution.

02:51:36.000 --> 02:51:39.000
As presented.

02:51:39.000 --> 02:51:44.000
Second.

02:51:44.000 --> 02:51:54.000
Okay, we have a motion on the floor to vote on the resolution as presented.

02:51:54.000 --> 02:52:05.000
Discussion. Second. It's been moving properly seconded, so we need to discuss it. Any hands, raise?

02:52:05.000 --> 02:52:08.000
Anybody wanna discuss it?

02:52:08.000 --> 02:52:17.000
If you other questions and there's just an immediate vote of whether you move to the question You don't know discussion of whether you move.

02:52:17.000 --> 02:52:21.000
To call the question. But.

02:52:21.000 --> 02:52:22.000

I moved if we voted. I moved if I move.

02:52:22.000 --> 02:52:45.000

Doesn't sound like there's any anyway Right. Right. You mean that we voted and so there's no discussion of that and and you just take a vote of whether we should end discussion that's what calling the question and discussion and everybody votes and then then we go on to the vote assuming that that motion passes.

02:52:45.000 --> 02:52:52.000

Okay. There's a motion to end discussion.

02:52:52.000 --> 02:52:59.000

Second, second, okay, move the second. Alright, okay, so now taking the both.

02:52:59.000 --> 02:53:01.000

That Alexander.

02:53:01.000 --> 02:53:03.000

This is to end discussion, correct? Yes, the in favor.

02:53:03.000 --> 02:53:11.000

Yes. When the totally young in favor until there.

02:53:11.000 --> 02:53:16.000

My zoom. Came out, are we voted? We're voting right now to end discussion. Is that correct?

02:53:16.000 --> 02:53:17.000

Yes.

02:53:17.000 --> 02:53:18.000

Yes.

02:53:18.000 --> 02:53:21.000

That's correct. Sort, of thing, in favor.

02:53:21.000 --> 02:53:23.000

In favor.

02:53:23.000 --> 02:53:32.000

Return is in favor. Danny Ron has in favor. Marlene Rossi in favor.

02:53:32.000 --> 02:53:42.000

So renting the discussion. Now we're voting on the resolution.

02:53:42.000 --> 02:53:48.000

Okay. That Alexander.

02:53:48.000 --> 02:53:49.000

Opposed.

02:53:49.000 --> 02:53:54.000

Linda Chong in favor. Pancho Der.

02:53:54.000 --> 02:53:56.000

Okay.

02:53:56.000 --> 02:54:00.000

Don't think, in favor. Nick Mason.

02:54:00.000 --> 02:54:02.000

Opposed is written.

02:54:02.000 --> 02:54:11.000

The term is in favor. Danny Romans in favor. Morning Rossi in favor.

Marcel Asantos in favor.

02:54:11.000 --> 02:54:18.000

22 son in favor. 7. It passes. Alright, thank you.

02:54:18.000 --> 02:54:26.000

Alright, we're going to the next item on our agenda and then I'm going to correct.

02:54:26.000 --> 02:54:34.000

I'm going to correct our agenda if everybody can mark out where it says interim acting. That's no longer correct.

02:54:34.000 --> 02:54:42.000

We're hearing from our community superintendent, Miss Lisa Nadal. Thank you. Thank you.

02:54:42.000 --> 02:54:57.000

Thank you. Happy New Year everyone once again it's an honor and a privilege for me to be the community superintendent of District 30 and I'm looking forward to all the beautiful things that we will be able to do together.

02:54:57.000 --> 02:55:06.000

But to night and for right now, we're just doing the superintendent's report. It's short and sweet.

02:55:06.000 --> 02:55:14.000

We're gonna go straight to, in support of the Chancellor's Pillar for number, number one, reimagining the student experience.

02:55:14.000 --> 02:55:30.000

I wanna highlight PS one, IS 1 11 for promoting attendance with the wrapper where students some students win a bike and I want to I want you to keep this in the front of your mind because it's gonna come in handy later.

02:55:30.000 --> 02:55:41.000

But for right now I'm just gonna give you some reminders. Metro card updates for parent guardians of students in temporary housing and foster care.

02:55:41.000 --> 02:55:50.000

All parents and guardians of students in temporary housing or students enforce the care who are in grades pre K to 12.

02:55:50.000 --> 02:56:01.000

Who do not receive busing. Or in the process of being routed or entitled to a metro card to accompany their child to and from school.

02:56:01.000 --> 02:56:19.000

Periodic assessment updates. Middle of the year, academic screen, administration window is open. It started January second and goes through February ninth with a makeup deadline of February sixteenth.

02:56:19.000 --> 02:56:36.000

I could. Available in New York. In NASA and student profile beginning on January sixteenth parents will be able to view academic screener outcomes in New York City's school accounts.

02:56:36.000 --> 02:56:47.000

In the new reading and math progress tile. For the current school year. Beginning of year outcomes will be available immediately.

02:56:47.000 --> 02:56:56.000

Middle of the year outcomes will display on March fifteenth and ends of years outcomes will display starting on June, the fifteenth.

02:56:56.000 --> 02:57:06.000

So this is something new. This is something that will help parents keep track of their students of their child, I should say, of their child's progress.

02:57:06.000 --> 02:57:17.000

So we for report cards. They should know more or less where their where their child is at and they can also seek support if necessary.

02:57:17.000 --> 02:57:28.000

State for College Program, New York City Scholarship Month. The third annual save for college program citywide, New York City Scholarship Month has begun.

02:57:28.000 --> 02:57:37.000

Families of participating kindergarten and newly enrolled grade one and 2 students can now activate.

02:57:37.000 --> 02:57:51.000

And view their children's New York City scholarship accounts. The goal of this month is to encourage as many newly participating families as possible to activate their children's New York City scholarship accounts.

02:57:51.000 --> 02:58:08.000

This is a very big deal for us in District 30. A lot of our parent coordinators will be working with the families to ensure that, these

steps are taken, they will have a monetary and they will have a lot of things to inspire and motivate our families.

02:58:08.000 --> 02:58:19.000

Centrally funded attendance teachers. The reduction of student chronic absenteeism is top priority for Mayor Adams and the Chancellor.

02:58:19.000 --> 02:58:33.000

On November twentieth schools received notification that the DOE's chronic absenteeism end of year goal for 2,023, 2,024 school year is 29%.

02:58:33.000 --> 02:58:47.000

School based attendance teams are critical or a critical component of the community effort needed to engage families and students and remove the barriers that will ensure that students attend school.

