

WEBVTT

00:00:39.000 --> 00:00:49.000

Hi everyone, we're trying our best to get started. The Internet is not working in the building.

00:00:49.000 --> 00:01:02.000

We had some people come with hot spots. I use my personal cell phone so that we could be here just in case we had person attendees come to the meeting that did not get the notice online.

00:01:02.000 --> 00:01:10.000

. For the pivot to virtual, we have a few people here in Parson. So we wanted to have the meeting.

00:01:10.000 --> 00:01:16.000

So thank you for that. We're waiting for our interpreters to be let into.

00:01:16.000 --> 00:01:24.000

The meeting so that they can, assist us. We are waiting for them to join before we start.

00:01:24.000 --> 00:01:28.000

Dale, you're on mute.

00:01:28.000 --> 00:01:42.000

Yeah, you're on mute.

00:01:42.000 --> 00:01:49.000

Friends, I'm confused. Why are some of us in person and some of us remote?

00:01:49.000 --> 00:01:50.000

Yeah.

00:01:50.000 --> 00:01:52.000

Like Gale, Nick, Marcela, Whitney, like I'm confused I thought we were all told remote. Am I wrong?

00:01:52.000 --> 00:01:55.000

Like I'm confused here, friends.

00:01:55.000 --> 00:01:58.000

We didn't have enough notice to the community. I was gonna come.

00:01:58.000 --> 00:02:03.000

Whenny, I can't hear you. I think you're talking about I can't hear you.

00:02:03.000 --> 00:02:05.000

Can you hear me now? Can you hear her now?

00:02:05.000 --> 00:02:07.000

Unless it's

00:02:07.000 --> 00:02:09.000

It is and unfortunately with

00:02:09.000 --> 00:02:12.000

Oh wait.

00:02:12.000 --> 00:02:18.000

I just need 2 min. Okay, sorry. Yeah, I'll ask for 2 min while she's working on something with the interpreters.

00:02:18.000 --> 00:02:24.000

Yeah, oh, but I'm confused. Why are some of you in person we were told all?

00:02:24.000 --> 00:02:30.000

Remote. I'm confused. Why there's 1, 2, 3, 4 people in person and the rest of us were told remote.

00:02:30.000 --> 00:02:36.000

I'm very confused and I I don't understand and I kind of feel misled.

00:02:36.000 --> 00:02:39.000

Kelly, could you just wait 2 min, please?

00:02:39.000 --> 00:02:40.000

Okay.

00:02:40.000 --> 00:02:45.000

Thank you. Please, I'm sorry. I apologize. I'm sorry.

00:02:45.000 --> 00:02:53.000

I was gonna come alone. Because we have members of the community. They did not get the notice about the pivot.

00:02:53.000 --> 00:03:02.000

To virtual Gail was here. I did the best I could with the information that was provided. I spoke with everyone, our text, and then we had some people say, well, I have a hot spot.

00:03:02.000 --> 00:03:06.000

I'd like to come. I wasn't going to turn anyone in the way that wanted to come.

00:03:06.000 --> 00:03:16.000

So that is why we are here with the 4. I also got a call from Face saying that. We can't have a virtual meeting again.

00:03:16.000 --> 00:03:21.000

We have a lot of timely things to discuss with the community. I was not going to cancel the meeting.

00:03:21.000 --> 00:03:24.000

And again, I am trying to do the best that I can.

00:03:24.000 --> 00:03:29.000

No, I'm just, like, I just. I don't understand what's happening.

00:03:29.000 --> 00:03:34.000

I mean, maybe that's just me. I just, I, that's, I'm a bit confused.

00:03:34.000 --> 00:03:43.000

My understanding was that we can, since this is out of our control, we we can vote to vote on things like face doesn't control what we do.

00:03:43.000 --> 00:03:45.000

Yeah.

00:03:45.000 --> 00:03:53.000

We have virtual business meetings and we're not supposed to. So, you know, I would like to make sure that this meeting is an actual meeting.

00:03:53.000 --> 00:03:56.000

If there's no Wi-Fi in the building, how is that on us?

00:03:56.000 --> 00:04:01.000

I would have I would have if I thought that the meeting was not gonna be a meeting I would have come to QPN.

00:04:01.000 --> 00:04:09.000

Same.

00:04:09.000 --> 00:04:12.000

Yeah, if you're talking, you're muted.

00:04:12.000 --> 00:04:13.000

I don't know if you're talking to us. Yeah, yeah, yeah.

00:04:13.000 --> 00:04:43.000

She might be She's probably talking to the interpreters.

00:04:59.000 --> 00:05:08.000

Is there what I'm confused?

00:05:08.000 --> 00:05:17.000

It doesn't matter what they says. Space doesn't control this council. There are councils, council just held their annual meeting and had elections virtually.

00:05:17.000 --> 00:05:18.000

It does.

00:05:18.000 --> 00:05:26.000

I just don't understand what's happening. I'm very confused.

00:05:26.000 --> 00:05:27.000

I don't like.

00:05:27.000 --> 00:05:34.000

Deli, I was. I was very concerned. As well and I said if I need to be there to make this a valid meeting so we have a quorum then I will certainly be there and I've got a hot spot.

00:05:34.000 --> 00:05:51.000

With me assured me that we were going to hold a an actual meeting and have valid votes, etc. And we're going to continue to conduct business.

00:05:51.000 --> 00:06:12.000

And so I'm, you know, I decided that's fine as long as we're, gonna conduct business, then, you know, We're stuck in the situation we don't control and maybe not everybody got the message and some people wanted to come in and and that's fine that Whitney offered for me to come in when I reached out to her personally.

00:06:12.000 --> 00:06:13.000

So

00:06:13.000 --> 00:06:18.000

But I told this was like a pivot to remote because there was no Wi-Fi in the building.

00:06:18.000 --> 00:06:21.000

So I guess I just don't understand.

00:06:21.000 --> 00:06:22.000

Why is

00:06:22.000 --> 00:06:30.000

They're still not, they're still not Wi-Fi in the building. They're still not Wi-Fi in the building.

00:06:30.000 --> 00:06:31.000

Okay.

00:06:31.000 --> 00:06:32.000

Some people said they had a hotspot and they still wanted to come. I used my cell phone as a hotspot to make sure we had someone from the public be here.

00:06:32.000 --> 00:06:38.000

They would be greeted by someone. So that is what happened.

00:06:38.000 --> 00:06:42.000

What did face say then? Like, how did they interject?

00:06:42.000 --> 00:06:47.000

They said that we could not have a virtual meeting and I told them that we were anyway.

00:06:47.000 --> 00:07:01.000

I mean, but I mean, I, I live 10 min where I could have come.

00:07:01.000 --> 00:07:07.000

I'm sorry. For not making that clear. You know, we spoke. I didn't know if you wanted to come again.

00:07:07.000 --> 00:07:12.000

I had the same conversation, you know, with everyone like, hey, we're pivoting to virtual.

00:07:12.000 --> 00:07:22.000

That is, you know, what I discussed. I mean, I can't answer for everybody, but they said they wanted to come anyway, cause I told them I was going to be here just in case a member came.

00:07:22.000 --> 00:07:25.000

I remember from the public came.

00:07:25.000 --> 00:07:26.000

Yes. One.

00:07:26.000 --> 00:07:30.000

Are there people from the public? How many? I mean, we can't see anything. I feel like I'm limited to knowing what's happening.

00:07:30.000 --> 00:07:31.000

Like what who's there?

00:07:31.000 --> 00:07:36.000

It's easy. I use my child. Hi, Pad. I use my child's iPad.

00:07:36.000 --> 00:07:40.000

It's a CEC. 30 room. I'm trying like literally trying the best I can.

00:07:40.000 --> 00:07:44.000

No, I don't know. I just like, I can only see the ceiling, so I'm not quite sure like what's happening.

00:07:44.000 --> 00:08:01.000

I know I'm sorry. I'm sorry, but we do have someone from the public here in person.

00:08:01.000 --> 00:08:07.000

Do we have the interpreters in a room, Gail?

00:08:07.000 --> 00:08:24.000

I don't know if it's too late at this point for you, Kelly, but I would be glad to hold off on certain business if you want to go ahead and go over to Okay, let me be in person.

00:08:24.000 --> 00:08:37.000

I think I don't want to speak for Kelly. It was just jarring to see half the council in person when we were not, but now I understand, to see half the council in person when we were not, but now I understand. I understand I get it. That's all.

00:08:37.000 --> 00:08:47.000

I think I'm cool. I understand.

00:08:47.000 --> 00:08:55.000

Well, there's only 4 of us here. But it's not the council. Again, I can't if someone tells me they want to come anyway, I can't.

00:08:55.000 --> 00:08:56.000

I can't control that. So

00:08:56.000 --> 00:09:04.000

So, so Nikki Marcela said they're gonna come anyway. Like I didn't know that was an up like I thought we were.

00:09:04.000 --> 00:09:08.000

Good Nick and Marcela, they're coming anyways.

00:09:08.000 --> 00:09:09.000

Yes.

00:09:09.000 --> 00:09:13.000

Okay, I didn't know that was like a thing. I thought that there's no Wi-Fi in the building.

00:09:13.000 --> 00:09:15.000

We're all virtual.

00:09:15.000 --> 00:09:16.000

They have hotspots. I'm using my cell phone as a hunt.

00:09:16.000 --> 00:09:21.000

Victoria, are you in person?

00:09:21.000 --> 00:09:22.000

Yes.

00:09:22.000 --> 00:09:27.000

Alright guys, I'm feeling a bit hoodwinked. Right now I gotta be real hot and honest with you guys.

00:09:27.000 --> 00:09:49.000

I think that I'm feeling I don't feel comfortable right now. That is. Certain like this isn't okay especially the temperament and like honestly I feel like now that there was like a side thing that I just don't like the way this feels and I'm sure you can understand how me coming in thinking they were all virtual because of this.

00:09:49.000 --> 00:09:59.000

And the temperament coming into it and I am your Israeli member and now you guys have like shoved me into like I'm not comfortable with this and this isn't like.

00:09:59.000 --> 00:10:29.000

I'm gonna take a minute, I'm gonna turn my camera off and I'm gonna process this, but I feel a bit blind sighted and I don't like.

00:10:40.000 --> 00:10:47.000

We have the interpreters on yet. Gail, do we have the interpreters on?

00:10:47.000 --> 00:10:57.000

Okay, thank you.

00:10:57.000 --> 00:10:58.000

Thank you.

00:10:58.000 --> 00:11:00.000

I working on it. They're hearing the meeting through this, but I can't make them.

00:11:00.000 --> 00:11:04.000

It's a mess. I don't know why.

00:11:04.000 --> 00:11:11.000

Never had this.

00:11:11.000 --> 00:11:41.000

Okay.

00:13:03.000 --> 00:13:04.000

Guys, I'm actually just missing myself from this meeting. I do not stand for the fact that I feel like this right now.

00:13:04.000 --> 00:13:19.000

And I have to do what I think is okay. And I was like. This isn't okay to me.

00:13:19.000 --> 00:13:24.000

Like. I this seems very

00:13:24.000 --> 00:13:33.000

Not transparent. Not clear. I don't know if anyone wants to walk with me on this, but I am going to excuse myself.

00:13:33.000 --> 00:13:36.000

Kelly, I'm sorry that you feel that way.

00:13:36.000 --> 00:13:38.000

Yeah.

00:13:38.000 --> 00:13:56.000

I literally describe what happened today. I text everyone.

00:13:56.000 --> 00:13:57.000

Okay.

00:13:57.000 --> 00:13:59.000

I was told that there wasn't a meet like we're remote. There's no meeting and then like half the council like a quarter of the council however you want to do it we have our administrative assistant there we have I feel

like as the only Israeli member of this that this is directed towards me that this pivot and like I Okay.

00:13:59.000 --> 00:14:02.000

This period was not directed towards you and I apologize for you feeling that way. The Wi-Fi was down in the building.

00:14:02.000 --> 00:14:14.000

This is what I was told during the day. Our admin was already here. Not every parent or every person.

00:14:14.000 --> 00:14:22.000

Got the email. I told people that I was going to come just in case we had someone from the public here.

00:14:22.000 --> 00:14:30.000

Maybe I should have been clearer and said I don't want anyone else to come. Again, I apologize for that.

00:14:30.000 --> 00:14:37.000

I did not want to tell anyone. That they could not come if they wanted to come. That has been what was said.

00:14:37.000 --> 00:14:38.000

And again, I cannot I cannot control.

00:14:38.000 --> 00:14:43.000

But I feel like we've now like made sure that the Israeli member is not here tonight. Like this doesn't make me feel okay.

00:14:43.000 --> 00:14:51.000

Like I don't feel like I feel like if other people of other nationalities said something, we would all stand it like I don't feel I'm telling you.

00:14:51.000 --> 00:14:57.000

I don't feel comfortable. Like, I'm telling you that I feel like a bit like people were plotting against me and that makes me feel bad.

00:14:57.000 --> 00:15:06.000

Like I shouldn't feel like this right now. I don't feel okay as a woman, as a human being, as a mother, as a person, as a, I don't feel okay right now.

00:15:06.000 --> 00:15:21.000

Like this does not feel okay. I feel like Victoria, I feel like Nick, Marcela, like get like I feel like some of you had information that I didn't and like I I don't know what's happening right now and it's now 6 50.

00:15:21.000 --> 00:15:22.000

I still don't understand what's happening and it doesn't make me feel good.

00:15:22.000 --> 00:15:28.000

And I'm telling you, I'm sorry that I'm trying to make sure that we still have a meeting.

00:15:28.000 --> 00:15:36.000

We have a lot of people in the community that are affected. That have a lot of Comments that they wanna discuss tonight.

00:15:36.000 --> 00:15:43.000

Again, maybe I should have been more forceful and told everyone I was going to come alone just in case we had someone from the public come tonight.

00:15:43.000 --> 00:15:51.000

I did not do that and I apologize, but there is there was no agenda. I cannot control why the Wi-Fi was cut off at the building.

00:15:51.000 --> 00:16:03.000

I cannot control it. Other people wanted to come in person. This is a conversation that I. Frankly feel uncomfortable having and I feel horribly that someone feels that there was an agenda, there was not.

00:16:03.000 --> 00:16:05.000

Again, I'm trying my best. We have other council members that have made time to join virtually.

00:16:05.000 --> 00:16:27.000

I appreciate everyone that is here. Our speakers from the DOE, our principal, from our principal and assistant principals from 1 52 that want to give a presentation tonight and again There, I don't know what else to say at this time other than, again, apologize profusely.

00:16:27.000 --> 00:16:34.000

There, there was nothing. That I was trying to do behind anyone's back.

00:16:34.000 --> 00:16:44.000

Yeah, you know, I know you and I are on. Pretty, similar coming at this from very similar perspectives.

00:16:44.000 --> 00:17:02.000

And Would it help if you could go join the meeting in person?

00:17:02.000 --> 00:17:09.000

I'm trying to very choose my words right now to make sure, but.

00:17:09.000 --> 00:17:15.000

This is okay. You have a council member telling you that I don't feel okay. Like that's that.

00:17:15.000 --> 00:17:24.000

I wouldn't want any of you to not feel okay. And I think that Like, I think that it's again.

00:17:24.000 --> 00:17:51.000

I don't feel okay. Like this isn't like this doesn't make me feel okay.

00:17:51.000 --> 00:18:02.000

Do we have the interpreters on the room? I know it's just if we're going to discuss anything else, I feel like we need to make sure we have language interpretation services if we're going to discuss continuing the meeting.

00:18:02.000 --> 00:18:07.000

All right, we're going to discuss moving down the agenda. It is. Now, 6 54 PM.

00:18:07.000 --> 00:18:11.000

So I again apologize to those in attendance.

00:18:11.000 --> 00:18:15.000

The interpreters are in the Teams room. They can't join the Zoom room. I don't know why.

00:18:15.000 --> 00:18:20.000

But they hear everything so We're good to go.

00:18:20.000 --> 00:18:29.000

Okay. So at this point, I know we have a community that is here. They've heard, the discussion we've had so far.

00:18:29.000 --> 00:18:39.000

Right now at this time. To be completely transparent. There we have a member who has expressed her discomfort.

00:18:39.000 --> 00:18:52.000

And I don't want to dismiss that. We also have members here. And who came in person who decided to come in person.

00:18:52.000 --> 00:19:02.000

And use a hot spot. We have a community member here as well. And we also have people here from the DOE that will be giving presentations tonight.

00:19:02.000 --> 00:19:15.000

Again, I apologize for anyone feeling. That this was unfair. I am trying my best.

00:19:15.000 --> 00:19:22.000

We have a long agenda to go through and a highly intended meeting that I don't know if we can reschedule.

00:19:22.000 --> 00:19:30.000

So at this point in time, again, I can just express my, Sincerest apologies.

00:19:30.000 --> 00:19:39.000

But. I think we should go ahead and get started with the meeting. Thank you all for joining.

00:19:39.000 --> 00:19:47.000

Us tonight. I am now going to call the meeting to order at 6 56 PM.

00:19:47.000 --> 00:19:55.000

We have Spanish interpreters here working on a separate line. Thank you to them for being here with us and providing this vital service to our families.

00:19:55.000 --> 00:20:09.000

I would ask that all participants please speak slowly to allow the interpreters to keep up. The interpreters will now announce instructions and Spanish for attendees who may wish to dial into the Spanish line at this time.

00:20:09.000 --> 00:20:15.000

I don't know how do I just need to read the Spanish information? Mayor, I look to do.

00:20:15.000 --> 00:20:19.000

Thank you.

00:20:19.000 --> 00:20:30.000

That was the in Spanish, down to the number phase one.

00:20:30.000 --> 00:20:58.000

Noave, Sayses, Coatra, Ono, Ono, Quadro, Says, Chris Coatrosinko, Yes, I'm.

00:20:58.000 --> 00:21:17.000

Okay, Nooye, SAY, SAYS, Cuadr, Ona, Ona, Koatra He entered That is.

00:21:17.000 --> 00:21:26.000

S.

00:21:26.000 --> 00:21:32.000

Thank you, Marcela. We also have captioning available for those who would like to use it.

00:21:32.000 --> 00:21:38.000

Please click on the live transcript button at the bottom of your screen. Victoria, would you please call the role?

00:21:38.000 --> 00:21:45.000

Yes. That Alexander.

00:21:45.000 --> 00:21:47.000

Sorry.

00:21:47.000 --> 00:21:49.000

Linda Chung Liang.

00:21:49.000 --> 00:21:50.000

Present.

00:21:50.000 --> 00:21:52.000

Hunter there.

00:21:52.000 --> 00:21:54.000
Present.

00:21:54.000 --> 00:21:56.000
Jonathan Greenberg.

00:21:56.000 --> 00:21:57.000
Present.

00:21:57.000 --> 00:22:01.000
Are we skipping me?

00:22:01.000 --> 00:22:03.000
Oh, I'm sorry, you're not even on the on the list.

00:22:03.000 --> 00:22:07.000
Talking.

00:22:07.000 --> 00:22:09.000
Kelly Craig, I'll write you in.

00:22:09.000 --> 00:22:20.000
Okay. Present again an objection for not even being on the list.

00:22:20.000 --> 00:22:21.000
President.

00:22:21.000 --> 00:22:24.000
Victoria Madelius is present. Danny Rojas. Marlene Rossi.

00:22:24.000 --> 00:22:26.000
Present.

00:22:26.000 --> 00:22:33.000
Marcel Asantos. Wendy Toussaint, present. She's on twice. Okay, thank you.

00:22:33.000 --> 00:22:35.000
You're not I'm gonna see that Nick. Thank you.

00:22:35.000 --> 00:22:43.000
Nick's not on the list either. Next my fault. That's my fault.

00:22:43.000 --> 00:22:50.000
Okay, can we update the list in handwriting? Thank you. Yeah.

00:22:50.000 --> 00:22:55.000
This is a public meeting and it's being recorded. We're going to have 6 public comment sessions.

00:22:55.000 --> 00:23:07.000

We have a first public comment section. You may speak on any education related topic. Following the quarterly meeting with District 30, elected executive board members, you may comment only on the presentation.

00:23:07.000 --> 00:23:17.000

I'm following the public color presentation. You may comment only on the presentation. And following the discussion of resolution 175, you may comment only on the resolution.

00:23:17.000 --> 00:23:26.000

Following the district planning presentation, you may comment only on the presentation. The final public agenda and speaking time, you may speak on any education related topic.

00:23:26.000 --> 00:23:31.000

Comments will be limited to 2 min if you're in using interpretation. You will have 4 min.

00:23:31.000 --> 00:23:42.000

You will be given a 30 s warning before your time is up. We apologize for the abruptness but would like to hear from as many speakers as possible and in the meeting at a reasonable hour.

00:23:42.000 --> 00:23:46.000

Jonathan, will you be able to be using the timer for this evening? Thank you. You'll be given a 30 s warning before your time is up.

00:23:46.000 --> 00:23:58.000

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

00:23:58.000 --> 00:24:05.000

First, we will take comments from participants who are joined via computer in the Zoom room. Please press the raise hand button to raise your hand.

00:24:05.000 --> 00:24:13.000

This can be found by clicking on reactions at the bottom of your screen. Then we will call on those speakers in the order and wish they raise their hands and manually unmute their microphones.

00:24:13.000 --> 00:24:21.000

When your name is called, please give us your name and connection to the district. Please do not raise your hands now.

00:24:21.000 --> 00:24:29.000

Second, we will take comments from participants who have called in for interpretation. We'll ask the interpreter, anyone on the Spanish line has any comments.

00:24:29.000 --> 00:24:37.000

If you want to speak, please state your name and connection to the district. Third, we'll take comments from participants who have called in by phone.

00:24:37.000 --> 00:24:42.000

Gail will call out the last 4 digits of your phone number and will manually unmute your line to allow you to say yes.

00:24:42.000 --> 00:24:48.000

Or no, if you would like to say something. If you want to speak, please state your name and connection to the district.

00:24:48.000 --> 00:24:59.000

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

00:24:59.000 --> 00:25:07.000

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

00:25:07.000 --> 00:25:10.000

Again, please include your connection to the district in the Q&A. Thomas left in the Q&A may be read at the end of the public speaking time.

00:25:10.000 --> 00:25:28.000

Additional comments or questions can be addressed the CC via email at CC 30 at schools. Prior to starting to our first public comment speaking session, I'd like to provide some context for tonight's agenda and meeting space.

00:25:28.000 --> 00:25:36.000

We would like to state that we are aware of the resolution that has circulated alongside tonight's meeting and notice.

00:25:36.000 --> 00:25:47.000

And I want to briefly speak towards that. The resolution was written prior to any statement that was provided. By the DOE and the Chancellor.

00:25:47.000 --> 00:26:01.000

We have a Jewish and Israeli community that we are concerned about. And we wanted to speak towards their pain in this moment and and that we show support to them and not.

00:26:01.000 --> 00:26:08.000

Lead into any anti-Semitism. We did not know that the timeline of events would transpire as possible.

00:26:08.000 --> 00:26:18.000

As it has with other communities, particularly our Palestinian. Neighbors and friends and family also being affected by a conflict.

00:26:18.000 --> 00:26:26.000

That has now caused a lot of pain for those communities as well. We are going to discuss. The proposed resolution.

00:26:26.000 --> 00:26:32.000

We know it's a draft. We feel like we've worked on something that is more inclusive to our community and we want to discuss that with you all as well.

00:26:32.000 --> 00:26:44.000

And we welcome comments that we will have. But we would like everyone. To make sure that they stay respectful.

00:26:44.000 --> 00:26:54.000

Do not speak over another person. Do not disparage another community. Or have talking points that will debate another person's.

00:26:54.000 --> 00:27:04.000

Our communities, humanity. We know it's our role to make sure that children All children in our district feel safe at school.

00:27:04.000 --> 00:27:12.000

So I just wanted to say that before we open up to our first public speaking comments, we are now going to.

00:27:12.000 --> 00:27:21.000

Go to our first order of business, which is the first public comment speaking. I would ask that you keep your comments.

00:27:21.000 --> 00:27:29.000

Than 2 min because we've only allotted for 15 min at the top of this meeting. We're going to go to our in person attendee.

00:27:29.000 --> 00:27:37.000

And ask that they Go to the iPad in the corner. Unmute. Yes, unmute and speak.

00:27:37.000 --> 00:27:54.000

Thank you. Oh my god.

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

Alright, Hi everybody. I'm Andrew Rubinson from Urban Dove.

00:28:00.000 --> 00:28:15.000

And, I, wanted to make this very brief presentation because, we're in education organization that runs transfer Here in New York City, we have a transfer school in Brooklyn and a transfer school over in the Bronx.

00:28:15.000 --> 00:28:25.000

And we have the opportunity to open 2 additional transfer schools. One of which, we are going to locate, in Western Queens.

00:28:25.000 --> 00:28:40.000

And so we would, we'd like to, be able to come back, to the, the CC 30 next month to make a little bit more of a fuller presentation and to get your feedback and to dial up with you a little bit more fully about our plans.

00:28:40.000 --> 00:28:46.000

Very briefly, the transfer school that Urban Dove run is for a very particular population.

00:28:46.000 --> 00:28:53.000

Our students who have, who have tried and. And not past ninth grade. These are over age undercredited students.

00:28:53.000 --> 00:29:10.000

We only serve those students and those students are, high risk super students because students who do not pass ninth grade are only have a, graduate high school at a party, 28% rate.

00:29:10.000 --> 00:29:22.000

And so, we know that that urban, the type of transfer school the urban Dov operates and offer is much needed, by, by young people all over New York City.

00:29:22.000 --> 00:29:28.000

And we know that a transfer school is also needed in Queens because there are only 5 transfer schools in the entire.

00:29:28.000 --> 00:29:37.000

We will not be co-locating. So we're, will be having our own space and we will certainly be giving priority.

00:29:37.000 --> 00:29:45.000

To students and families from the borough of Queen, especially from Western Queens. With that being said, I might not wanna go over the 2Â min limit.

00:29:45.000 --> 00:29:52.000

And I hope that I will contact I will follow up with the board to be able to come back and make a Sunday full of presentation at next.

00:29:52.000 --> 00:30:00.000

Thank you very much and. Good luck with all all everything technical.

00:30:00.000 --> 00:30:02.000

Whitney, can I make a point of order really fast?

00:30:02.000 --> 00:30:10.000

Thank you. Thank you.

00:30:10.000 --> 00:30:12.000

Thank you. So we're going to go to raised hands from the council. We'll start with you, Deb.

00:30:12.000 --> 00:30:15.000

Whitney, can I make a point of order?

00:30:15.000 --> 00:30:16.000

Okay.

00:30:16.000 --> 00:30:41.000

Yeah, just a point of order. Yeah, I'm speaking before, before we hear from the public, I just want to make sure public understands that the council has written a statement in lieu of the resolution so before we hear about comments of the resolution I think there's going to be a tabling of the resolution or sending of the resolution, pending the discussion of the statement, which is different.

00:30:41.000 --> 00:30:55.000

So just keep that in mind before, much want to get clear before we, hear from the public.

00:30:55.000 --> 00:31:05.000

Okay. You can unmute.

00:31:05.000 --> 00:31:15.000

Hello, good evening. I'm coming to speak to you today this evening because I'm a parent of an eighth grader at IS 1 45.

00:31:15.000 --> 00:31:32.000

And Jackson Heights and I wanted to raised that my child's class and likely several other classes have not been receiving the very minimum amount of instruction time and variety in arts per the middle school policy guide.

00:31:32.000 --> 00:31:44.000

And I fear that this has been happening for years and depriving possibly hundreds or thousands of children of their right to basic arts education.

00:31:44.000 --> 00:31:56.000

So I just wanted to ask could the superintendent's office please intervene to fix that situation to ensure that students have at least as the policy guide says.

00:31:56.000 --> 00:32:08.000

One total unit of arts across grades 7 and 8.

00:32:08.000 --> 00:32:23.000

Thank you. Very much. We're going to move to. Cassandra Nelson Torres, if you can unmute.

00:32:23.000 --> 00:32:24.000

Yes.

00:32:24.000 --> 00:32:33.000

Hello, can you hear me? Oh, okay. I wanted to chime in on the proposed statement, the situation in the Middle East.

00:32:33.000 --> 00:32:43.000

As the Jewish granddaughter of Holocaust survivors with extended family living in Israel, I feel compelled to explain why I object to the proposed resolution.

00:32:43.000 --> 00:32:46.000

Along with everyone at this meeting, I am appalled by the heinous war crimes committed by Hamas against innocent unarmed civilians.

00:32:46.000 --> 00:33:04.000

They are inexcusable and intolerable. However, I find it equally unconscionable that the CC's condemnation of the attack should fail to acknowledge the humanitarian crisis now faced by 2 million Gazans whose very survival under military.

00:33:04.000 --> 00:33:13.000

Under military siege and without clean water, food, fuel, and medical supplies remains perilous.

00:33:13.000 --> 00:33:17.000

Furthermore, these attacks occurred within the larger context of a conflict that regardless of one's political opinions has by all accounts caused disproportionate suffering to the Palestinian people.

00:33:17.000 --> 00:33:28.000

What are our Palestinian Muslim and Arab school children to think of this omission and what seeds for further divisiveness are we planting by failing to acknowledge the plight of their people.

00:33:28.000 --> 00:33:38.000

Our world today is rife with sectarian violence and our children stem from every side of every factious conflict across the planet.

00:33:38.000 --> 00:33:51.000

Amid such complexity, it would be best for the CEC to avoid making any statements about international politics altogether.

00:33:51.000 --> 00:33:58.000

How can it possibly vocalize support for one group without disregarding the legitimacy and claims of the other.

00:33:58.000 --> 00:34:06.000

And with all the atrocities, the wars in the Ukraine and Russia and the Civil War in Sudan, the Armenian and Rogenian genocides.

00:34:06.000 --> 00:34:10.000

The list goes on. How should it decide where when and how to weigh in? Let our schools be a place where divisions are healed, not exacerbated.

00:34:10.000 --> 00:34:23.000

Let us do what we do best. Nurture, educate, and provide an inclusive environment where all our children feel supported.

00:34:23.000 --> 00:34:26.000

Thank you.

00:34:26.000 --> 00:34:38.000

Thank you. Venus Ketchum, you can unmute.

00:34:38.000 --> 00:34:39.000

Good evening. Yep.

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

Good evening. Hello? Oh yes, okay. I only spoke, I only want to speak because I don't know what happened in the beginning of the meeting.

00:34:42.000 --> 00:34:50.000

My intention was to be there in person. To hear the superintendent state of the district and just to meet the new superintendent, new enacting superintendent.

00:34:50.000 --> 00:35:00.000

So again, I'm just speaking at this beginning portion because I'm unclear on what happened in the beginning of the meeting. But I do.

00:35:00.000 --> 00:35:12.000

I am disappointed that the meeting was. Cancelled for in person yet it's still taking place in person.

00:35:12.000 --> 00:35:26.000

When I received the communication today, I was questioning why the meeting would be not in person because of Wi-Fi issues like because I know people have their devices and it's other ways to access the internet.

00:35:26.000 --> 00:35:36.000

So if anybody could provide clarification about around what happened. By the meeting when virtual, but yeah, it's still people in person at the district office.