02:58:47.000 --> 02:59:05.000

With the goal of every student every day. As a district, we are currently at 28%. We are asking that all stakeholders realize the importance of attendance and the negative impact not attending school has on our students and our student achievement.

02:59:05.000 --> 02:59:15.000

This is why many of our schools, like I mentioned, the first thing I said about reimagining the school experience, they are offering incentives.

02:59:15.000 --> 02:59:35.000

PS IS 1 11 went a little bit over the top giving students bicycles. Most schools have certificates, assemblies, some schools give us certificates to the parents, but we are encouraging and I am encouraging that families really be mindful of attendance.

02:59:35.000 --> 02:59:43.000

It's important that that students be in school so that they can get the instruction that they need and the support that they need.

02:59:43.000 --> 02:59:52.000

This was a big conversation last time at the last CEC. Essentially procured Chrome, Chromebook inventory.

02:59:52.000 --> 02:59:59.000

So these are centrally. Chromebooks, this are given to the schools centrally, but.

02:59:59.000 --> 03:00:08.000

They have been depleted, so schools seeking devices to provide to students for remote learning must purchase their own.

03:00:08.000 --> 03:00:28.000

And I know that Last meeting some someone asked about students being able to bring their own personal devices if they, if they can and if they have them and I have been speaking to principals and I have been telling them that if they are not able to give them a device at school.

03:00:28.000 --> 03:00:34.000

They should be allowed to bring one.

03:00:34.000 --> 03:00:49.000

Last but not least is our timeline updates for the parent leader email account transition. All parent association parent teacher association leaders and Title One parent leaders.

03:00:49.000 --> 03:01:00.000

Will receive new@doexternal.nyc accounts. The timeline for issuing these accounts has changed.

03:01:00.000 --> 03:01:25.000

So principals must identify a staff member to create these accounts and submit their names by January, staff members who have been designated to create these accounts, including those names who were submitted in September will receive an email by January, the eighteenth with instructions for how to create parent leader accounts.

03:01:25.000 --> 03:01:35.000

All schools should begin creating accounts for current Title One parent leaders between January, the eighteenth and January, the 20 sixth.

03:01:35.000 --> 03:01:54.000

Schools will create accounts for all other parent leaders at the parent leader elections. All existing parent leaders share accounts and will will be disabled by January, 2025.

03:01:54.000 --> 03:02:00.000

That's it from me, short and sweet. If you have any questions, please let me know.

03:02:00.000 --> 03:02:07.000

Thanks, Miss. Okay, just one moment. So I don't think we have anyone in the interpretation room right now.

03:02:07.000 --> 03:02:15.000

So I'm going to, Dismiss our interpreters. So thank you all for this or you all services this evening.

03:02:15.000 --> 03:02:17.000

We really appreciate everything that you do. And

03:02:17.000 --> 03:02:20.000

You're welcome. Bye.

03:02:20.000 --> 03:02:21.000

And yours.

03:02:21.000 --> 03:02:28.000

Thank you. Don't wanna hold y'all. Too much. So this is how we usually run the meetings.

03:02:28.000 --> 03:02:35.000

I know I see some hands up but what we do is we usually run the meetings. I know I see some hands up but what we do is we go to the next item on the agenda.

03:02:35.000 --> 03:02:36.000

I see some hands up, but what we do is we go, to the next item on the agenda and we let, people ask, Miss.

03:02:36.000 --> 03:02:47.000

Hidalgo questions. The public ask her questions. At the second public speaking time. But we're gonna let the members ask her a few questions now and then the public will ask.

03:02:47.000 --> 03:02:55.000

Questions during the second public. Speaking portion. So, Jonathan. 2 questions.

03:02:55.000 --> 03:03:00.000

One is.

03:03:00.000 --> 03:03:08.000

As we kind of heard a little bit earlier and we this comes up all the time. The President's Council and the CEC.

03:03:08.000 --> 03:03:17.000

Often have trouble reaching the schools, reaching parent leaders in the schools. The, you know, historically.

03:03:17.000 --> 03:03:31.000

The district has not been able to give out email addresses for those parent leaders. Will this, do you know when you say, I think so, but when you say, when you say Paralitas, are you talking about the SLT.

03:03:31.000 --> 03:03:36.000

I'm talking about the SLT. I'm talking about the SLT. I'm talking. I'm talking about the SLT. I'm talking. I'm talking about the PT.

03:03:36.000 --> 03:03:41.000

Oh, the PT Gotcha. I think that's why they're getting this email.

03:03:41.000 --> 03:03:46.000

Okay, so then so then the presence council will be able to get all of. I believe so. I will confirm.

03:03:46.000 --> 03:03:54.000

That's great news. Because as you heard, as we heard today, we would 11 schools that the president's council had not been in touch with.

03:03:54.000 --> 03:04:06.000

So that's really great, if it's true. Okay, the other thing I wanted to say and I always think about this is You know, I completely understand the importance of.

03:04:06.000 --> 03:04:19.000

Of attendance and you know, the effect that chronic absentee hasn't, absentee is of has on classes and schools why this is so important.

03:04:19.000 --> 03:04:31.000

However, I always get a little bit uncomfortable. Especially during the flu and COVID season. When we say.

03:04:31.000 --> 03:04:42.000

We're gonna give prizes to the to the kids who have perfect attendance. And one of the things, I mean, because if the kid gets sick, It's not their fault.

03:04:42.000 --> 03:04:50.000

But also it encourages parents to send their kids to school when they maybe shouldn't. Because they're not feeling well.

03:04:50.000 --> 03:04:57.000

You know, and so that I worry about that. And I don't know if you have thought about that as a principal or, you know.

03:04:57.000 --> 03:05:13.000

Well, I could say that as a principal, I always encourage my students to come, but I always said, especially, after COVID, right?

03:05:13.000 --> 03:05:21.000

Course you want them to be in school but the the risk of having some students come in that are sick.

03:05:21.000 --> 03:05:34.000

Is higher. So you know you have there has to be balance and that's something that I think as a school leader that that the principals had to be able and the teachers to discuss that.

03:05:34.000 --> 03:05:43.000

We want and and 9 out of 10 times Usually if they're sick they, they stay home, the majority.

03:05:43.000 --> 03:05:44.000

It's the other problems that don't let the students come to school. And those are the ones that we're trying to encourage.

03:05:44.000 --> 03:05:56.000

We're trying to work with the students come to school. And those are the ones that we're trying to encourage. We're trying to work with.