00:35:36.000 --> 00:35:45.000

I don't know if you can answer that now or at another time. And I'm asking this really to just empower families like Whitney said, you know, some parents may not have gotten the communication.

00:35:45.000 --> 00:35:53.000

The meeting was cancelled, but then if she's there, it means like the meeting could have taken place in person and that is not sitting right with me.

00:35:53.000 --> 00:36:01.000

So I'm just curious as I missed that portion of why. Yeah, there was a discrepancy, yet the meeting is still taking place in person and virtual.

00:36:01.000 --> 00:36:05.000

So that was just my question that I had as well as saying that I visit districts, of course, of course Queens.

00:36:05.000 --> 00:36:23.000

And I'm excited to hear the state of District 30. With the, release, the, the unenbargled of the data so that we could really look at our school closely and support our most underserved and needy schools and students and families.

00:36:23.000 --> 00:36:35.000

And also. A recap of the number of migrant students that are in the district and how they're being supported and what specific schools they're at and what specific program resources are being used to support those students as well.

00:36:35.000 --> 00:36:43.000

So I just really want to find out what happened in the beginning of the meeting. So that's it.

00:36:43.000 --> 00:36:44.000

Thank you.

00:36:44.000 --> 00:36:48.000

Thank you. Venus. Do you want to address that first or later? We only have 15 min.

00:36:48.000 --> 00:36:58.000

Let's say 2 and so I'll address it later. Alright, next Kaitlin Kelley, you can unmute.

00:36:58.000 --> 00:36:59.000

Yes.

00:36:59.000 --> 00:37:03.000

Can you hear me? Okay, perfect. So, hello everybody. My name is Caitlin Kelly.

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

I am a teacher and a chat and the chapter leader at PS 3 98. First I wanted to say, thank you, to the district and to Superintendent Hidago.

00:37:14.000 --> 00:37:35.000

For the support that we received prior to even the first day of the school year this year. The support that we had given us in order to transition into a new school year, was slowly phased out and now we are at the point in our building where our district point person is no longer there.

00:37:35.000 --> 00:37:41.000

Unfortunately, the staff still has concerns when it comes to the day-to-day functionality of the building.

00:37:41.000 --> 00:37:49.000

After discussing at length the staff has decided to return to wearing black on Fridays. We did not come to this decision lately.

00:37:49.000 --> 00:38:03.000

The absence of continued support from the district is something that is alarming to us. We want it to be known that it is not about one person being in the building, but the fact that we are still waiting patiently for the DOE to show us how we will continue to be supported.

00:38:03.000 --> 00:38:11.000

We live in the reality that an untended teacher was discontinued and up to this point nothing has been shared about the action that is taken place.

00:38:11.000 --> 00:38:26.000

For a principal who has abused the power of their position. We live in a reality where teachers have been given developing mmm, with unjust circumstances or unclear evidence as to why.

00:38:26.000 --> 00:38:32.000

And nothing has been shared about actions. That have taken place to ensure that this will not unfairly happen again.

00:38:32.000 --> 00:38:40.000

Again, we do wanna thank the support that has been provided to us. And look forward to the continued support.

00:38:40.000 --> 00:38:45.000

And clarity in these situations. Thank you.

00:38:45.000 --> 00:38:56.000

Thank you. Heidi Castro, you can unmute.

00:38:56.000 --> 00:38:58.000

Hi, good evening.

00:38:58.000 --> 00:38:59.000

Good evening.

00:38:59.000 --> 00:39:04.000

My name is Heidi Castro. I am a teacher at PS 398 Queens.

00:39:04.000 --> 00:39:13.000

I'm here to speak on behalf of the staff. The staff would like to express concerns that are constant ask for resources has not been followed through with year after year.

00:39:13.000 --> 00:39:19.000

We are a Title One school and we understand how important it is for the students to be set up for success.

00:39:19.000 --> 00:39:30.000

We are asking what can we do to change this norm and ensure that our classrooms are being filled with resources that will benefit the students?

00:39:30.000 --> 00:39:32.000

Thank you.

00:39:32.000 --> 00:39:39.000

Thank you. We'll move to one more speaker. Before we continue on with the agenda, and that will be Sandra.

00:39:39.000 --> 00:39:46.000

Narvaez. I apologize if I pronounce that wrong. You can unmute.

00:39:46.000 --> 00:39:48.000
Hello, can you hear me? Good evening.

00:39:48.000 --> 00:39:50.000
Yes, good evening.

00:39:50.000 --> 00:39:55.000
My name is Sandra, I'm a feature at PS 398 and I'm here to speak on behalf of the staff.

00:39:55.000 --> 00:40:05.000
The staff would like to express concern about our students and the struggles we go through. Each year to fight for our students to be in compliance to honor their IEP.

00:40:05.000 --> 00:40:14.000
We constantly reach out to enquire about the status of various positions and or services that a student is entitled to in order to be in compliance.

00:40:14.000 --> 00:40:25.000
And our inquiries more often than not do not follow through with proper support for the student. This happens year after year and all we ask is for our students to be supported in order for them to be successful under learning.

00:40:25.000 --> 00:40:28.000
Thank you.

00:40:28.000 --> 00:40:32.000
Thank you.

00:40:32.000 --> 00:40:51.000
Okay. There's gonna conclude the first public comment session. Please raise your hand. Later during the other items that you would like to speak on on the agenda, the first, the next item on our agenda is the quarterly meeting with District 30 elected executive board members.

00:40:51.000 --> 00:40:58.000
This is where our District 30 Presidents Council comes in and speaks with our CEC community every quarter. I appreciate them for coming to speak tonight so I'm going to go ahead and turn it over.

00:40:58.000 --> 00:41:09.000
To Nick and is Becka here. Yeah, so we need to promote Beka to.

00:41:09.000 --> 00:41:12.000
Panelists.

00:41:12.000 --> 00:41:16.000
Yeah, would you be able to help us with that? Thank you.

00:41:16.000 --> 00:41:37.000

Okay. And just so that she can share her screen. Yeah.

00:41:37.000 --> 00:41:38.000

Yes.

00:41:38.000 --> 00:41:39.000

Hi everyone, can you hear me? Okay, great. I guess I'll start off with our presentation here.

00:41:39.000 --> 00:41:45.000

So let me.

00:41:45.000 --> 00:41:51.000

Hmm.

00:41:51.000 --> 00:41:58.000

Let's go.

00:41:58.000 --> 00:42:07.000

Okay, so start off I want to introduce who the president's council executive board are. Myself, I'm the PTA president from PS.

00:42:07.000 --> 00:42:12.000

34. My co president is Anna Ramirez, the PTA president of PSIS 127.

00:42:12.000 --> 00:42:18.000

Our vice president is Nick. From this meeting as well as Victoria, another CEC members are recording secretary.

00:42:18.000 --> 00:42:24.000

And our treasurer should meet a ramen from pS. 85. So a little bit about what we do.

00:42:24.000 --> 00:42:33.000

We function like a PA, PTA, but we don't fundraise. We meet on the first Thursday of every month alternating between AM and PM meetings virtual and in person.

00:42:33.000 --> 00:42:37.000

We host the trunk retreat which is coming up and we'll talk about that in a minute.

00:42:37.000 --> 00:42:47.000

And we were part of the planning for District 30 Families Monday. We do guest speakers at our meetings on topics to help our PTAs, MPAs and PTOs with whatever they might need help with.

00:42:47.000 --> 00:42:58.000

We share activity fundraising and we support each other. So when I say like we share ideas and activity fundraising, etc, we have these Google spreadsheets that we have on our website that everybody can access.

00:42:58.000 --> 00:43:10.000

And add you know fundraisers they've used like bear burger, applebee's panera, or Miss Chocolate catalog, kids boutique, double-good popcorn, various things, various tabs, and we've been sharing that idea with every PTA in the district.

00:43:10.000 --> 00:43:20.000

The big thing coming up is our trunk retreat. That is coming at us Friday, Friday night at this Friday, next Friday, October, the 20 seventh.

00:43:20.000 --> 00:43:29.000

You can scan the QR code to sign up or welcoming or inviting schools. The house host one to 3 for up to 3 trunks.

00:43:29.000 --> 00:43:35.000

It can be PTAs, the staff, the administration, whoever, associated with the school.

00:43:35.000 --> 00:43:39.000

Just sign up on that link. We have pictures from last year's. Trunk or tree on our website.

00:43:39.000 --> 00:43:47.000

The event starts at 4 30. Set up begins at 2. Clean up until 9. And I said, it's a story of park in the parking lot.

00:43:47.000 --> 00:43:58.000

So we have the whole parking lot locked off and it's been working really hard with the 114 to get that in the Parks Department or to get it all planned out so we can have that.

00:43:58.000 --> 00:44:04.000

Am I missing anything else? The next thing I have is a video. So make, do I forget anything?

00:44:04.000 --> 00:44:05.000

No. You got everything. We've sent out a link to all of the schools directly.

00:44:05.000 --> 00:44:16.000

And Mr. Dog will also be talking tomorrow and the principals. Meeting with regard to everything.

00:44:16.000 --> 00:44:21.000

If you have any questions with regard to this, you can scan the QR code, shoot us an email, at D.

00:44:21.000 --> 00:44:40.000

30 President's council@gmail.com. And again, as Becca mentioned, this is open for in terms of who has a trunk the schools administration teachers school-based organizations, if you will, and bring as much candy as humanly possible.

00:44:40.000 --> 00:44:46.000

We were very pleasantly surprised last year by the turnout. Some folks ran out of candy in 20 min.

00:44:46.000 --> 00:44:54.000

Some folks were able to stretch to the almost 3 h of the event. And we look forward to seeing everybody.

00:44:54.000 --> 00:44:59.000

Hopefully with blue skies. So yes, since October likes to rain.

00:44:59.000 --> 00:45:04.000

Well, as long as it's not a Saturday, we should be fine on that. Every Saturday's been rain.

00:45:04.000 --> 00:45:14.000

I know that's a baseball softball mom. So I have a little video of pictures from last year if you guys just so you guys can like see especially if you didn't get to see especially if you didn't get to come so you can see what it was like.

00:45:14.000 --> 00:45:44.000

There we go.

00:45:49.000 --> 00:45:53.000

So that's a little taste of that. We'll be posting it on our Instagram and maybe do a full week.

00:45:53.000 --> 00:46:00.000

We have plenty more pictures where that came from, but that's just a. A taste. Oops, did not want to play it again.

00:46:00.000 --> 00:46:02.000

Sorry.

00:46:02.000 --> 00:46:07.000

Next slide. Okay. So we're online. We have a Twitter account.

00:46:07.000 --> 00:46:12.000

We have an Instagram account. On our Instagram is at D. 30 President's Council or Twitter's Act.

00:46:12.000 --> 00:46:19.000

30 Press Council. We have a Facebook group if you're a PTA PTO member and you haven't joined it yet or highly recommend it. It's a good way.

00:46:19.000 --> 00:46:21.000

Another way for us exchange ideas outside of meetings. And ask questions, etc. And our website is D.

00:46:21.000 --> 00:46:31.000

30 Presidents Council. Com. Everything that any questions you have, there's a whole new frequently asked question section for the trunk or treat that Nick just finished.

00:46:31.000 --> 00:46:42.000

I just posted it online before the meeting. That's on our website as well. And that's pretty much everything I have.

00:46:42.000 --> 00:46:46.000

Thanks, Becca. Thank you. So we're now going to open it to public comment.

00:46:46.000 --> 00:46:56.000

If you have a question about the presentation you just saw. For Nick Arbeka, please raise your hand and remember the comments for this section.

00:46:56.000 --> 00:47:07.000

Are just for the. Quarterly meeting with District 30 elected executive board members. So if you have a question for President's Council, please raise your hand.

00:47:07.000 --> 00:47:18.000

And Nick will call on you. So the first raise hand we have is Georgia. Link now? Did I say that right?

00:47:18.000 --> 00:47:20.000

I, I apologize.

00:47:20.000 --> 00:47:28.000

You can unmute.

00:47:28.000 --> 00:47:31.000

Sh Alright, good evening.

00:47:31.000 --> 00:47:39.000

Good evening. Can you hear me? I think that this is the wrong section for what I want to say because is not related to what was just presented.

00:47:39.000 --> 00:47:42.000

Will that be okay?

00:47:42.000 --> 00:47:55.000

And what will what we'll do is we'll call on you a little bit later. This right now is about the follow-up to the President's Council presentation, and we will just note your name for when we open up to the next public speaking section if you don't mind.

00:47:55.000 --> 00:47:56.000

N, thank you.

00:47:56.000 --> 00:48:10.000

Thank you. So then the next person with their hand raised, Sandra Narvaez.

00:48:10.000 --> 00:48:15.000

I'm sorry, I thought I was already, that was for before. I apologize.

00:48:15.000 --> 00:48:27.000
Oh, no worries. Okay. Veronica.

00:48:27.000 --> 00:48:28.000
Yes.

00:48:28.000 --> 00:48:32.000
Hi everyone, can you hear me? Awesome. I apologize in advance for my children in the background just in case.

00:48:32.000 --> 00:48:41.000
But, my name is Veronica Sosa. I am a teacher at PS 398 Queens and I am here to speak on behalf of the staff.

00:48:41.000 --> 00:48:51.000
The staff would like to express.

00:48:51.000 --> 00:48:52.000
No.

00:48:52.000 --> 00:48:53.000
Okay, sorry. We're what we're gonna do is this public speaking section is just basically as a follow up to the president's council presentation.

00:48:53.000 --> 00:48:57.000
Is just basically as a follow up to the president's council presentation. Any questions with regard to trunk or treat?

00:48:57.000 --> 00:49:03.000
If you keep your hand raised, this public speaking section is just basically as a follow-up to the President's Council presentation. Any questions with regard to trunk or treat?

00:49:03.000 --> 00:49:08.000
So sorry about that.

00:49:08.000 --> 00:49:18.000
Next hand that we have up is. Pamela.

00:49:18.000 --> 00:49:25.000
Hi, I actually do have a question about the presentation. I'm a teacher at PS 148 in East Elmhurst, Jackson Heights.

00:49:25.000 --> 00:49:37.000
And my question is simply that moving forward in the future, are you considering about considering doing some of these events in other locations because it's really hard for our parents to get to a story up.

00:49:37.000 --> 00:49:48.000
So is something that the President's Council talks about like having other events in different parts of our district because it is so huge and transportation is really an issue to get to certain locations.

00:49:48.000 --> 00:49:51.000

It's really more I'm just sort of throwing out the idea you don't really have to answer.

00:49:51.000 --> 00:50:10.000

But I know that my school we're doing our own trunk or treat on Halloween because the parents are unable to get to astoria so our PTA has decided to do something within our school because it takes them like 2 separate buses to get where they are and the parents want to participate but it's a struggle for them to get there.

00:50:10.000 --> 00:50:24.000

Sure, sure. No, absolutely. I mean, with regard to this event, it just became easier to hold it in the same place with parks and wreck once you have a permit and an event approved, your grandfather to continue.

00:50:24.000 --> 00:50:31.000

The event annually with limited hassle and paperwork, if you will, in the same exact space.

00:50:31.000 --> 00:50:38.000

On the same exact date. So that is why it is continuing with. Regard to a story of park.

00:50:38.000 --> 00:50:40.000

This is something that has been brought up. Within President's Council but also with regard to within CDC for a second annual D.

00:50:40.000 --> 00:50:55.000

30 Family Fund Day and trying to do other events throughout the district, not just a storia or LIC centric and focused.

00:50:55.000 --> 00:50:56.000

So that is You're working. You're welcome.

00:50:56.000 --> 00:51:02.000

That's beautiful. Thank you so much. That's pretty.

00:51:02.000 --> 00:51:09.000

And then I think that's it for raised hands unless there's anything in the interpreter lines.

00:51:09.000 --> 00:51:14.000

Or the chat.

00:51:14.000 --> 00:51:15.000

I know. Yes.

00:51:15.000 --> 00:51:22.000

Nick, can I ask a quick question? You mentioned, joining a Facebook page or something like that.

00:51:22.000 --> 00:51:29.000

Could you put the, link in, the chat or somewhere where everybody can see it if they

00:51:29.000 --> 00:51:36.000

Okay. Yes, well, Becko, if you don't mind putting that back into the chat or she'll share the screen.

00:51:36.000 --> 00:51:41.000

Which will have that.

00:51:41.000 --> 00:51:42.000

Thanks, Hunter.

00:51:42.000 --> 00:51:44.000

Yeah, this is all of our social media.

00:51:44.000 --> 00:51:49.000

Okay, so they just need to scan the QR code, Becca.

00:51:49.000 --> 00:51:53.000

Sorry, the QR code, I believe it goes to the website. But if you go to the website, you have links to everything there as well.

00:51:53.000 --> 00:52:04.000

Yep. Okay, thank you. I'm gonna give Nick a quick break. We do have one question in the chat.

00:52:04.000 --> 00:52:09.000

I mean in the Q&A and that is can the public volunteer to assist with the trunk or tree?

00:52:09.000 --> 00:52:12.000

I'm gonna let Nick in back to handle that one. I mean, if you want to help, sure, not a problem.

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I mean, unfortunately, if you're not. If you're looking to have a trunk or a table, you'd have to work with your school and your parents association with regard to that.

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Otherwise, we're hoping everybody from the community will come and enjoy the event as a parent with their child's caretaker with their child, guardian with their child that evening.

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There's no questions on the Spanish line.

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Thank you. Gail, do we have any questions from the interpretation room? Okay, thank you.

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Alright, so I just wanna thank Nick and Becca for giving their presentation. We appreciate it. Before we go to the next item on the

agenda, I did want to address just one comment in the public speaking section.

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I don't want it to take up too much time. Again, We had Wi-Fi issues, broadband is down in the building.

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Okay.

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I am using my cell phone as a hotspot. I was going to come alone just in case we had someone from the public come.

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I had some members tell me that they wanted to come so they came. That is why we are here, but the The pivot was to be completely virtual with me being in here by myself.

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Just in case we had someone from the public hum again. I apologize for anyone who feels slighted. I apologize for anyone who feels that we didn't include I've tried my best.

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To make sure if we did have someone come that someone would be here to greet them. Because not everyone got the notice.

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In time before the meeting and again. I profusely apologize for that, but I did want to keep the meeting.

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Other members wanted to keep this meeting because we have a community that is asking. For answers that we wanted to speak with.

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In a timely fashion. So again, I profusely apologize to anyone who feels slighted by what happened with the meeting, but I cannot control.

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The buildings broadband being disconnected and anything that happened. We just want to make sure we hear from our community and this is when the public knew the meeting was happening and our speakers knew when to come.

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And so with that again. My deepest and serious apologies. I would like to go to the next item on our agenda.

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Which is public color and PS 152. I'm so happy to have Ms. Russo and her APs here.

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I see that they are here representing well for PS 152 in Irma for public color.

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This was something that I was so excited to see. I got to help paint, but I don't want to take up any more time.

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I really would like to turn the floor over to Ms. Russell, her team and Irma from Public Color.

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Thank you so much. For coming this evening and again, apologies. For this pivot, the delay and the difficulties we've been having this evening.

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Thank you for coming. Okay.

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Hey, thank you so much for having us, Whitney. We really, appreciate the time.

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Okay. You mean for that to happen, but maybe we need a little music. Okay, so here we go.

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My name is Lisa Russo. I am the principal at PS. I am the principal at PS 152 and I am the principal at PS 152 and I am joined this evening by Irma's 1 52 and I am joined this evening by Irma from public color.

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Hi, everyone.

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And the picture that There she is, my favorite girl. So the picture that you see is the entrance of our school building.

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And that is the way it looks right now, but it was a journey for us to get here. So we will share with you our journey together, PS 1 52 and public color.

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Take it away, Irma.

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You should see it.

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Okay, thank you, Mr. The public color slide. Okay. So, yeah. Good evening, everyone.

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My name is, and I am the program director for public color. My role at public color is really to build relationships with the school community.

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So we work in partnership with the DOE to help transform a lot of the school spaces that may maybe sometimes feel cold or institutionalized into a space that feels warm and welcoming.

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Got some really fun photos.

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Got it.

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Yeah, perfect. Okay, so, again, you know, the, our, the mission of public color is really to identify, schools that are under resource schools that really have maybe some time, some troubles and challenges, identifying resources to help.

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Beautify their school community and I know sometimes that's always last on the agenda and the school list when there's also a lot of other competing priorities.

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So what we do have. Public color is really teach the students how to paint and they are the ones who really take over their school, they take full ownership and voting on colors and making their school look beautiful.

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Public color is actually a contracted vendor of the DUE and we've been around since actually, 1996 transforming schools through an after-school program and through on Saturday programming and to date we painted over 300 schools program and through on Saturday programming and to date we painted over 300 schools and 258 community facilities which also included over 300 schools and 258 community facilities which also include

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shelters, and 258 community facilities, which also include shelters, daycares, police precincts, senior centers

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Okay.

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Oh, Missouri, can slides in the next slide. Thank you. So, you know, in case anyone is interested, you know, how, how public color works, we partner with schools through a variety of programming.

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So Pink Club is a program that runs for about 10 weeks. That's a Tuesday through Saturday school.

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We basically work like an after school program where we work really with middle school and high school students teaching them how to paint kind of like a leadership program having them really beautify different spaces of the school.

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And at the end of that program, we actually recruit students to then receive stipends to transform other schools where they get paid and we really kind of stick with them up until they're you know senior year of high school where public color actually provides college scholarships for every single student that joins that program if they stick with us until from middle school or throughout high school.

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So the the partnership that we did at Miss Russell School over at PS 152 her school is an elementary school but we were still able to identify spaces that really needed beautification like the front fence and some of the back in the backyard area.

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And work with some of her fifth grade and fourth graders and their families to beautify the school spaces and we did that through a series of weekends throughout the school year.

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Now another way to also get involved if the school the school year is really pretty much compact for a lot of other activities we run programming over the summer and that's how actually I, engage partnership with Miss Russell to start as kind of like the phase one where we worked on the front fence of the school over the summer and we kind of identified and secured funding to kind of partner again in the fall to do the

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backyard spaces. So it's been such a wonderful experience and I'll provide more information about how to get involved and you know how to kind of like partner with the next school that we do.

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Okay, so. These are just photos that capture the transformation of our building, right? So my big thing is to take the ordinary and make it extraordinary.

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And as principal of this school, I've been trying really hard to Make us the shiny penny.

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Let the world know that something special is happening at PS 152 and when I heard about public color, I decided that I would really love to reimagine our outside space.

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So on the left hand side you see the transformation of the front. Where it went from an ordinary looking school to now we have all these beautiful colors of blues and yellows and greens and our doors are painted bright welcoming colors.

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And then in this in the fall, we had the transformation of our school yard. And you can see that that just really took over.

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And what happened is my my vision was that our kids come in each morning through certain doors. So our kindergartners come through door number 4 and 5 and our first and second graders come through doors 7 and 8 and they wear colored tags.

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So that's how we know that our kids are coming through the right spaces. So now not only do they wear those colored tags, but their door matches their tag.

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So they know exactly where to go and it's a really just amazing experience. In the morning for the kids to come running towards their colored door and they just love it so much.

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So how did we do this, right? So it was a journey and Irma and I, have been in this journey together, but it really started way back in April.

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At a principal's conference, Dr. Compasso and Dr. Faithy shared that they had gone to a public color event and they said if you don't know who public color is you should definitely find out who they are.

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So I started to do some research and I found public color online so I started to send emails and I sent some messages on Twitter and Irma responded.

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Irma came by probably a week later. And we started to brainstorm together. We wrote a letter to our assembly member Shakar Krishna in May.

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And then in June, our cost of grant was awarded. So I met with Irma again to brainstorm and to plan the project to reimagine the exterior of our building.

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We planned the summer residency and then in July and August the summer residency began. And Irma and her team came out with volunteers from different companies like Apple came and all different companies came.

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Some of my staff came during the summer. And we primed the space. And then the kids transformed it with all the beautiful colors.

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I met a bunch of times throughout the summer to plan the fall residency and to plan the family painting day.

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So that was for July and August. And then in September, we started the fall residency. So the public color team primed the whole space.

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In time for our family painting day where we had 30 plus staff members, staff members brought their families, we had the dish some people from the district team, we had some of our CC friends came.

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So many people came and we did almost the whole yard in one day. But we weren't finished yet, so they had a few more weeks to finish and we had select children from our fifth grade join a paint club and they stayed after school a few days to also get the painting done.

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So our family painting day was an absolute success. And here's a little video to capture that day.

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Okay.

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Okay. Yeah. We do that. Thank you.

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Okay. Yeah. Okay.

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Okay, so you can see it was a great success and so many kids and families and staff were there and we really just all left our mark on our space.

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So, Irma is going to share with you how you can do the same for your school.

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Thank you, Miss Russell. Yes, I'm a little biased. That was probably one of the best family painting days we've ever had.

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It was so well organized and put us to you, Mr. And your team also for helping us put that together.

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But what's next? So you're interested in a public color transformation. Really, you know, if you if we paint anything that's pretty much painful in your school.

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So what I really love to do is just schedule an initial site visit either with your principal or with your leadership team just to identify some potential spaces for beautification.

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And if you're definitely interested in pursuing an after school program or a Saturday programming or maybe even over the summer.

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If that's the best capacity that works for you. We can then start brainstorming about funding.

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Now, as I mentioned, public color is a contracted vendor of the DOE, so we do have support from actually division of school facilities to help provide funding for the project.

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There's school funding also on the school budgets and via PO. There is also, Councilmember Grant, which is how this also project came about.

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But you know, I think really every single, when it comes to the total cost of the project, it really is contingent on the size and scope of the school.

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So that initial site visit just to kind of explore possibilities would be the first way to kind of go about things, but feel free.

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My email is right here. Irma IRMA at public. Org. I am very accessible.

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You can reach out to me anytime and I'd be happy to schedule a school visit and we can go from there.

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So thank you for your support. They're all my CC friends and, with our beautiful wall and it was just the best experience.

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So I urge all of you that if you want to have this company work with you, that if you want to have this company work with you, they are amazing.

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So I urge all of you that if you want to have this company work with you, they're amazing. The kids loved it.

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The parents love it. And it just really brings me so much joy to come to this building every single day.

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So thank you for your attention.

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Thank you, and thank you to everyone in attendance tonight. We hope you enjoyed our presentation and I hopefully I'm looking forward to meeting everyone else in the district.

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I worked in many schools actually in Queens. And just a side fact, I'm proud of.

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Good. My school when I was in middle school and if it wasn't for an organization like this, I was in a school that was under resource, I wouldn't have, navigated kind of school, I wouldn't have, navigated kind of my way to find something I was really proud of to get me to really invest in my own time potential and also a college scholarship to get me to really invest in my own time potential and also a college scholarship which is

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really, invest in my own time potential and also a college scholarship and also a college scholarship, which is really invest in my own time potential and also a college scholarship, which is really, a huge factor, as, a young, lady who also had multiple siblings and parents who really struggled.

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So, you know, I really promote this program. I promote it hard for any student that you can think of that can really benefit from an experience like this and a school that can really benefit from a beautification because color really goes a long way with your energy and warm so we really hope to bring that into some of your spaces.

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So thank you again, everyone.

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Thank you. So much.

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Alright, thank you. So the first thing we're gonna do is have comments from our members. If you have any questions for Miss Russell and Arma, please raise your hand and I'll call on you.

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Nick will, you can ask your questions.

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Okay, we don't have any questions. Anybody have any questions? I will say, by the way, Victoria was with us that day also and she just left before we took that picture unfortunately.

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So we might have to photo shop her in.

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We can do that. I can arrange that.

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Cool. Looks like there's no questions from us. So if we don't have any questions from our council members.

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The next thing we're gonna go is to our attendees. We don't have any more in the room.

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So if you are a participating via zoom and you have a question for miss Russo and arma please raise your hand and we will call on you.

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Remember at this point in time we are only speaking about public color and PS 1 52.

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Okay, so we don't have any hands in the Zoom room. Do we have any questions on the interpretation line?

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I was no questions on the Spanish line.

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Okay, thank you. Do we have anything in the QA?

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Okay. So the next item on our agenda. Is the resolution. 1 75.

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I know I said at the beginning of the meeting that we were going to, talk about potentially tabling the resolution and discuss the the statement that the council would like to issue.

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So I am going to at this point turn it over to. The member who authored the resolution.

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Thanks, Whitney. I, We, Kelly Craig is no longer on this meeting and I feel I'm comfortable going forward with anything that we've discussed really.

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Without her here, we are Israeli members. She's been impacted directly as many people have, but her family is.

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Is impacted directly and I just feel uncomfortable with her not here having a discussion about this so I'm not gonna introduce our statement and when it comes time to, I could do it now or we could do it during resolution time, but I'm gonna, I'm gonna make a motion to.

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Rescind or table the resolution. I'm gonna I'm gonna just rescind it.

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Actually not table it for next time. I'm just gonna send the resolution because we had decided that we weren't gonna go forward with that one.

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So, if I have a second to. Take that off the agenda.

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Seconds. Second.

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Second.

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Okay, so we have a motion in a second to take the to withdraw the resolution. So we are going to now withdraw the resolution.

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In from my understanding is the second item to Make a motion to table. The discussion in relation to the statement.

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I just want to I don't I wasn't clear.

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Yeah, I for one am not bring I do not plan on bringing up I wrote is for the public I wrote a statement based on what the Chancellor had written we had discussed it a little bit on over email.

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We were going to discuss it tonight. I do not plan on raising that tonight.

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Point of order. I don't think that we can just Take off a resolution without having a vote.

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Yeah.

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The motion has been seconded and we should have discussion about whether we're going. To withdraw it and then have a vote on that.

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Right. Thanks, Hunter. I was gonna get to that. I just wanted to make sure I was clear on the second half of the statement.

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So I appreciate that as Hunter has directed that we are going to take it to a vote. And a discussion.

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Well, sorry, a discussion. Was a discussion about the discussion? About, tabling. I mean, discussion about withdrawing the resolution and then a vote.

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So the motion was on the floor. I was seconded. Now we're going to have a discussion about.

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Withdrawing the resolution. If you will please raise your hand. Members and I will call on you.

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Thank you.

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I, and concerned about the idea of withdrawing. Both the statement and the resolution at the same time I'm very sensitive to the fact that our Israeli member is no longer here.

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We have a business meeting. Next week and so my sincere hope is that we will think that we will talk again about making a statement, which we could do.

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We can't pass a resolution during that time, but we could make a statement during the business. Meeting next week.

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So that would be my preference at this point.

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Okay.

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Do we have any other comments? Anybody else want to raise their hand or discuss this before we take it to a vote?

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Okay. I do have a comment. I want to first thank a lot of the members of the community that came out tonight and I also want to thank my fellow council members.

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For taking everything into consideration in relation to the resolution. It's drafting and the subsequent discussion on withdrawing tonight.

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Again, it was never my intention for this meeting to transpire in a way that someone felt uncomfortable before they had to leave.

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Again, going to apologize for that. I know we have a lot of people from the community who want to speak about.

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This resolution and I do want to hold space for them. I do, we do not take public comment.

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At the business meeting. So I understand we want to talk about the statement and its finalization when we have Kelly return.

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But I do think that we should hear from our community. Because they are impacted. And I did stay at the beginning of the meeting.