03:05:56.000 --> 03:05:57.000

We're trying to support. And that's where we have the school counselors, the attendance teachers.

03:05:57.000 --> 03:06:01.000

Support us.

03:06:01.000 --> 03:06:11.000

Okay. Thank you. Mr. And I want to follow up on 2 things.

03:06:11.000 --> 03:06:25.000

I know you mentioned last meeting about the walking. You know what? I haven't the walking school bus is not it's something that too many people are buying into.

03:06:25.000 --> 03:06:39.000

Because you need staff members. And you need that central point where everyone's gonna meet, but not too many Parents are biting into that right now.

03:06:39.000 --> 03:06:52.000

Okay. And the second thing I wanted to ask about is back on the connectivity of public. You know, I had a conversation with a Spock person today and and it went back and forth.

03:06:52.000 --> 03:07:04.000

I feel like I should go to the library and find out because it's a public device. So I'm not sure any conversation with this particular Spock person, they couldn't even figure out.

03:07:04.000 --> 03:07:13.000

Why they wouldn't be able because it's a public place. So when you take your phone or you take a device, it should connect.

03:07:13.000 --> 03:07:25.000

So I wanna add to, to my comments from last, last meeting. It seems that the students that are getting the Chrome books now, yeah.

03:07:25.000 --> 03:07:32.000

I'm gonna ask her to help me out, but. That you're getting at school from those?

03:07:32.000 --> 03:07:38.000

Yes, phone books. Those are connecting. However, the iPads are not.

03:07:38.000 --> 03:07:45.000

Which is what she has. So some students that are getting new devices, which are now from books, they connect fine.

03:07:45.000 --> 03:07:56.000

But the students they have the old devices cannot. The old devices. I'm assuming those devices because we used to always get iPads and now it's a new thing for meetings.

03:07:56.000 --> 03:07:57.000

Catch it to swap. It's my daughter has the iPad and now it's a new thing for me.

03:07:57.000 --> 03:08:02.000

These come books. Catch it to swap. It's my, my daughter has the iPad and she's in kindergarten so she just got it.

03:08:02.000 --> 03:08:05.000

But my son who's in fifth grader he had a Congo but it doesn't work.

03:08:05.000 --> 03:08:11.000

At the library? I'm not at school at school at all. Yeah. So it doesn't connect at all.

03:08:11.000 --> 03:08:13.000

It doesn't connect. So even our school like a lot of the computers that we have that would distribute it doesn't connect.

03:08:13.000 --> 03:08:19.000

So even our school, like a lot of the computers that we have that would distribute it doesn't connect.

03:08:19.000 --> 03:08:23.000

If that's, I mean, it's about knowing how to troubleshoot, right? And it depends how tech savvy you are.

03:08:23.000 --> 03:08:25.000

I mean.

03:08:25.000 --> 03:08:38.000

That's the issue and we're all. Okay, Nick. I need Jonathan.

03:08:38.000 --> 03:08:39.000

Thank you, Nick.

03:08:39.000 --> 03:08:49.000

Cool. Thank you, Ms. Doggle. Also, congratulations. So following up kind of before with regard to what Jonathan talked about the rise of illness and sickness and differentiating between the absences, right?

03:08:49.000 --> 03:09:00.000

So I said on my schools SLT, I sit on my school safety committee. We've discussed in both with regard to what was initially considered the remote present option.

03:09:00.000 --> 03:09:07.000

You have COVID, you have the flu, you have whatever. Right? You are given something and now you are.

03:09:07.000 --> 03:09:19.000

Justified in a different way. And our wonderful mayor also made the big point a year ago. By saying that butts in the seats equals dollars for the schools.

03:09:19.000 --> 03:09:30.000

Right? So now you're talking about Kids that are marked absent, which go towards the chronic absenteeism that we're starting to see on the uptick in all these fools, cause we're in the myriad of COVID, which is beyond on the rise.

03:09:30.000 --> 03:09:38.000

They've said that by the end of this month, they feel that one in every 3 Americans will have this.

03:09:38.000 --> 03:09:52.000

And that they are testing waste water at levels that are basically on par with Omicron, which we talked about last President's Councils meetings, but there's no plan in place, but yet if there's a snow We're all expected to have our kids sit behind a screen and learn.

03:09:52.000 --> 03:09:59.000

But if we want to make sure everybody doesn't get infected. Forget it. Send your kids to school or don't test and don't be part of the equation.

03:09:59.000 --> 03:10:06.000

So that needs to be somehow factored with regard to absenteeism. Both chronic and remote as well.

03:10:06.000 --> 03:10:12.000

And the other thing just with regard to the bank accounts, I mean the the email addresses. Not New York City, rise.

03:10:12.000 --> 03:10:15.000

New York City, right.

03:10:15.000 --> 03:10:27.000

No, no, this goes towards like the PTO PTA. That now create that takes away the organization's email address if they're just going to an individual base.

03:10:27.000 --> 03:10:37.000

So that will now in theory affect banking. For all of these parent associations. And I know that something that's been brought up.

03:10:37.000 --> 03:10:51.000

I believe on CPAC if I'm not. Mistaken. And I can double check with Becker or I might get a message from her, but that will affect everything with.

03:10:51.000 --> 03:10:52.000

As well. How they want to do this.

03:10:52.000 --> 03:11:02.000

So let me see if I understand you. So you're saying that getting that email that uniform in an email will impact the banking.

03:11:02.000 --> 03:11:15.000

Because typically everybody uses. Whatever the institutions, the organizations. General mailbox. Now you're talking about a board that can be anywhere from 3 people, which has to be minimally.

03:11:15.000 --> 03:11:33.000

So if you're lucky 8 to 10 plus and how you do all of that stuff and who has the ability and you're talking about written typically in bylaws

where president or co-presidents treasurer or co treasurers and a vice president all have the ability to be on bank accounts.

03:11:33.000 --> 03:11:47.000

Now we're talking about DOE addresses and we're also talking about the potential of constant turnover from year after year if you don't get people that constantly go through out and just constant changes in general.

03:11:47.000 --> 03:11:53.000

So they're a lot of what they want to do I get but I feel like there's just a lot of flaws in the system.

03:11:53.000 --> 03:11:54.000

Yes.

03:11:54.000 --> 03:11:57.000

It's gonna complicate it. Yeah, that's what you. Is that what you're saying, Nick?

03:11:57.000 --> 03:11:59.000

Yeah, that's what I'm saying.