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We would hear from them during this time and ask that people. Keep it respectful. So that is the only thing that I want to add to the discussion.

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Okay. Hi, I also have to agree we have. A large number of attendees.

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I know you guys can see it, but. We appreciate everyone that showed up and logged in.

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We know everyone's busy and I think we should also hear from the public. We may not be able to.

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Discuss it as a council today, but I think it's important. Especially if we ask for parental engagement that we do provide the space for families and parents to.

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To say what they'd like to say. I know it's a very tense time, but as long as we keep it respectful.

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I'd like to hear from from the public.

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Jonathan.

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I do understand wanting to give members of the public who have come out an opportunity to speak My only question is what are they speaking to if we have not introduced or a potential statement, you know, if we've withdrawn the resolution and not introduce a potential statement.

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You know, they can speak to the resolution if they like. But that's been withdrawn.

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So I, I'm not sure exactly what. With the substance of the of the. Comment.

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Deb.

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Yeah, I agree with everybody. I agree, Jonathan, but I do think that since people have come to speak, I feel like the certainly want to put words in anyone's mouth but that they're here because they feel strongly about the issue writ large and if they would like to just speak generally about that but what they might like to see in a statement or what they might like to hear from us as a

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council. We have space for that in public comment. It doesn't have to necessarily be to something, but I take Jonathan's point as well.

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But we have our public comment just for that.

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Hunter, you're in your hand raised.

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And I put it down.

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Okay.

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So I guess the motion on the floor is now we're going to vote. To officially withdraw the resolution.

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Do we have any other comments? From our members, other members before we take the vote. So I'm assuming we're going to.

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Have the public comment at the end is what we're going to allow the public to speak at this for this.

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Event is everyone's okay for that. Okay, so. Let's go ahead and Victoria, if you wouldn't mind doing a roll call vote to, withdraw the resolution.

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Okay, Deb Alexander.

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In favor.

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Linda Chung Liang.

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In favour?

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Kelly Craig is not here right now. Hunter there.

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You're on mute.

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Epstein.

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Jonathan Green.

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In favor.

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Nick Mason? In favor. Victoria Medalias in favor. Danny Rojas.

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In favor.

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Marlene Rossi.

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And favor.

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Marcela Santos. Favor Wendy Toussaint. In favor in favor. Thank you.

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Thank you. So the motion to withdraw the resolution it has passed so resolution 175 will be withdrawn.

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I know again we have a lot of attendees here that would like to speak on this resolution. We will ask if you would be a little patient.

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And speak during our, our second public comment. Portion, and to discuss what you would like to see in the statement that will be forthcoming from our council.

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So thank you very much. The next presentation we have is for our Office of District Planning.

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So I'd like to first introduce, Kevin Lopez. Who is going to be speaking about the motion picture technology high school.

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We're excited to hear from Kevin and then after his brief presentation about the new high school motion picture tech.

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We are going to have Riba Linkenstein and Raya Cumberbach, speaking about our district planning.

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So thank you, Kevin and Riba and Ria.

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Thank you. So much. Hi, folks. Good to be here this evening and thank you so much for the opportunity to be here.

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I'm gonna defer to, Reba and Ria first to address the committee and the folks that are here with us and then I'll quickly jump into a very brief explanation about this new and exciting groundbreaking high school that is coming to Northern Queens.

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Thanks, Kevin. Good to see you and see you see. 30 and everyone here tonight. I had Kevin and I had said maybe district planning should go first to just share the context of kind of our work in our office.

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And then talk about his new school planning and but if the council prefers that he go first that's fine just let me know you're okay with me okay so yeah, okay, great.

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Oh part.

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Just wanted to make sure there wasn't. Any sort of misalignment on the.

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Order of the agenda. So I'm Riba. I you share pronouns, I am the director of Queens planning at district planning.

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And I'm joined by my colleague Raya who is going to share her screen. And jump right in.

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Thank you, Raya. So. Again, we do want to give a brief overview of our office and the type of work that we do before we do some high-level data trend sharing just to make sure folks know who district planning is and kind of orient ourselves to that.

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Next slide, please.

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Yeah, can you go to the next slide?

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Okay, so district planning sits within the first Deputy Chancellor's Division of the DOE.

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We work closely with partner offices across the department, including the Office of Student Enrollment, Office of School Design, Space Planning, Office of Student Pathways and so on.

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And in collaborating with these office is we do work on what is called the district planning process which is kind of our annual and cyclical approach to looking at district data trends and assessing needs and priorities.

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Part of that process is engaging with the CEC and with community members, the superintendent, and other stakeholders to ensure that we're really having a comprehensive understanding of what's going on.

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In each district and what our office might be able to do in terms of policy.

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So what's listed here is what we call our district planning levers. This is kind of our toolkit, if you will, in terms of the types of actions that our office might take.

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Based on data and based on needs. The first 2 listed here rezoning and unzoning the CEC is the voting body on and definitely something that we would be talking about in this space should we pursue one.

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And the other items listed here are. Governed by Chancellor's Regulation A. 1 90, which is what we call changes in school utilization, so co-location.

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Grade level truncations new school sightings things of that nature which is again why Kevin's here tonight and is kind of again closely done in partnership with the CEC but voted on by the PEP which is the panel for educational policy.

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Example of this type of change that some folks in this space might. Be familiar with was the truncation at PS 1 50 last year that was a K to 6 school and we did a proposal in partnership with the school leadership team to remove the sixth grade there for this school year to align that school K to 5 to kind of the typical entry and exit points for elementary and middle school.

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So that's the type of policy work that we do. And these are kind of some of the actions that we can take.

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And I'll pass it to Ready to keep talking about district planning.

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Hi, everyone. My name is Raya. Excited to be here and share as Ruba did a little bit more about what we do in district planning.

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So every year ODP reviews and shares of information with EVERY, CDC, CEC, sorry to help identify district planning needs and priorities.

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And so we look at things like enrollment, demographics, and capacity to understand district trends.

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Sometimes that data may reveal overcrowding capacity needs or a special programming gaps. And we then talked to the CEC and community stakeholders like we're doing tonight.

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With the goal of working together to prioritize but also balance the needs of the community with the data and overall district needs and trends that we've seen.

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Okay. So to give you all a deeper overview of the process, ODP will gather and analyze data and we're always kind of gathering analyzing data.

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And then we share our annual report at a consultation meeting like this one tonight and it's also an opportunity not just to share data but to gather more information and hear from you all as we start to dig deeper.

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So we engage with the community to learn even more about specific means. Sometimes in these conversations and SLT or CC will come to us and say that they want to make a change.

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Sometimes there's a question that will be asked or a comment made that gives us better insight or provides context for a change that we were already thinking about.

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And then based on all of these conversations, ODP comes up with a potential plan to address district needs.

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This usually starts the A. 190 or a 185 process. A 185 looks at zoning while A 1 90 focuses on changes to some utilization.

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And these are both mandated processes that have very specific guidelines that are office needs to follow.

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So to give you an idea of what the A 100, and 90 process looks like specifically, the A.

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190 is a chances regulation that governs significant changes to school utilization. So legally we're required to publish an educational impact statement, yes, build a utilization plan above and that's usually for Tartar school proposals but both of these outline the plan and impact on communities.

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After that, we can be in a joint public hearing, but the CEC, you all, to engage, impact the communities as well.

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Then we'll publish an analysis of any public comments and arrange for the panel of educational policy, the PEP, to vote on that proposal.

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And all of these materials are published for the public to see. So one example again is one that we've mentioned.

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When the SLT at PS 1 50 came to us and said they want to truncate the sixth grade.

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We worked with a number of communities stakeholders and we saw that the data showed it would be a good idea, feedback showed it would be a good idea from the community and good for the students.

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And so that is how we started with the community and good for the students. And so that is how we started the formal A.

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1 90 process. So even though this is our legal process, we do try to go beyond and.

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Practice other forms of engagement. We know that data doesn't always show everything and that we always need context.

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So these are some examples of the engagement that we do. We do CC collaboration. We have conversations with stakeholders.

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This means the SLTs principals, elected representatives, and other DOE offices who may have better insight.

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On certain areas that we might We also tried to do a lot of on the ground work, so we will do building walkthroughs and attend community meetings and often these happen not just before but during and after a proposal is posted for consideration.

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One example of some engagement that our office did that was beyond the legal mandate. Was when we did the planning opening of Q 4 29 it was a new school and we worked really closely with the CEC to issue a survey to get feedback from families about the admissions process.

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It was really successful. It got over 400 responses and it led to changes in our initial thought processes and how to zone the school.

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So next I want to share some data that is specific to District 30. But I do wanna make note that these highlights were created using data from the 2021 2022 audited register this was the most recent data available and the 2,02223 audited register has not yet been published

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Sorry, let me just clarify. 2022 2023 audited register and we don't yet have.

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Audited register for this school year which is 2324

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Yes, thank you.

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So I want to start with some city wide data so we can really couch this discussion. On how it relates to district 30.

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So here we see some data showing that enrollment is down. That is this red line here.

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Okay, that shows the total decline in enrollment and we can really see that starting to happen in 2,016/17.

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It picks up in you can even say, 1920, 2021 and it continues on a downward trend.

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The blue line right below it shows the total district enrollment. And it follows that same trend. Right, we can see that it is decreasing.

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The purple line down here shows charter school enrollment, which you can see has actually increased. So I also just want to note that we do see a major decline during the pandemic and.

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Continued the client after the pandemic and data shows that that decline is at 12%.

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So here is, District Thirty's enrollment. Starting in 2,017. We have about 5 years of data for that.

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This is showing decline across all elementary, middle, and high schools. Okay, there are 4 interesting points that I wanna call out for your attention.

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We do see an increase of 21% in 3 K. That is this number here. However, it's because it's a new program and it's phasing in.

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High school we have seen a slight increase in enrollment. There about 200 more high school students after a few years of steady decline.

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So we see here we go from about 10,000 to just under 10,000. Alright, and then we also notice that over 5 years, the total decline in district 30 is 11%.

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Which is in line with citywide data would show 12%. Another thing or the last thing I wanted to point out was that when we look year to year from 2021 22 to the 2022 23 school year we do see that the rate of decline in enrollment has slowed down.

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So we look here, it's continued point 9, 2.3, 4.4, those are higher rates of decline.

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It starts to go that starts to lesson at 3.1 and now it's at point 3%.

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So that shows that. The loss of students is lessening or enrollment may be stabilizing.

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The next thing I wanted to point out was elementary school retention. So retention looks at the number of students in a district and if those students are staying in the district versus where they are choosing to go.

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Few interesting points about elementary school. Include that District 30 has an average attention rate for elementary school students of 74%.

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The second is over the last 5 years we've lost about 4,000 elementary school residents. So if we look at this bottom number here, we go from about 22,000 to just about 19,000 a little under.

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Looking year to year, however, and similar to the last slide I showed you in 2021, we see a resident loss of 5.1% but in the 2022 23 year we see that there is a slowdown and that loss is low to point 5%.

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I'm not gonna talk a little bit about middle school. We can see here that middle school is also in decline.

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Same as elementary school, same as citywide. And the retention of middle school students in District 30 is lower than elementary school.

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Currently sent at 69% or our data showed at the time that it suited 69% and over the last 5 years there's continuing to be a steady decline.

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So over the last 5 years, the district has lost about a thousand middle school residents. It's gone from about 10,500 to about Just over 9,000 509,600 really.

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So, however, it's interesting to note that more of these families that have stayed in the district are still choosing to send their children to charter schools.

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Over the last 5 years, we've seen that this number has grown from 7 to 11%. So here we are, 2,017.

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It was just under 800 families and now it is just over a thousand families.

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Lastly, we did identify a need in District 30 based on our data. District 30 is a need of the 75 seats.

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The data shows us by great spans first need and capacity. So right here. We are looking at elementary school needs and capacity and same for middle and high school.

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We can actually see that in elementary school we have 406 D. 75 seats to accommodate the 365 elementary school students who might need those seats.

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So we are meeting capacity at that level. Some of, similarly for high school, we are meeting capacity there as well.

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However, in middle school there is certainly a need. We only have 72 seats for a hundred 33 students who may need one.

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So this would definitely be something to consider as we dig deeper and talk to the community. And it's this type of analysis that can lead towards a proposal aimed at adding D.

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75 seats. To the district. And that's of course with the goal of increasing those seat numbers at the middle school level specifically.

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So families don't have to travel out of the zone to meet their children's needs. And now I'm going to actually head it back off to Riba.

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Thank you.

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Thank you, Ryan. Just one last data point and I did see there was a question in the QA about a new capacity.

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So this shows the middle and elementary school new capacity projects that are upcoming in the district meaning new buildings.

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We do have listed here the new middle school that Raya mentioned that's Q 4 29.

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It opened this year. And there's an annex opening at PS. 85. Next year and 2 new elementary schools one.

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Plan for the hunters point area which we're calling and one in court square on 40 third street or 40 third Avenue excuse me so definitely something that we plan for in collaboration with this community is when we open new schools about whether or not they should be zoned and how to zone for them.

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That new capacity in the hunters point. Long Island City area, we talked about potentially planning for an elementary school rezoning on the timeline of these schools.

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Opening so that we'd be doing some sort of rezoning with all of the new capacity. Available and open as opposed to last year when we were talking about doing it for just PS 3, and 84.

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So that's kind of additional context for our work. Another thing I want to point out here is the excess number of seats in the district.

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We have over 2,000 elementary and middle school excess seats. Of course, in one area we're building new schools and in other areas we might have some schools that are what we would consider underutilized or that have excess capacity because the schools.

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Either have lost enrollment or the neighborhood have kind of the neighborhoods kind of changed over time. So we look district wide and then definitely rely on folks here for neighborhood.

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Specific context and of course look at data on a kind of school by school basis. Northern Boulevard was mentioned in the chat that's not listed here because this was focused on elementary and middle school, but that is a new high school building that's opening in District 30.

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In 2025. We've started to engage. Cchs and Queens High School Presidents Council and shared some information with this council about new school planning.

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Which is why Kevin is here. So I'm going to pause for a moment. I see some raised hands and Whitney or whoever is chairing or wants to make this call.

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Do you want us to start answering questions now related to the data or should we hear from Kevin briefly and then answer all together.

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Let's do Kevin briefly and then we'll go back to the questions.

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Okay. Alright, so we'll turn it over to you, Kevin, and I think Ray, he'll share his screen if you can stop sharing.

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Thank you.

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Alright folks, thank you so much, Reba and Ray. I really appreciate the opportunity. I'm gonna keep this short and sweet.

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This is a presentation that I've been sharing. With families very interested and excited about the opportunity to to learn more about the school.

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Just give me a moment, I'm gonna actually. Present on my end. And then I will share.

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Okay. Okay, you should be able to see our first slide. Welcome to the motion picture.

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Technical high school, very excited to, to be here again. I am Kevin Lopez, the Principal assigned project director during this planning year for this incredible institution, the CT high school that's coming to the Queen's District 30 area, pending approval of course.

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Again, some of the major players behind this initiative are on the screen now, Superintendent Fred Walsh and Dr.

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Buffy Whitfield from the Urban Assembly and CUNY Network of Schools.

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Of course, Donna Taylor over at the Senior Director of the Office of School Design and of course rebel in the team as part of the director as part of the Queens planning team.

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This is something just a shameless plug here. We are now online. We have a website.

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You can visit the site. Again, it's at the top of this first slide. Motion picture s. HS. Org.

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It is currently under construction. We do have some, some forward facing landing page information, but we are currently updating it in real time as more information is approved on our end.

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The site is also or the school rather is also on the high school directory. So that students have the opportunity to apply.

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To this school up until the high school deadline of December, the first We're also on social media.

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Follow us on Instagram, motion picture NYC, where you'll get to learn a little bit about what really is at the core of the school, the mission, the foundation of the school, you'll learn a little bit about me and my background as an educator and school leader and also as a film producer for some time.

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Really the all converging. In a really beautiful way to build something that's truly groundbreaking for students interested in careers in film, television, and the larger media landscape.

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Again, the vision of the school is to create a pathway for New York City students from diverse backgrounds preparing them for careers for fulfilling and well-paying careers in the film and television sectors.

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The key here of course is we want students to feel that they're graduating with the technical skills and the professional network that really allows them a leg up in an industry that has been historically exclusive as we know.

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So we want to make sure that these jobs are fulfilling and of course, our, sustainable.

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Little bit about me. I've been in the DOE, now New York City public schools for over 15 years.

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I've had the pleasure of building film programs in the Bronx area for the earlier part of my education career as a as a special education and media arts teacher in some middle schools.

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I then had the opportunity to, co-run the film studio. Over at.

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Into the story area which I would loved during that time I had the opportunity to join the team at the arts office to support what they called the moving image blueprint steering committee and I was very fortunate to be able to leave that committee to help roll out professional development professional learning for teachers across New York City interested in integrating film and media arts into their content areas.

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So that was a very exciting fulfilling time some years back. I've also produced films, so I've been in my past life.

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I've made a couple of films. I've made a couple of films. I've produced a documentary recently that is now on HBO. So I've produced a documentary recently, that is now on HBO.

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So I've produced a documentary recently, that is now on HBO. So I've had experience both in the non-fiction and fiction space, really in the independent side of filmmaking, which really is kind of drives a lot of my my motivation to build something unique because I know the struggle and I know the difficulties and the challenges it takes for young people of color to really break into an industry that

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doesn't really have those sustainable pathways and bridges. For young people to truly take advantage of.

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I've also been very, very fortunate recently of being the assistant principal of art and CT at the High School of Art and Design.

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I was the AP there for 2 years, where I was given the opportunity to also help build and develop a, the summer design institute with the support of the CT office.

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So again, my career really is kind of blurring the lines between actual film production, working in the industry, but also really advocating and helping build media.

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Arts and film marks programs around the city. And it's a really great opportunity that now everything's coming full circle, in Queens potentially to build the motion picture for technical high school.

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Okay, Mission of the School of highlighted some key points here. The motion picture, motion picture tech is a CTE public high school committed to creating an inclusive pathway to careers in the film and television industry.

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There are a couple of other programs in the city that are doing some really wonderful work that we're working closely with.

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One particular school is academies for film for careers in film and television in the Long Island City area as well as of course as the film studio at Frank Sinatra the film program at the high school of art design and of course the cinema school in the Bronx.

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These are really wonderful schools that are only going to be enhanced with the emergence of motion picture tech as a way to kind of strengthen the network of opportunities for students across New York City and being on New York City of course.

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The aim is to mold traditionally underrepresented talent into film and media industry ready professionals. We want to equip them not only with the necessary technical skills but also the creative confidence to revolutionize what we call below the line production roles below the line.

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That's a very strange term. Took me some time to really truly wrap my mind around that.

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But we'll go into that briefly before we conclude. Okay, so again, New York City and television industries as many of us know continue to grow.

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Particularly in the northern Queens area we still know that Long Island City, northern coins still continues to be the epicenter for film and television here in New York City.

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It's really become. Really, a strong voice within the film industry in general. And it continues to grow.

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The challenge of course here is that we really want to now foster and nurture the local local talent and professionals in a way that's never

been done before so that the industry feels encouraged, inspired to hire locally rather than bring in talent from abroad. Right?

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So that's generally been the the rule of thumb in the industry is essentially the fine talent that they feel comfortable with.

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It is still in in a relationships based industry but we want to encourage the studios the production companies the networks streaming platforms to truly value the talent that we're developing here.

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From the ground up.

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Really excited to mention that we have a lot of industry partnerships that we're kind of nurturing and developing right now.

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A lot of the industry partnerships that I've worked with throughout the years including Warner Media, HBO of course Netflix, Ari Rentals, Adorama, the Kaufman Studios Silver Cup.

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These are all New York City, Silver Cup. These are all New York City based production companies, production companies, production studios, sound stages, post houses that I've worked in the past in a variety based production companies, production studios, sound stages, post houses that I've worked within the past in a variety of capacities.

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So, that I've worked within the past in a variety of capacities. So a lot of those folks are very excited about the launch of motion picture tech.

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But we're super excited to also partner with, organizations out on the West Coast, the Roy Bell film and television magnet, is a high school that was recently created with the support of the Roy Bell Film and Television Fund, led by Brian Lord, who's the head of CAA.

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And of course, none other than George Clooney and, some, a, list, actors, who, are, really, behind, the, mission, of, truly, diversifying, the, industry, historically tends to provide resources to adults, people of color, people my age and their fortys and up to really support them in their careers, but there isn't much work being done.

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To truly support high school students, K through 12 schools where students at a very early age are realizing that they want to pursue this as for potential career.

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So now this is an opportunity to really take the olive branch from from Hollywood to really develop something really thought with a lot of thought that sustainable not only for New York City but outside of New York City.

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So we're very happy to be partnering with the Boy Bell Film Institute and we're using a couple of resources that they're already that we're considering using like their curriculum, which is something that they've built.

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What we want to do is tailor that curriculum so that it really fits the demographic that we serve here in New York, but more importantly that we find the crosswalks, really the connection between the curriculum that is being built out in California with our CTE endorsement requirements here because this is a CTE school career and technical education education school first and foremost.

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Okay, so just I wanna end off on this note. I know we don't have much time, but again, the application process for high school students is now open.

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Students are using the My Schools application portal as many of you know the challenge for me is and for the team of course is that we're trying to get the word out that motion picture tech is a new school that exists.

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So again, we're connecting with folks on social media. We are talking to the press team here in New York City Public Schools to help develop a robust marketing plan.

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A students from my former students from the high school of art design have come in come together to help build some some quick new logos and assets so that the work can really spread.

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I'm doing the rounds now to communicate with school specifically in Queens, middle schools that are interested in learning more about this program.

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So I'm doing the rounds traveling from middle school to middle school as far. You know, as at Southeast Queens to really engage with students and families in real time so that they not only meet who I am as the school leader but also truly understand that we're opening 200 new seats for aspiring filmmakers and I have to say that that's pretty groundbreaking on so many levels because as a

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film teacher for many years in the city of New York, I've had to deny students who wanted to participate in certain programs because just there just weren't enough seats for the demand of young filmmakers and young creatives that wanted opportunities at the highest level.

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And I think that bringing in 200 new seats to ninth graders for the September, the 2024 is very exciting and I've already gotten a lot of really wonderful feedback.

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So I'm asking folks here, CEC, 30 to truly, you know, if you can spread the word that motion picture tech is coming and we really want just truly passionate young creatives and filmmakers and designers to take the plunge with us because it's gonna be a really truly remarkable journey.

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I'll end up on that note. I'll share this with with the planning team and and folks over at CVC 30 can certainly engage with some of the resources that we have but but I'll pass it back up to Reba and I'm happy to answer any questions of course.

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Thank you so much, Kevin. And I want to say a couple things. One, when I first started, I want to say a couple things.

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One, when I first started, I didn't introduce Christina who's here as well. She's the analyst on our team so we definitely can answer questions about Kevin's new school planning and the data that we shared from the whole district ones.

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And why we wanted to kind of co present with Kevin. One was so that he can get the word out as soon as possible since the high school application is open and because our team's work is when it comes to citing new schools going through the A.

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190 process if we are proposing co-location. Or, you know, new school planning if we're looking at new buildings.

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So just to give kind of the space context and then I'll turn it back to the CEC to close it.

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Full circle. Of course, there is a high school seat meet in Queens that I'm sure folks here are aware of.

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And we're definitely excited about some of the new buildings that are opening across the borough as well as the exciting new schools that are being proposed and planned.

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Kevin doing all the work that he did and what he just described has been ready to open for 2024 northern boulevard is where we would like to consider and get feedback on potentially signing this school.

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But because he is ready for 2024 opening, we've been looking to consider and get feedback on potentially citing this school.

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But because he is ready for 2024 opening, we've been looking for what we call an inc for folks who are familiar, what we did with Dockham Tech, which is currently at the newcomers building, and then there will be a proposal issued to recite that school to Northern Boulevard.

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So everything that we're talking about would go to the pet but starting to kind of socialize a potential site.

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We did engage. The Bryant High School SLT. This would be for a potential one-year co-location for an incubation for 2,024 and then a proposed.

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Reciting to Northern Boulevard. We got some feedback from them. We're looking for other sites as well.

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We're trying to consider where in district. 30 we can open this school for one year to then be proposed to be co-located to Northern Boulevard.

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And we did a presentation like I mentioned with CCHS, Queens High School Presidents Council, which I share with the CEC and all and I can definitely share with the group here tonight.

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About queens high school planning and how for northern boulevard what the vision has really become is kind of a career pathways campus with.

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Gotham Tech, which is a robotic school. This film and TV production school and then Superintendent 2 who's the Queens North High School superintendent is working on designing a health career school and getting some feedback and industry partners on that.

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So just to kind of paint the picture we will work with with Kevin and with you all when we figure out what might be a recommended incubation site, really trying to get some, you know, data on enrollment and whatnot as things are changing where this school might fit best for one year for next year.

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But again, would go through A 190 would be a proposal and all of that but Kevin is starting to enroll students and or at least get applications so that should the school open for 2,024 there's There's a ninth grade class.

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So that's kind of the full picture. I will pass it back to the CEC for QA.

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And appreciate that. I know there was a lot of information a lot a lot so happy to answer questions and of course always you know come back and kind of continue this conversation.

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Okay, thanks Reba. So what I'm gonna do is call on our members and then like Nick has been doing he calls on the public.

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So the first hand I see and he's been up for a while is is Hunter so I want to make sure I call him first thank you for being so patient Hunter please go ahead with your questions.

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First of all, thank you, Kevin, for sharing, your new school. It sounds super exciting and, looking forward to seeing it come to fruition.

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And my original questions were about our enrollment numbers but I also have a couple of questions for Kevin as well so I'll answer them all and maybe we can you know first turn to Kevin and then go back to the enrollment.

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Or the enrollment numbers. Kevin 2 things, you know, you're filling 200 seats.

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Are you gonna have citywide priority for the first year or is it going to be Queens only or D 30 you know priority house priority going to work for your first year.

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And then the second question is, you know, with it being specifically a CTE school, what kind of academics should families expect their kids to get or they're gonna have an option for advanced regents diplomas and or regular regions to promise etc.

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How is that going to work? And then going to, enrollment, I wanted to go back and look at the, the numbers and kind of the enrollment losses and ask.

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If you pull out, new migrant students from the 2223 numbers, where are those numbers and how much decline did we have?

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And then if you did that throughout the city, for instance, for all the districts, you said we compared, we were very similar if we pull out, you know, because we got more migrants probably than most any other district in the city, then where are we relative to the rest of the city in terms of enrollment losses?

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Okay, Kevin, do you wanna answer the academics question and then I'll go through the enrollment and the admissions one.

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Yeah, thank you, Rebecca. Thank you for the question. Just, really quick response to that.

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We are a Queens priority school for the first year. We're very excited about that. We know that there's a demand and there's a capacity issue in in the borough.

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So we are targeting queen schools, middle schools, K through 12 K through 8. I'm gonna be reaching out of course to superintendent Hidalgo for some support there.

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Again the response from Queens has been fantastic. We particularly are targeting Southeast Queens to really give access and opportunities to those students there.

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Who may have not had this opportunity in the past so I'm doing kind of It's on the ground, recruitment in Southeast into Jamaica, Springfield Gardens, you know, South Ozone Park in those areas.

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So very excited about that. So it is a Queens priority. And in terms of academics, yeah, we certainly are providing a robust academic program and we are catering to students that are coming in with that.

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Kind of academic momentum, you know, leaving eighth grade with already a couple of regents, under their belt.

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So we want, we want to, we don't want to exclude students that are moving fast that need to start in ninth grade.

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Would not only earth science but living environment as well. We want to give the earth science but living environment as well.

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We want to give those opportunities to students. But yeah, this is a CTE school.

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We certainly have to get the approvals from the state level. Depending on how many programs we have, the art at the high school art design, I ran 8.

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Art, media design CTE programs that were state approved. So I know, really how cumbersome they can be to get those approved.

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But we have the right, folks in place that are supporting us in the CTA office.

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So this is going to be a school that not only trains kids, from Queens right now, because of that priority.

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We're an Ed-OP school. We're unscreened and we and we want to really promote that because a lot of students all just from the get from beginning get very deterred within our school thinking that there is a portfolio or some kind of audition process.

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In this case, students can just apply via the My Schools portal. But yeah, it's a combination of not only, media design and film production, right?

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Student filmmakers. Learning below the line skill sets that are aligned with CT endorsements but also we want to push the envelope in terms of advanced regions opportunities for students.

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Good thing about a CT diploma or endorsement is that it functions as a plus 4. So if a student is falling behind before graduation, they need that additional Regents diploma, the CTE gives them that plus one in order to graduate.

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And it also provides a plus one on the advanced region side, right? So we're very excited about that.

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I hope that answers your question more information to come on that end but I'll pass it to to

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Thanks, Kevin. And yes, just want to echo the Queen's priority for admissions and make sure folks know that.

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When we say priority, that doesn't mean. It doesn't mean nobody else can get into the school it just means that the first kind of bucket of seats goes to Queen students.

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We're wanting to meet the Queen Sydney. We definitely heard that feedback when we were planning for Gotham Tech.

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And should this the ninth grade seats fill with queen students fine and if not then it would open to the rest of the city in terms of you know how the application process shakes out.

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And Kevin's right, that definitely like. Borough wide our priority is to add more.

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Hi, Ddemand seats. We're hearing, you know, folks want access to high performing schools across the borough and southeast Queens.

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We're working on opening a new accelerated high school which was something that Chancellor committed to in Southeast Queens and to Kevin's point really making sure that we're engaging all the CECs of course CEC.

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30 will be a close partner in planning for the site for that school and definitely we imagine students from District 30 will go to that school given its location.

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Or its intended location, but wanna make sure everyone across the borough can have, can have access and priority access in their application.

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The question you asked, Hunter, about enrollment. So when it comes to new arrivals and Ray said this at the beginning, we look at audited.

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Register first unlimited register and then audit the register for data. We're able to look at live ATS, which is the, enrollment tool that schools use, but those numbers fluctuate daily.

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So when we kind of share reports, we look at published numbers which are on audio register and that'll be available to us.

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Later this month, which we can definitely update this report with. We can look at the trends between last year and this year.

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In terms of enrollment, I know there's been an influx of new arrivals to the district and to the city and I'm hearing that you're interested in a comparison of that impact.

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Have those numbers in front of us quite yet we're definitely looking at live enrollment when we're doing any sort of analysis, which does show the recent arrivals or the increase.

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In schools and I'm sure. Folks here might be aware that some of the schools are way over there.

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You know their initial targets given the new arrivals to the district but we don't have the kind of a full report on that yet but we we can update you.

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But even going, cause you had 2223 numbers, so I assume those were the, you know, October 30 first register from last year.

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Okay.

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Even on those numbers there were some new incoming migrant students in those numbers. Can you give that number without pulling out the migrant students.

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From 2223 totals

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No, no, with pulling out the.

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Without pulling out the migrant student. I can look into that. I don't know, Christina, if we have a way to do that.

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I don't know, Christina, if we have a way to do that, but, We can look into that after this meeting, probably not.

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Sorry.

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Right now, Christina, do you have a way to look at that on our end?

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Let me look into it after this call.

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Okay, thank you.

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Okay, thank you. So the next, member we have is, Deb.

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Very nice to see. District planning. I, I, so, so super, super stoked about the campus, the CTE campus that we're developing, it's really smart and much needed.