03:11:59.000 --> 03:12:00.000

It's gonna complicate the situation.

03:12:00.000 --> 03:12:02.000

Yes.

03:12:02.000 --> 03:12:10.000

Sorry. I just wanna add it's because every PT has one email account and we use that as a way for the banking and for the parents to contact us.

03:12:10.000 --> 03:12:20.000

So then there's only 1 point of contact versus like the president, vice president, treasurer, each individually, then the parents would be confused, emailing everybody.

03:12:20.000 --> 03:12:26.000

So like I'm the point of contact for emails. If parents email me, I send it out to all my board members.

03:12:26.000 --> 03:12:35.000

So then that's like 1 point of contact versus like, there's, I think there's 5 of us versus like, you know, everybody emailing different people and then it gets a little confusing and we usually use one bank account with one email.

03:12:35.000 --> 03:12:45.000

So with the turnover and new boards every year, they still continue using that same email account. I think that's what he's trying to say.

03:12:45.000 --> 03:12:46.000

Yes.

03:12:46.000 --> 03:12:54.000

I follow what you're saying. This is new. So I'm not sure who to ask, but I will.

03:12:54.000 --> 03:13:02.000

And, and I'll see if I could. When I come back next month, I'll have some answers for you.

03:13:02.000 --> 03:13:03.000

No, I appreciate that.

03:13:03.000 --> 03:13:12.000

Because sure how it's gonna impact. Would you, I see the, I see the banking. Yeah, and even just communicating with parents, they usually just have 1 point.

03:13:12.000 --> 03:13:22.000

Email versus like the president and vice president and continue on. We usually have 1 point and then whatever the questions the parents have, we usually send it out to all the PTA executive board members and then we respond.

03:13:22.000 --> 03:13:25.000

Back like that. But I, if I'm on this, but I still that because they could still be one person of contact.

03:13:25.000 --> 03:13:37.000

Yes. But then with multiple emails out now, you're contacting, then you basically contacting multiple people.

03:13:37.000 --> 03:13:45.000

Because when we like I'm on the SLT, but I'm not the president but when we sign in, we use our email address.

03:13:45.000 --> 03:13:51.000

But the point of contact is usually the principal and then that's how. So then there's always that 1 point of contact.

03:13:51.000 --> 03:13:52.000

So like for our school is 30 queue 2 1 2 PA at schools. That NYC.

03:13:52.000 --> 03:13:59.000

Dot net. That's just that 1 point of contact and none of our personal emails are in there.

03:13:59.000 --> 03:14:14.000

So if any parents want to contact us, it's just that. Yeah. Or like if we do fundraisers and we're scanning or anything is that like RSVP, any events, it's just that email that they are, SVP and 2 to like the for Google forms.

03:14:14.000 --> 03:14:25.000

I think that's why he means that instead of getting I get it but I don't think that should change but I'm not gonna speak out of turn I'm gonna Inquire from whoever wrote this and then I'll get back to you.

03:14:25.000 --> 03:14:31.000

Okay.

03:14:31.000 --> 03:14:32.000

Yes.

03:14:32.000 --> 03:14:43.000

No, perfect. Well, cause also on top of that, a lot of people typically use like a Gmail account as well so you're able to build digital storage you know when the world shut down 4 years ago a lot of boards were in fluxing in turmoil nobody knew what to do.

03:14:43.000 --> 03:14:54.000

Was it a March sixteenth of 2020. You know, some rooms haven't been touched, some have been, what not, but these digital records that were enhanced and built and increased upon.

03:14:54.000 --> 03:15:10.000

We're all there so now if you're also talking about getting rid of the gmails and that kind of a system where you have a Google Drive, now that's additional money that boards and schools also have to now start paying.

03:15:10.000 --> 03:15:11.000

Hmm.

03:15:11.000 --> 03:15:15.000

For a Dropbox or some other form of storage to be able to maintain and manage all those.

03:15:15.000 --> 03:15:18.000

Okay.

03:15:18.000 --> 03:15:19.000

Makes sense, Nick.

03:15:19.000 --> 03:15:33.000

And again, like also like what Limdo is saying, to sort of build on what you're saying to like let's just say Linda and I are on a board together right and I send out an email now I'm sending it out from Nick at as opposed to coming back to Nick and Linda from the same thing.

03:15:33.000 --> 03:15:34.000

Right.

03:15:34.000 --> 03:15:41.000

So if I don't catch something, she can flag for me and vice versa. Now everything's individual.

03:15:41.000 --> 03:15:51.000

So if you're the person who sends it. You're the only person in theory that's gonna receive it.

03:15:51.000 --> 03:15:52.000
I know.

03:15:52.000 --> 03:15:56.000
Also in a way if people don't know the rest of your board. Everything's coming to you when you wanted to be able to go to the rest of your team.

03:15:56.000 --> 03:16:00.000
I get it. Okay. Thank you, Nick. Can I just say one more thing also about the attendance?

03:16:00.000 --> 03:16:08.000
I think that attendance is important, but I also think there's some amount of common sense, right?

03:16:08.000 --> 03:16:17.000
As a leader, as leadership, as attendance team, you also know who are who are the ones that are chronically absent.

03:16:17.000 --> 03:16:25.000
If you have if you have Someone that's sick, you encourage them to stay home, especially in this day and age.

03:16:25.000 --> 03:16:33.000
Yeah, it's the incentives sometimes and it's how, you know, next kids or families feel.

03:16:33.000 --> 03:16:40.000
For being safe. No, I know, cause when I was a principal I would have had a parent that called me one day saying, you know, my son is sick, but he's crying because he wants to go to school because he wants to get the 100% attendance.

03:16:40.000 --> 03:16:51.000
But you know, I got on the phone and I said, it's okay. So I understand what you're saying.

03:16:51.000 --> 03:17:00.000
Okay, so I do see parent questions. I mean comments in the Q&A. We are gonna read those during the second public comment section.

03:17:00.000 --> 03:17:11.000
But right now we are going to go to the next item on our agenda. Which is the District 30 capital project request and then after we finished that section we're going to go to the public agenda and speaking time where you're going to be able to.

03:17:11.000 --> 03:17:20.000
Talk about that item and any questions that you have for, Miss Sabalgo, we are also going to read from the Q&A there.

03:17:20.000 --> 03:17:30.000

Okay, so right now I'm gonna ask my fellow council member that they could get out the report, that has all the capital, project requests that we received.