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Couple of questions that I think I know the answers to Reba. And, I'm just looking for updates on, Q 4 29 and PS 3, 84, but I'm guessing we're gonna have to wait for.

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29 and PS 3 84, but I'm guessing we're gonna have to wait for any real data until after the in terms of just to explain to the public we had We are looking specifically at the middle school in Sunnyside to see, to see enrollment patterns and whether we want to look at zoning or because it has a geographic priority now.

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So I'm just curious about the first year of data and then with PS 3 84 we had a diversity initiative and I'm very very curious to know even if you know now tentatively how that DIA proposal is shaking out.

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I froze for a second, right? My meeting dropped off. I heard kind of the end of your question.

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So for 4 29. For the new middle school there size for sixth grade was intended to be 180 students and when I checked earlier this Well, not early this week.

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Says Monday when I checked last week they were about 105 so they definitely have space and that makes me think that we don't need to be in a rush to create a zone since the school didn't fill with with students and it wasn't kind of over demand like we anticipated it might be.

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I remember we were talking about that last year a bit with Dr. Compost so that when a new school opens that can be pretty typical that it kind of needs to find its footing.

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So I imagine we'll see increased demand there and from there we can, I think, look at the numbers again, but.

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That is something I can answer that like their sixth grade didn't fill. So to me, that doesn't indicate that we should rush to do any sort of rezoning.

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Is the class size, the new class size lots, has it been taken into account in that school?

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I forget or you know because if it's a hundred 5 It's gonna end in need to be 105 in 2 years, then it's effectively at capacity, but I don't know if you've taken that into account yet.

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So the the 725 seat capacity that building had did take was like the blue book number and including for.

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Class size law. I'm gonna look right now to see how they're programming, but even if.

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Not my understanding was that their space just in terms of footprint, of course, you know, instruction and how much.

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You know, how schools are able to program. Depends on teachers and funding and whatnot. But in terms of

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Because I'd love I'd love to be able to point if they're looking for students, you know, I've certainly out and about said, oh, you know, it has this priority.

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So perhaps if there are other students who are not in that geographic priority. So perhaps if there are other students who are not in that geographic priority, we can point them that way if there are other students who are not in that geographic priority, we can point them that way if there's space.

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But if you think Let's wait. I won't I won't push that either.

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Yeah, I think keep promoting it. It looks like they have about 4 sections that are pretty full that are anywhere from like 24 to 30 students.

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Which and that means they do still have space for almost 2 more sixth grade classes long term. And I think we'll see.

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Very soon middle school applications open again that for seventh grade. For next year and for sixth grade for an next year we'll get a better sense but I definitely think that that school should be promoted.

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That families in that area that do have the priority do have a great shot at getting in like we've talked about should they rank it first.

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And I do think based on data like This doesn't tell me that we need to rush to rezone.

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That's good news.

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And then your follow up question about 3 84. I don't have demographic data in front of me.

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That's something I can't see on the screen I'm looking at, but you're right that will probably publish it with an audit register later this month.

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I did wanna hear from this council and I, I will. Say this and then I know there's other questions, so I don't wanna like derail the conversation, but.

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I have continued to hear some feedback about hunters point middle school and access to that school. So I definitely want to start to have that conversation about.

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What community members. Feedback is so we can see kind of like for that new middle school. 4 29 how we want to proceed with any sort of change if at all.

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So just wanna kind of note that that's been. I've been hearing rumblings of that and I know in different spaces, so interested to hear that feedback from anyone here tonight, the CEC or, you know, any, in the audience who have questions.

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And then just to follow up on class size, how is ODP working with a district regarding the impending class size, you know, are there are there any plans for plans in the works in terms of district planning for that.

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So for right now, Our leadership is working with the working group and kind of at the the leadership level of the DOE.

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Figuring out how to respond to the working group's recommendations. Our current kind of process is any change that we propose we are taking class size into account in our planning so we mentioned the like the 1 50 proposal that one is not a great example because it was a truncation, but any sort of like Let's say Raya mentioned D.

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75. Let's say we wanna look at a school and consider adding a district 75 program there we would look to make sure there's space with class size caps.

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So that when we get to the 5 year mark, everything that we plan for can account for that.

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But in terms of like a whole citywide plan right now we're. Kind of waiting for guidance.

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We know that we were in compliance in this first year and that we do have kind of a phase in approach.

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And I think looking at some of this data, I know we only highlighted certain. Pages of the data summary but will be definitely interested to have conversations like I mentioned about kind of the difference of pockets of the district and how there is some really underutilized buildings and there are some overcrowded buildings and depending on what the strategy is like how we can.

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District wide make some some plan plan inform plans with with you all.

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Thank you. Thank you so much.

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Yeah, thank you.

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Okay, the next member is Jonathan.

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Hello. And Christina and Nice to meet you. Ria, Ria, Is it Ray or Rea?

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Hi, Ray is fine.

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And, thank you, Mr. Lopez for that, for that presentation.

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I'll certainly get the word out. The about this new school because I know a lot of kids who are applying right now.

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I have a bunch of really hopefully really quick Kind of factual questions. I'm just gonna ask them each and then hopefully, you know, ODP can, provide answers.

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So the first one, first is just a comment which is to follow up on my fellow council member.

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We would love updated numbers once the audited register is complete because we have had, as you probably know, an enormous number of new arrivals in this district.

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And I think we all would really. That like to better understand the impact that that has had. Okay, so charter school enrollment is in numerically is flat, but as a portion of the district is, has increased quite a bit.

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Have there been charter school expansions during that time? Or Is that are they just keeping their population with the grades that they and and and capacity that they have?

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Do you know that?

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It looks like the last charter school that opened in the district where the most recent one was Academy of the City Charter School, which open in 2011 so there haven't been new charter schools added.

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And that one is, K that 8 so as that one phase to middle school probably around 2017 2018 that might have started to initiate that trend but i think seeing that over the last 5 years, there's been an increase of the percentage of families enrolling in charter schools.

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On the middle school level and we haven't added any middle schools or middle school grades, does indicate like a change in choice more than anything.

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And I I know Christina pulled up. I'm not. I saw this question in the chat.

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I'm not sure if it's of interest, but folks wanted to know kind of which charter schools people in the district are going to.

02:10:28.000 --> 02:10:33.000

Christina, do you wanna? Read off that list.

02:10:33.000 --> 02:10:36.000

Yeah, 1Â s. Let me pull it up on my end. So on the middle school and the top 5 charters are.

02:10:36.000 --> 02:10:57.000

Our world neighborhood charter school, a voice charter school, growing up green, academy of the city charter school and then lastly Renaissance charter school all geographically within B 30.

02:10:57.000 --> 02:11:09.000

Great. Thank you. So, the next one is, So when you talk about excess seats in the district.

02:11:09.000 --> 02:11:19.000

That is according to the blue book which am i understanding this correctly does take it into account the new class size limits.

02:11:19.000 --> 02:11:25.000

Okay. So, District 75. This was really I think important data for us to see.

02:11:25.000 --> 02:11:44.000

And there's more of it for my fellow counselors, council members and the public. There's more, there's more slides that we got in the in the packet that I think that they showed us so there's a lot of really great information there So in looked like there were enough D.

02:11:44.000 --> 02:11:56.000

75 seats in elementary school, but my question is are those seats being filled by residents of our district because I know that a lot of D.

02:11:56.000 --> 02:12:05.000

75 students are bust sometimes quite, quite, you know, so far distances to so that they can have appropriate programs.

02:12:05.000 --> 02:12:21.000

So, you know, do we know what percentage of those students in . 75 programs within our district actually live in our district

02:12:21.000 --> 02:12:28.000

We don't, we can get that data from the. The D. 75 office.

02:12:28.000 --> 02:12:36.000

The way it works to kind of expand on the point I think you're making is that students are cited.

02:12:36.000 --> 02:13:02.000

2 certain programs depending on what their specific needs are on their IEP. So while there are sufficient seats in the district for elementary school and high school students like we shared on their graph that doesn't it's not kind of a one-to-one in that students might have to travel to go to a particular program depending on what their needs are data that we do have, I can get data from district 75

02:13:02.000 --> 02:13:06.000

Jonathan that explains kind of where students are traveling to. One thing that we have been looking at is travel distance just like more broadly as a data point.

02:13:06.000 --> 02:13:36.000

So in some districts we do have an a sufficient number of seats but then when we look at a certain school it shows us that students are having to travel like 3 or 4 miles to get to that school so we are trying to kind of account for that a lot more closely than we have in yours past so it's not just about the seeds but it's also about to your point the kind of the travel distance within a district even.

02:13:37.000 --> 02:13:44.000

So we can get kind of the specific enrollment you're asking about if in each program it's being filled with D.

02:13:44.000 --> 02:13:55.000

30, students and then on our end we do have which I can see how we can share it is data that shows kind of the travel distance trends within the district too.

02:13:55.000 --> 02:13:58.000

Great, and I think, you know, we could also be in touch with the CCD. 75 to learn more about this and NRD.

02:13:58.000 --> 02:14:09.000

75 member when we get one, which we don't have a D. 75 member yet but it does seem like it is a little bit more complicated with D.

02:14:09.000 --> 02:14:20.000

75 because there are these special needs for particular programs not just for ages d 75 program for but often for a particular program okay.

02:14:20.000 --> 02:14:41.000

The, my last question is a really, Hopefully a really easy one. So on the workbook, so you sent us both this this presentation, but also a a data workbook and on tab one of that data workbook there are these all of these cells that are blank.

02:14:41.000 --> 02:14:54.000

I was just hoping that you could. Explain to us what Like what? To us that tab.

02:14:54.000 --> 02:14:56.000

A lot of blank cells.

02:14:56.000 --> 02:15:02.000

So. Here.

02:15:02.000 --> 02:15:05.000

Is that just sounds wrong not like it has an explanation but that

02:15:05.000 --> 02:15:14.000

Yeah, yeah, no, it doesn't look wrong, but it's so like on the schools tab.

02:15:14.000 --> 02:15:24.000

There, columns OH XAHA MAY There they have all these colors.

02:15:24.000 --> 02:15:27.000

And there's nothing in the. In columns.

02:15:27.000 --> 02:15:33.000

Oh, did you click the little plus signs on the top to expand them?

02:15:33.000 --> 02:15:36.000

Oh, okay. Got it. Sorry. I'm not.

02:15:36.000 --> 02:15:37.000

That's where all the data.

02:15:37.000 --> 02:15:40.000

I'm not. Great at Excel. Now, now I know.

02:15:40.000 --> 02:15:44.000

Sure. And no, I'm sorry that you thought you got a blank. Okay.

02:15:44.000 --> 02:15:52.000

No, that's great. I'm glad I asked. That's it. Thank you very much for your presentation.

02:15:52.000 --> 02:15:55.000

Sure, thank you for your questions.

02:15:55.000 --> 02:16:02.000

Okay. Do any other council members have questions?

02:16:02.000 --> 02:16:12.000

Nope. I'll say one thing really fast. Kevin, I know we've emails a little bit, with regard to 122.

02:16:12.000 --> 02:16:25.000

I owe you to a call, but nice to formally meet you here via a zoom screen. And I will be discussing, bringing you in to talk to our students at SLC tomorrow and we'll circle back to you with regard to that as well.

02:16:25.000 --> 02:16:30.000

Cool program and I wish this was around when I was in high school in New York City. So.

02:16:30.000 --> 02:16:38.000

Thank you, Nick. Yeah, you and me both. And that's why we're doing it because it's a unique opportunity for students and they're really going to benefit for a bit.

02:16:38.000 --> 02:16:46.000

I think It's exciting and I really value everyone's time and anyone that needs me to come in and talk to students or even do it virtually during during school hours, I'm happy to accommodate.

02:16:46.000 --> 02:16:47.000

But thanks, Nick.

02:16:47.000 --> 02:16:54.000

Thank you. Just wanna say really quick. I noticed like we've had some. Part like some people drop off.

02:16:54.000 --> 02:17:03.000

Just want to remind you if you can't stay and you do want to make a comment you can put something in our Q&A.

02:17:03.000 --> 02:17:04.000

We read the Q&A if it's for a different section. We'll read it at that section.

02:17:04.000 --> 02:17:19.000

But please if you have a question about the current presentation that we just got from ODP and Kevin about the new high school that's coming to our district.

02:17:19.000 --> 02:17:27.000

Please raise your hand and Nick will call on you. Thank you so much.

02:17:27.000 --> 02:17:30.000

Georgia, you have your hand raised and I think I saw in the chat earlier that this was something you wanted to discuss with regard to this topic.

02:17:30.000 --> 02:17:42.000

If that is the case. You are free to unmute yourself.

02:17:42.000 --> 02:17:43.000

Yes.

02:17:43.000 --> 02:17:49.000

Yes, hi, can you hear me? I'm the chapter leader of Brian High School. My name is Georgia Ligno.

02:17:49.000 --> 02:17:59.000

I have been working in that school for 28 years now and I consider it home away from home. I'm very troubled.

02:17:59.000 --> 02:18:06.000

By the later developments and I didn't know that Mr. Lopez is going to be here tonight presenting his plan.

02:18:06.000 --> 02:18:23.000

We were informed by Miss Lichtenstein in the September SLT meeting. Plans for the collocation of Brian high school to incubate the new school that they're planning to a move to the new building in northern Boulevard.

02:18:23.000 --> 02:18:33.000

We are very troubled. With this news the community is up in arms the parents, the students, the teachers, the alumni.

02:18:33.000 --> 02:18:39.000

Brian High School has been in the neighborhood for over a hundred years since the late 18 hundreds serving the community it's a comprehensive.

02:18:39.000 --> 02:18:59.000

High school. It has everybody in a story knows Brian has been through Brian Right now we are serving over 2,000 students with high needs, open door policy, a lot of our students are newcomers.

02:18:59.000 --> 02:19:09.000

We are very worried about the proposed collocation in terms of overcrowding. Competition for resources for space.

02:19:09.000 --> 02:19:22.000

The safety issues, we are very worried that this is going to open. For other schools to come in if the school moves out.

02:19:22.000 --> 02:19:29.000

This charter schools are looking for space in Queens. You are making us an open target to them.

02:19:29.000 --> 02:19:38.000

If a Brian is considered under-enrolled, I don't know how the formula is working, but the truth is that our school is full of students.

02:19:38.000 --> 02:19:55.000

And if it's under a role is because of the lack of support for for Brian because it It is under the a line that goes back to Bloomberg, the comprehensive high schools were not seen as the solution.

02:19:55.000 --> 02:20:05.000

They have they want to replace them with schools that are concentrating on one thing Queens is full of those little schools that they concentrate on one thing.

02:20:05.000 --> 02:20:11.000

I don't know what logic it makes to have a 14 year old choose the you know their feature But this is not the.

02:20:11.000 --> 02:20:16.000

Thank you. Georgia. Sorry to cut you off. You're Georgia.

02:20:16.000 --> 02:20:17.000

I apologize.

02:20:17.000 --> 02:20:33.000

Yes, I'm sorry. We are asking for your support. To save our school. It's a stable in our community and we it has in yes.

02:20:33.000 --> 02:20:34.000

I think.

02:20:34.000 --> 02:20:39.000

Okay. I apologize. I understood message very much read loud and clear just to keep it moving. I apologize.

02:20:39.000 --> 02:20:40.000

Yes.

02:20:40.000 --> 02:20:47.000

I'm very much understood. Thank you very much for your comment.

02:20:47.000 --> 02:20:48.000

Okay.

02:20:48.000 --> 02:20:49.000

Thank you. For your time, but we cannot create one school at the expense of another.

02:20:49.000 --> 02:20:57.000

Yes. And not to dismiss in any way shape or form just again to keep the meeting moving, but like we said, message understood.