03:17:30.000 --> 03:17:39.000

We have to get these 2 SCA. We usually send all of them, but we let everyone know what the top 5 was that we discussed.

03:17:39.000 --> 03:17:47.000

Like always. We get a lot of requests. We try our best to rank. The highest.

03:17:47.000 --> 03:17:55.000

Based on need. We wish we could get them all done. We are not able to, but we try our best.

03:17:55.000 --> 03:18:05.000

To do the best that we can for all of our schools. And so we're just gonna discuss these, based on the votes that we received.

03:18:05.000 --> 03:18:11.000

I mean, I could start off with the session. It looks like the right now the one with the highest.

03:18:11.000 --> 03:18:19.000

Points is the bathroom. Upgrade for the pre K center in Astoria. A lot of people rank that one as their number one.

03:18:19.000 --> 03:18:30.000

That was also our number one last term. So. We're gonna keep asking about getting those babies their bathroom upgrade.

03:18:30.000 --> 03:18:37.000

Is everybody okay with leaving that one at number one for this term.

03:18:37.000 --> 03:18:44.000

Okay. Okay. Our ratings.

03:18:44.000 --> 03:18:55.000

Mean only so much. Like they're gonna take the ones that they can do or they like, you know, they can do regardless of them, so don't feel.

03:18:55.000 --> 03:19:11.000

To that. You know, once it might not be ranked high, but I do wanna ask a clarifying, a question, which is that, you know, the one for PS 84, the cafeteria upgrade funding received in 2020.

03:19:11.000 --> 03:19:17.000

So what is that what does that mean as far as these requests go that they've already have the funding?

03:19:17.000 --> 03:19:27.000

Because I feel like we're requesting. One of my schools they they were allocated funding from a elected.

03:19:27.000 --> 03:19:34.000

And that's 84 as one of my schools. They they were allocated funding from a kind of elected. And that funding was never received. Yeah.

03:19:34.000 --> 03:19:42.000

That's If we're following up with the elected official, then this isn't a capital request to the SCA.

03:19:42.000 --> 03:19:49.000

Or is he? I think they're probably, this is me interpreting that they're trying to explore all avenues.

03:19:49.000 --> 03:19:56.000

Okay. Which I think is the right. Wait a call, honestly, if they haven't heard for 3 years.

03:19:56.000 --> 03:20:04.000

From that elected official that had allocated that. Funding from the state. Is it like an officials field?

03:20:04.000 --> 03:20:05.000

I don't I don't represent it not.

03:20:05.000 --> 03:20:09.000

Danny, it might be the same thing if it's if it's similar to 1 22 because we have the same issue and Whitney I have the grant number to send to you.

03:20:09.000 --> 03:20:23.000

We were awarded a half 1 million dollar grant. I think in 2,019. Dog and pony show big huge check all of that the money was never actually allocated.

03:20:23.000 --> 03:20:31.000

To the school and that was the prior assembly member to Mumdani in that office. Who made the whole show.

03:20:31.000 --> 03:20:39.000

So that might be the same. Issue in 84. Since the schools are so close and before the reed.

03:20:39.000 --> 03:20:42.000

Redraft and redistricting of the assembly lines.

03:20:42.000 --> 03:20:55.000

Which is say maybe don't say that funding was allocated. Already. If we're sending it to the SCA because they might say, oh, you already have the funding, we don't need to put this in our capital plan.

03:20:55.000 --> 03:20:58.000

I would agree with you there. Yeah.

03:20:58.000 --> 03:21:05.000

Okay, Okay, the question. Okay. Just one additional question. Since it seems like the bathroom upgrades for pre K is this is not you too.

03:21:05.000 --> 03:21:17.000

Is, is there, are there like in from follow ups once the CEC provides a recommendation.

03:21:17.000 --> 03:21:26.000

And we were able to have those conversations and put pressure on that or not really. This is what happened.

03:21:26.000 --> 03:21:34.000

So with this one, like the SCA resided and sometimes they'll tell us like, oh, SCA does this.

03:21:34.000 --> 03:21:40.000

This is under SCA. And then sometimes they'll say, we don't do this. Reach out to the office of school facilities.

03:21:40.000 --> 03:21:46.000

They'll do this. And so like with this pre K bathroom, it was kind of the back and forth with that.

03:21:46.000 --> 03:21:53.000

So me being me. I went to the opposite of school. Cilies and I talked to John Shay because he's a nice guy.

03:21:53.000 --> 03:22:00.000

And I sent him the email again and I dropped off a Christmas basket and I hope that we should get this bathroom stick.

03:22:00.000 --> 03:22:01.000

For the pre K student, you know, like that's essentially what I'm trying to do.

03:22:01.000 --> 03:22:13.000

And John is a nice guy like John Shea was like he was really instrumental in helping get the cafeteria redone in Louis Armstrong.

03:22:13.000 --> 03:22:20.000

So like they're doing what they can do. Like he even told me they they got a budget cut like 50 million dollars and he has to let go of a lot of people.

03:22:20.000 --> 03:22:24.000

So like we're trying to do the best we can. We're gonna keep following up and knocking on people's doors.

03:22:24.000 --> 03:22:32.000

But like, yeah, this is like your, this is like multiple years of us asking to get these, this bathroom pictures for these babies.

03:22:32.000 --> 03:22:41.000

Yeah. I wish I had a better update.

03:22:41.000 --> 03:22:45.000

Okay.

03:22:45.000 --> 03:22:48.000

Whitney, can I ask a question?

03:22:48.000 --> 03:22:51.000

Yes, Yeah.

03:22:51.000 --> 03:23:05.000

Marlene, 1 27. They have the cafeteria update and, part of that cafeteria update was the HIV and the air conditioning in the, in the cafeteria.

03:23:05.000 --> 03:23:10.000

Was that supposed to be one request or is it 2 separate requests?

03:23:10.000 --> 03:23:17.000

Well the cafeteria upgrade is one, I guess the it all depends on what the cafeteria upgrade covers, right?

03:23:17.000 --> 03:23:29.000

Cause I know the HIV. Usually on a separate line. So I guess.

03:23:29.000 --> 03:23:37.000

The reason I'm asked if Jonathan If it is combined, that means we could. Jonathan's.

03:23:37.000 --> 03:23:45.000

Preference with the others and that would then make it number 2. That's why I'm asking.

03:23:45.000 --> 03:23:46.000

I lost you.

03:23:46.000 --> 03:23:51.000

Okay, if you look on the last page for 1 27.

03:23:51.000 --> 03:24:02.000

Okay, for the cafeteria upgrade we have 9 points and then for the HVN, H, I'm tired, HVAC and the Windows, it's 5.

03:24:02.000 --> 03:24:09.000

If it is one request, then therefore the points would be 14 points. And that would make them number 2.

03:24:09.000 --> 03:24:10.000

Right.

03:24:10.000 --> 03:24:22.000

So I'm just. Throwing it out there.

03:24:22.000 --> 03:24:23.000

Jonathan, is that okay?

03:24:23.000 --> 03:24:25.000

So I would say it's one project so that it covers everything. 140 yeah. 14.

03:24:25.000 --> 03:24:27.000

Okay.

03:24:27.000 --> 03:24:38.000

So that would be number 2.

03:24:38.000 --> 03:24:42.000

So then that would be our number 2 project that we're putting through, right? Based on points.

03:24:42.000 --> 03:24:54.000

Okay. So number one would be the pre K bathrooms. Number 2 would be the entire cafeteria upgrade for 1 27 because they had 14 points.

03:24:54.000 --> 03:25:01.000

Okay, but 69. Hold on. I'll never mind. This, they're mine, that's 4 and 7, sorry.

03:25:01.000 --> 03:25:07.000

So the next one would be 204, the electrical upgrade, that's 11 point. No, wait, sorry.

03:25:07.000 --> 03:25:10.000

No, no, it'll be 84.

03:25:10.000 --> 03:25:17.000

84 with 12. Then 2 or 4 with 11.

03:25:17.000 --> 03:25:21.000

And that's number 4.

03:25:21.000 --> 03:25:28.000

What's after there? Any more 2 digits? No. Okay.

03:25:28.000 --> 03:25:29.000

Yeah.

03:25:29.000 --> 03:25:40.000

That will be not yet. The water. It's the 12 with the waters balance from number 5.

03:25:40.000 --> 03:25:42.000

We've got a couple that have 9.

03:25:42.000 --> 03:25:50.000

Yeah, which other ones have 9? So it's 2 12 with the water. 1, 9, 7.

03:25:50.000 --> 03:25:55.000

Okay.

03:25:55.000 --> 03:25:56.000

Oh, that's sorry. Then that was the cap but then that was the one.

03:25:56.000 --> 03:26:01.000

No, they're changed to 14. Where's the other 90, that was the. Okay. Well, let's say hit me because I can't read.

03:26:01.000 --> 03:26:06.000

I'm trying to read.

03:26:06.000 --> 03:26:17.000

Okay.

03:26:17.000 --> 03:26:22.000

Okay, so 2 12 is the fifth one, right?

03:26:22.000 --> 03:26:30.000

So if that's our top 5, is everybody okay with that for the top 5? Yes. And then the rest will just write.

03:26:30.000 --> 03:26:41.000

And numerical order. And send them all of them. Okay. I just wanna.

03:26:41.000 --> 03:26:48.000

Remind everyone that there are a lot of schools, a lot of buildings that are not on this list that you do not receive requests for.

03:26:48.000 --> 03:27:03.000

So as you are visiting visiting your schools. Or your own school, you know. Talk to the SLT members, the principal about because next year, you know, and for other funding requests.

03:27:03.000 --> 03:27:09.000

I know there are a lot of buildings that that have needs.

03:27:09.000 --> 03:27:17.000

Yep, we can do it. We can. And then. Yes, as a point of encouragement.

03:27:17.000 --> 03:27:22.000

So I went to my school, you know, the liaison for K 300. I went to their PTA meeting.

03:27:22.000 --> 03:27:33.000

They put in some things for participatory budgeting so a lot of our schools are trying to you know get on the way that we had last year we've been in some momentum they ask them for stuff for participatory budgeting, you know, they are doing the thing.

03:27:33.000 --> 03:27:41.000

So I'm proud of them. So this is not the only way they're talking to the electives and trying to get things that through.

03:27:41.000 --> 03:27:56.000

Participatory budgeting as well. So. Don't lose help. Okay, so Gail, we rank them, we're okay with the fact they've got the highest scores and then we're going to send them all in order.

03:27:56.000 --> 03:28:07.000

And then, follow up with SCA and facilities. So. All right, now we are opening up into our second public agenda and speaking time.

03:28:07.000 --> 03:28:27.000

And we are going to call on, raised hands. I see the first raised hand is Vaughan Turner, Mr. Turner.

03:28:27.000 --> 03:28:43.000

I think Okay. Okay.

03:28:43.000 --> 03:28:46.000

Hey, can you see me? I'm sorry about that delay.

03:28:46.000 --> 03:28:48.000

It's okay. We can see you and we can hear you.

03:28:48.000 --> 03:28:54.000

The second time for the second meeting in a row I'm in New Mexico at my father's assisted living facility so My apologies.

03:28:54.000 --> 03:29:00.000

So a couple of comments. I type them in the, in the chat.

03:29:00.000 --> 03:29:05.000

Some of them the least one of them was as far as attendance goes. I agreed with some of the other speakers.

03:29:05.000 --> 03:29:24.000

The incentive is really kind of the problem. It just discourages people to be, you know, on their best behavior and be conscientious when you know, maybe you know that a kid, you know, is, is actually sick and isn't really, you know, an unexcused absence or an absence that that they could avoid.

03:29:24.000 --> 03:29:33.000

But The, you know, the kid next to him gets a bike. So I mean, that's, I mean, that's kind of a problem.

03:29:33.000 --> 03:29:44.000

As far as devices go, we haven't gotten the word. About personal devices being allowed in our school at least.

03:29:44.000 --> 03:29:50.000

I'd provided my contact information in the meeting last month. I wasn't contacted.

03:29:50.000 --> 03:29:54.000

I'm not sure what happened there. So

03:29:54.000 --> 03:30:00.000

Well, it was the holidays, so I apologize for that. However, I did reach out to your to the school.

03:30:00.000 --> 03:30:08.000

That's why I gave you the number and if you could call the office that would be greatly and then we could talk about it separately.

03:30:08.000 --> 03:30:15.000

Because it was specific to you with the, with, the device that you were for your child.

03:30:15.000 --> 03:30:18.000

Yeah.

03:30:18.000 --> 03:30:19.000

I'm sorry.

03:30:19.000 --> 03:30:25.000

Okay, I appreciate that from a management of expectation standpoint. When says from a management of expectation standpoint when somebody says that they're going to call I kind of hold them to that.

03:30:25.000 --> 03:30:26.000

I apologize for that.

03:30:26.000 --> 03:30:32.000

So. But you need to do better. And the last question I had is just a is just a clarification.

03:30:32.000 --> 03:30:42.000

Years ago the DOE actually took away Office. 3 65. Access to PTA accounts through the DOE account system.

03:30:42.000 --> 03:30:56.000

And my understanding that they're actually planning on taking that even further and are taking away the Google Drive account and like all of the other like email sort of information as well and leaving people to everybody to do it on their own.

03:30:56.000 --> 03:30:58.000

I have not heard that.

03:30:58.000 --> 03:31:01.000

I thought that's what it was being discussed as far as email.

03:31:01.000 --> 03:31:04.000

No, no, no, no, no. So I,

03:31:04.000 --> 03:31:05.000

Okay.

03:31:05.000 --> 03:31:13.000

No, for clarification on that I was just saying how most most haven't organized that way and by going to this system, it sort of takes away that helpful.

03:31:13.000 --> 03:31:22.000

Organizational aspect, anything that's paid for. With regard to extra storage or anything like that for a PTA, PTO, PA.

03:31:22.000 --> 03:31:35.000

Is not paid by the Department of Education. It's paid by. That individual board. So it's just an extra step.

03:31:35.000 --> 03:31:36.000

I understand.

03:31:36.000 --> 03:31:38.000

On an email to save it somewhere digitally. Just it's a it's a first world problem and a nuisance.

03:31:38.000 --> 03:31:48.000

We were able to just as a point of clarification or suggestion, when we had, when I was the president of the PTA, when we had, when I was the president of the PTA, in district 24 school.

03:31:48.000 --> 03:31:58.000

We, I, I created, groups. For our board within the DOE system. Which you can actually set up to be multiple members.

03:31:58.000 --> 03:32:07.000

You can even make it anonymous so that you know, people's email addresses can't be seen from people that are mailing in from, you know, from elsewhere.

03:32:07.000 --> 03:32:16.000

So it's somewhat flexible if you look into the, you know, into that system. It's a little, it's a little clergy, but it's also somewhat flexible.

03:32:16.000 --> 03:32:21.000

And that might get around some of your issues with, you know, single points of contact that aren't.

03:32:21.000 --> 03:32:27.000

You know, other people can't catch messages. Thank you for letting me speak over time.

03:32:27.000 --> 03:32:33.000

No, it's okay. Thanks, Mr. Turner. Thanks for participating, especially from. So far away, thanks so much.

03:32:33.000 --> 03:32:34.000

I appreciate it.

03:32:34.000 --> 03:32:54.000

Alright, our next speaker, F. Zachary. Hey, Effie.

03:32:54.000 --> 03:32:59.000

We're kind of much you the panelists.

03:32:59.000 --> 03:33:05.000

There we go.

03:33:05.000 --> 03:33:10.000

We can hear you.

03:33:10.000 --> 03:33:11.000

Yeah.

03:33:11.000 --> 03:33:15.000

Hello? Hey, thank you. Yeah, wow, that took a while to join us. So first of all, I want to wish all of you happy new year.

03:33:15.000 --> 03:33:23.000

You are the first CC that I'm kind of joining this year. Although earlier tonight I was at the town hall of.

03:33:23.000 --> 03:33:28.000

Cc district 26, but it wasn't really a CC meeting was a town hall So technically you are my first for the year.

03:33:28.000 --> 03:33:37.000

So I'm very happy to see the hard work you're all doing. Congratulations on the fantastic work.

03:33:37.000 --> 03:33:46.000

I wanna just say very briefly, I did a lot of work with the SCA. So if you ever need help contact me, a very quick tip.

03:33:46.000 --> 03:33:56.000

Generally speaking, any project that is that is \$50,000 or less will go to facilities. So I don't even bother to put it for the Ca.

03:33:56.000 --> 03:34:04.000

If you have a project that could be broken up, let's say even if it's, let's say, 80,000, but you can break it up into 2 projects that are 40,000 each.

03:34:04.000 --> 03:34:10.000

And That's a much faster way than to wait for the SCA. That's it could take years before they get back to you.

03:34:10.000 --> 03:34:19.000

Facilities is usually faster. It was kind of mentioned by Whitney. Participatory budget, very helpful.

03:34:19.000 --> 03:34:31.000

You, from your board president, reso a from your city account city council members. It's not called Resway, but they're still money with your state senator and your state assemblyman also also somebody people.

03:34:31.000 --> 03:34:42.000

So any kind of money when the budget is allocated it just makes it faster the SEA will get to that project much much faster so they're just my quick tips.

03:34:42.000 --> 03:34:50.000

I'm very happy to hear the the work and discussion on mural control. Obviously that affects me as member of the pep.

03:34:50.000 --> 03:35:14.000

There were many many votes that we had that were very very frustrating in the past because you know like the, the, the people appointed by the mayor pretty much, you know, like, steam rolled over over whatever else we try to do or say so I do think we need some modification to that system and I'm looking forward to hearing what parents have to say.

03:35:14.000 --> 03:35:20.000

I haven't really heard much from parents tonight. Thank you very much.

03:35:20.000 --> 03:35:24.000

Thanks, Effie. All right. I see the next hand is from Becca Staley.

03:35:24.000 --> 03:35:46.000

Hi.

03:35:46.000 --> 03:35:48.000

Okay, I guess that can you hear me? I can't do my video, but you can okay.

03:35:48.000 --> 03:35:50.000

Yes, we can hear you.

03:35:50.000 --> 03:36:06.000

I'm going to sum up in email stuff. It's very complicated. And I think, Mr. Dogle, we can talk more about it at the DLT meeting because Shirley Auben is on the chair of CPAC and we've been discussing this at CPAC for months now.

03:36:06.000 --> 03:36:13.000

To sum it up as best I can, they wanted to do away with the general emails, which is against the Chancellor's regs.

03:36:13.000 --> 03:36:20.000

So we've been fighting against that because the general email is needed, especially for a June transfer of records.

03:36:20.000 --> 03:36:27.000

So that's a big issue and it is being discussed on CPAC. You can go back on the, there's on all the meetings are on the YouTube website.

03:36:27.000 --> 03:36:40.000

You can see it's CPAC and YC. And you can find, you know, follow along there, but, I'll get an update from Shirley regarding that specifically, but it is it is more complicated and it doesn't seem like they've really thought it through.

03:36:40.000 --> 03:36:55.000

And So I mean it the general emails are be good, but my recommendation to our president's counsels I've been filling them in on this every month is They can't touch your own created Gmail account.

03:36:55.000 --> 03:37:02.000

So you can have a Gmail account. You keep your Gmail account, you put all your information there, they can't touch that.

03:37:02.000 --> 03:37:08.000

So if they take away, if you have a deal. A general organizational daily account, they will take it away.

03:37:08.000 --> 03:37:18.000

It's some, I guess, sounds like January, 2025. So I recommend transferring everything to a general Gmail account that you, you keep.

03:37:18.000 --> 03:37:29.000

Yourself because when it comes to elections and transform of records, nowadays with everything being digital, handing someone a password to an, a Gmail account with a Google Drive is how you transfer your records.

03:37:29.000 --> 03:37:37.000

You have to transfer your records in June. You can't transfer your personal email. To someone else.

03:37:37.000 --> 03:37:50.000

You need to transfer a demo. So I just want to put that out there. That's it's complicated and I wish I had a better way to explain it but working on it.

03:37:50.000 --> 03:37:56.000

But that's good, Becca. We could talk about it some more. Offline.

03:37:56.000 --> 03:38:05.000

Okay, thank you. Thank you for trying to explain that tonight. We appreciate all the hard work you do.

03:38:05.000 --> 03:38:11.000

Okay, do we have any other I don't see any other hands raised? Victoria, do you see anything in the QA?

03:38:11.000 --> 03:38:22.000

Maybe not. Okay.

03:38:22.000 --> 03:38:31.000

Okay, so we have one more item on our agenda and that is. Out of announcements. I have some of those.

03:38:31.000 --> 03:38:39.000

So let me pull out my script and read those. Our business meeting. Is on January 20th, 2024.

03:38:39.000 --> 03:38:48.000

We do have. Some items to add to the agenda. We will council members. In addition to our business meeting, we will be finishing our council norms.

03:38:48.000 --> 03:38:54.000

So at that meeting we'll be doing that virtually. We'll go through executive session and finish those council norms.

03:38:54.000 --> 03:39:03.000

Our next calendar meeting is February, the twelfth, 2,024. Yeah, I think Gail can can you give me share screening just for 1st?

03:39:03.000 --> 03:39:09.000

I need to share my screen. I just want to announce this one more time because it's very, very, very important.

03:39:09.000 --> 03:39:10.000

Yeah.

03:39:10.000 --> 03:39:15.000

Whitney, you skipped an agenda item, you skip the budget.

03:39:15.000 --> 03:39:16.000

Let me.

03:39:16.000 --> 03:39:32.000

Oh no! Sorry, I was just waiting for Gale. Sorry, we do have one more item before our announcement.

03:39:32.000 --> 03:39:47.000

I have I need to make a motion to move the \$1,400 from code 4 51 to move the \$1,400 from code 4 51 to equipment and move \$37 from reimbursement for equipment maintenance.

03:39:47.000 --> 03:39:55.000

Do I have a second on the motion? Got a second. Okay, thank you. Victoria can do a roll call vote.

03:39:55.000 --> 03:40:01.000

In favor. Okay.

03:40:01.000 --> 03:40:08.000

Is it? He raised his hand. Nick Maison.

03:40:08.000 --> 03:40:15.000

In favor, but the numbers just were different than I thought we discussed last time, but I'm in favor.

03:40:15.000 --> 03:40:22.000

No, it was 1,400 for equipment and \$37 for equipment maintenance. Like we're moving those 2.

03:40:22.000 --> 03:40:23.000

2 line items that were moved over here. Okay, retirement, is in favor. Danny Rohaas in favor.

03:40:23.000 --> 03:40:28.000

Alright, that's fine.

03:40:28.000 --> 03:40:34.000

Marley Rossi and Tiger, Marcel Santos in Cleveland, only Tucson.

03:40:34.000 --> 03:40:35.000

Thank you.

03:40:35.000 --> 03:40:42.000

In favor. Okay, sorry. Now we can go to the announcement and then adjournment. I apologize. It did not mean to skip the

03:40:42.000 --> 03:40:47.000

Budget reauthorization. So again, our next business meeting is Jane. We're the 20th s.

03:40:47.000 --> 03:40:55.000

We'll also move to executive session after our business meeting to finish our council norms.

03:40:55.000 --> 03:41:10.000

I'm going to share my screen really quickly. Cause I wanted to share this one more time. This is our cyber bullying workshop that we talked about earlier with a detective officer.

03:41:10.000 --> 03:41:14.000

Dorsen, Nick, thank you for sharing this flyer with me. And again, is Jenny.

03:41:14.000 --> 03:41:17.000

20 fourth from 10 a. M. To 12 PM.

03:41:17.000 --> 03:41:25.000

At IS to all 4. Please if you want to attend RSVP to Badna Sharma at B Charma at schools.

03:41:25.000 --> 03:41:33.000

Dot Alright, let me. Stop sharing and I would like to. Make a motion to I would like to move to adjourn our meeting at 1016 p.

03:41:33.000 --> 03:41:40.000

Second.

03:41:40.000 --> 03:41:47.000

M. Everybody seconded. All right. Good night, everyone.

03:41:47.000 --> 03:41:55.000

And everyone else, thank you for attending. Okay. Alright. It's a long meeting.

03:41:55.000 --> 03:41:56.000

It would.

03:41:56.000 --> 03:41:57.000

You didn't think Becka.

03:41:57.000 --> 03:41:58.000

Okay, good.

03:41:58.000 --> 03:41:59.000

Oh, David! I did when when she, spoke, I thank the Nick I'm not a jerk.

03:41:59.000 --> 03:42:04.000

I didn't say you were a joke, I'm just saying when for sharing the

03:42:04.000 --> 03:42:08.000

I meant for also sharing the flyer, that's all.

03:42:08.000 --> 03:42:11.000

I, I told her I said thank you for everything you do. Okay, text it.

03:42:11.000 --> 03:42:20.000

And so she made edits. She made edits throughout. There were a lot of discrepancies on that flyer.

03:42:20.000 --> 03:42:23.000

It's all good.

03:42:23.000 --> 03:42:24.000

Oh no, I thought it was just from you. I'll tell her thank you. Alright, Right.

03:42:24.000 --> 03:42:26.000

Hi, good night, How do you do that?

03:42:26.000 --> 03:42:31.000

Yeah