02:20:57.000 --> 02:21:12.000

The next speaker is also going to be Ferris alum. You can unmute. For 2 min, yes.

02:21:12.000 --> 02:21:16.000

You might be muted right now still.

02:21:16.000 --> 02:21:26.000

Oh, hello, sorry. This is Councilmember Julie One. My district manager, Faris Alam, was on and she notified me to come on, especially because of what you just heard.

02:21:26.000 --> 02:21:40.000

We've been getting calls from community members, especially Woodside Houses residents in one of my natural complexes about the potential possibility of This new high school co-locating at William Brian Cullen.

02:21:40.000 --> 02:21:49.000

We cannot allow this to happen and I just hope that the CC members will listen carefully to all the community members as well as the principal, the teachers.

02:21:49.000 --> 02:22:00.000

And you have T as well as just other community members the seniors have also started writing to my office as well so this is very serious I'm not opposed to motion picture coming to the district.

02:22:00.000 --> 02:22:11.000

I'm very happy that they're coming, but we cannot do it at the expense of a school that already services low-income students they are also used throughout the weekends. They are also used throughout the weekends on weekdays.

02:22:11.000 --> 02:22:13.000

They have low-income students. They are also used throughout the weekends on weekdays. They have evening programs.

02:22:13.000 --> 02:22:25.000

It is a very, very special school to the community and I do not want to ever have a tense opening for a wonderful school like motion picture where the community would be pushing back and it would create hostility.

02:22:25.000 --> 02:22:28.000

Thank you so much everybody.

02:22:28.000 --> 02:22:29.000

Thank you. Thank you very much.

02:22:29.000 --> 02:22:35.000

Nick and Wendy, do you all mind if I just respond to add a little bit more context?

02:22:35.000 --> 02:22:37.000

Yes. Thanks. So help us out.

02:22:37.000 --> 02:22:41.000

Yeah, sure. Yeah, so I think there's just a couple of things that I wanna expand on.

02:22:41.000 --> 02:22:50.000

One thing I do wanna clarify is that this is the potential co-location one year at Brian is not a proposal.

02:22:50.000 --> 02:22:56.000

It is an idea that we brought to the SLT to get their feedback. If it were a proposal, it would be.

02:22:56.000 --> 02:23:11.000

In A. 1 90 process, we would issue an EIS. We have not done that because we heard the the feedback from Bryant loud and clear so we've been continuing to investigate other options for where this school could be cited for one year.

02:23:11.000 --> 02:23:21.000

To the council members point we're also very excited about motion picture tech opening and this new school coming to Queens and coming to District

30 and we're trying to really take the feedback that we got for Bryant SLT into account in the one conversation that we had.

02:23:21.000 --> 02:23:34.000

And export other options. When we do and I'm just gonna pull up my screen for one more moment.

02:23:34.000 --> 02:23:39.000

When we do.

02:23:39.000 --> 02:23:40.000

Look for space for new schools. We do one of the places we start is looking at utilization of existing buildings.

02:23:40.000 --> 02:23:58.000

Of course, buildings are designed to have a certain amount of students in them and we know that that there's you know context and color there that the numbers don't always show which is why we have these conversations.

02:23:58.000 --> 02:24:06.000

And of course we need to utilize the space that we have to serve all students and there is a kind of a big high school seat in Queens.

02:24:06.000 --> 02:24:21.000

So there's I would say competing needs here that we're trying to really get feedback on. So Brian is Q 4 4 5, which is the blue book utilization based on last year's blue book and this year's, sorry, last year's enrollment.

02:24:21.000 --> 02:24:33.000

Brian is growing, which is absolutely true and we are aware of that and monitoring that. So, you know, these buildings listed here is definitely like a starting place for us.

02:24:33.000 --> 02:24:44.000

Some of these are elementary schools where we wouldn't necessarily want to consider putting. A high school, but looking at buildings on this list that have high schools, Bryan's here.

02:24:44.000 --> 02:24:55.000

204 is IS 204 and has energy tech. Just kind of like for context for folks to know how we look at this as like a at least a starting point is looking at potential spaces that we can maybe use for this one year need.

02:24:55.000 --> 02:25:04.000

But again, You know, we've heard the feedback. We also don't want tension.

02:25:04.000 --> 02:25:16.000

We want to kind of meet everybody's needs. We understand Bryant is a great school and that it is growing and we're looking for a one-year space for just the ninth grade of motion picture tech.

02:25:16.000 --> 02:25:22.000

But we did hear the feedback and we did not yet issue any, sort of proposal. That would be.

02:25:22.000 --> 02:25:29.000

Kind of the the formal process that we haven't embarked on because we are in this like information gathering.

02:25:29.000 --> 02:25:36.000

Session right now. So appreciate the feedback. Georgia coming on to share and to advocate and the council member being here too.

02:25:36.000 --> 02:25:50.000

And I understand the concerns and I just wanna like. Want the takeaway to be that there is no proposal on on the table as it relates to Brian.

02:25:50.000 --> 02:25:56.000

And we are looking for a one year incubation space for motion picture tech.

02:25:56.000 --> 02:25:58.000

Thanks, Reba. I don't, I don't see any more hands raised, from the public for this topic.

02:25:58.000 --> 02:26:10.000

We did have a few quick questions in the Q&A. I'm gonna read those. I think we did kind of, presentation.

02:26:10.000 --> 02:26:17.000

So when the new school does open, it is gonna be in Northern Boulevard. So yeah, I think that was the question from K Lee.

02:26:17.000 --> 02:26:24.000

So we are, that is where it's going to be when everything finally opens up the new building and, Northern Boulevard.

02:26:24.000 --> 02:26:25.000

Yeah.

02:26:25.000 --> 02:26:30.000

And I'll just turn in to say. Pup approval like that is our plan for motion picture attack.

02:26:30.000 --> 02:26:35.000

And we can't make a decision about a school going into a building. Without. A formal vote and buy in.

02:26:35.000 --> 02:26:46.000

So. Definitely the plan, but not the. Or like the intended plan but not the formal plan just so folks are super clear on that too.

02:26:46.000 --> 02:26:52.000

Got it. Thank you, Rebe. I think there was a question about the size of the building.

02:26:52.000 --> 02:26:58.000

How many students will that building be able to have? Is it a big building? That's from Giselle Ruiz.

02:26:58.000 --> 02:27:05.000

I think that. Is I don't know if that's for the incubation or the total seats in Northern Boulevard.

02:27:05.000 --> 02:27:28.000

Is just all able to clarify for Northern Boulevard that building. Is anticipated to have 3,000 seats with a desired wing also for district 75 so it we're planning for 3 about a thousand student high schools and a like a 90 seat district 75 program.

02:27:28.000 --> 02:27:40.000

Okay, thank you. There, there's a statement here, brother Tisha Veskis, there was a demand because the enrollment process for 4 29 was unclear.

02:27:40.000 --> 02:27:44.000

And I think that was, you know, because it's our new school and. It was for sixth grade.

02:27:44.000 --> 02:27:48.000

I don't I think a lot of people look for other middle grades. I don't know.

02:27:48.000 --> 02:27:55.000

I'm not. Familiar with what transpired I didn't have a a middle school aged child at time, fill out the application.

02:27:55.000 --> 02:27:57.000

But.

02:27:57.000 --> 02:28:04.000

What if it be helpful for me to just explain it quickly? I know. It's late, but I wanna, while I'm here, would that be helpful?

02:28:04.000 --> 02:28:05.000

That's fine. Thank you, Rebe.

02:28:05.000 --> 02:28:31.000

Sure. So. For the new middle school, 4 29. Family that is in district 30 a resident of district 30 and zoned to IS 1 25 in district 24 which is all of PS 150 all of PS 11 part of PS 361 and a small part of PS 152 has priority to that new middle school.

02:28:31.000 --> 02:28:39.000

And like I said before about priority, that's kind of like the first shot at seats, but then if it doesn't fill, the next bucket goes to the rest of District 30.

02:28:39.000 --> 02:28:45.000

We do have a one page on that from last year. I can recirculate if that's helpful for folks, but that school next year will be.

02:28:45.000 --> 02:28:55.000

Sixth grade and seventh grade and anyone in that zone that I just mentioned, which means their zones schools in D.

02:28:55.000 --> 02:29:01.000

24. Has kind of like the first access to the seeds that exist.

02:29:01.000 --> 02:29:08.000

Thanks, Reba. Yeah, Giselle said she was for the Northern Boulevard building.

02:29:08.000 --> 02:29:19.000

So thank you. And then Georgia asked why not wait until the building will know the boulevard is ready and I think that's in relation to the incubation of the new programs that will be in the school.

02:29:19.000 --> 02:29:33.000

Yeah, so, why we're looking for incubation. Kevin did a great job and can chime in too if he wants to but really because the school does have the industry partnerships does have the funding does have the buy in.

02:29:33.000 --> 02:29:39.000

And there is this Queens high school seat need. Are looking for a way to open it.

02:29:39.000 --> 02:29:56.000

And because that building has 3,000 seats. The schools that are going in there are going to be quite big and we don't want the building to open and like not really have any We wait until 2,025, especially because we do have a school that is planned to go there.

02:29:56.000 --> 02:30:03.000

Gotham Tech will have incubated but the other 2 schools just opening them on ninth grade.

02:30:03.000 --> 02:30:15.000

We feel like that's not the most efficient use of that building. Given the seat need and given that it's going to be like a huge brand new building that we do anticipate will have demand for.

02:30:15.000 --> 02:30:24.000

Okay, thanks, Reba. And then Joanne Cummings asked. I think this is a question for you, Kevin, or if the school is going to consider tenth graders.

02:30:24.000 --> 02:30:27.000

At the time, is it just starting at ninth grade?

02:30:27.000 --> 02:30:35.000

Yes, it's just starting at ninth grade. And then every subsequent year, potentially the tenth grade.

02:30:35.000 --> 02:30:44.000

Students that would have been ninth grade in this incubation space would be reaping the benefits of this really wonderful school and campus that's on Northern Boulevard.

02:30:44.000 --> 02:30:58.000

Yeah, but we're starting off with ninth grade and every year we're scaling up all the way to, to that 1,000, you know, seat capacity that we're aiming for, which is really exciting for film school here in New York City.

02:30:58.000 --> 02:30:59.000

Okay. Thank you.

02:30:59.000 --> 02:31:10.000

Can I just add a follow up to that just because I don't know if the parent is asking eventually some high schools have admissions levels at tenth grade as well as ninth grade.

02:31:10.000 --> 02:31:14.000

I don't know if that's something you're planning or if that's what they were asking.

02:31:14.000 --> 02:31:20.000

So that typically is for schools that have space. So I think we'll have to see.

02:31:20.000 --> 02:31:29.000

I think for right now it'll start with with ninth grade both because that's only great it'll serve and because we don't really know what the demand will look like but should.

02:31:29.000 --> 02:31:39.000

You know any year a grade not fill and there'd be more seats that is sometimes when we do open admissions on other grade levels.

02:31:39.000 --> 02:31:44.000

Thank you for that. I don't see any more questions in the QA. I don't see any more hands raised.

02:31:44.000 --> 02:31:56.000

Do we have any questions in the interpretation room?

02:31:56.000 --> 02:31:57.000

Okay.

02:31:57.000 --> 02:32:06.000

Thank you so much. So the next Reba. Kevin Ria. Hello on the team, Christina.

02:32:06.000 --> 02:32:09.000

Am I missing anybody else that was on the team speak helping tonight?

02:32:09.000 --> 02:32:12.000

Hey, our new associate director.

02:32:12.000 --> 02:32:19.000

Yes, Raya. Oh my gosh. I'm sorry. I said it with my country accident.
SET.

02:32:19.000 --> 02:32:20.000

There's no worries.

02:32:20.000 --> 02:32:26.000

Calgeria. I apologize. Thank you so much everybody. We really appreciate the presentation tonight.

02:32:26.000 --> 02:32:33.000

So we now we're going to move to the next item on our agenda, which is the superintendent report from, Miss.

02:32:33.000 --> 02:32:39.000

S. Dogo and then after her report, we will be having public comment from our community. So thank you all.

02:32:39.000 --> 02:32:42.000

Miss Sedargo, I would like to turn it over to you.

02:32:42.000 --> 02:32:47.000

Good evening, everyone. I know it's a long night and I know that everybody is getting tired right about now, but I'm going to ask everyone to stay up a little bit longer.

02:32:47.000 --> 02:33:02.000

Because I had 2 beautiful principals that have been patiently waiting. To talk about how they're reimagining the student experience at their school.

02:33:02.000 --> 02:33:15.000

So we're gonna start very quickly with principal Russo and then we'll have principal Starova Hallambeck.

02:33:15.000 --> 02:33:19.000

Okay, thank you. Thank you, Miss. Hidalgo. Miss.

02:33:19.000 --> 02:33:28.000

Doggo asked me to speak this evening just about a few things that we've been doing here at PS 1 52 to like she said reimagine the school the student experience.

02:33:28.000 --> 02:33:39.000

So, at PS 1 52 our core values. Respect, open mindedness, accountability and resilience, and they go with our mascot, Rory.

02:33:39.000 --> 02:33:54.000

So we follow his lead and we take these core values very seriously and all the things we do. We are the Magnet School of Authors and Illustrators, so we take pride in making sure that children receive solid literacy instruction.

02:33:54.000 --> 02:34:01.000

But this year we are shifting as we are part of New York City Reads phase one from balanced literacy to structured literacy.

02:34:01.000 --> 02:34:06.000

And what does that mean? Well, in June we started an HMH implementation team. And my team met.

02:34:06.000 --> 02:34:15.000

On after school and weekends to begin planning. For H and H into reading modules one and 2.

02:34:15.000 --> 02:34:25.000

We have at least 1 point on each grade who serves as a resource for his or her colleagues. They collaboratively plan together and make decisions to meet the needs of all learners.

02:34:25.000 --> 02:34:37.000

We have a coach from Generation Ready who's coming and supporting our teachers as well. And we have worked together to make an HMH pacing calendar for our classrooms so that all children receive the same experiences.

02:34:37.000 --> 02:34:45.000

No matter which class they're in. So here are some photos of our boys and girls. Taking part in their HMH into reading lessons.

02:34:45.000 --> 02:34:59.000

You see all their materials out and their resources and their smiling faces. So we are participating in a book study of 7 Mighty Moves by Lindsay Kemeny, who is a teacher from Utah.

02:34:59.000 --> 02:35:07.000

And in Lindsey's book, she speaks about teaching phonemic awareness with intention. And we're doing that this year by implementing Hegrity with Fidelity.

02:35:07.000 --> 02:35:16.000

We have a system for our pre K through second graders where we celebrate their efforts in phonemic awareness by naming them Hegrity Heroes.

02:35:16.000 --> 02:35:24.000

So you see 2 of my little friends here as Hegrity Heroes. And we also have handheld mirrors and you'll see this short clip.

02:35:24.000 --> 02:35:34.000

Go ahead and make that sound.

02:35:34.000 --> 02:35:48.000

And you see these are bilingual students who are learning the phoneme. Can they're looking at the themselves in the mirror to make sure that they are articulating correctly.

02:35:48.000 --> 02:35:59.000

We have transitioned from Wordwalls to sound spelling walls where we have our consonant walls and our vowel valley and this is in all of our classrooms to serve as a resource for children.

02:35:59.000 --> 02:36:09.000

We've moved from predictable text to decodable texts. And you see our message of today, a reader tomorrow, a leader is throughout our building.

02:36:09.000 --> 02:36:19.000

We are shifting our leveled libraries to thematic libraries all in support of opening up opportunities for children to have more books to read.

02:36:19.000 --> 02:36:32.000

So as we move toward this work, we are bringing our families in. We are going to have Hegrity workshops where parents are coming in the classrooms to watch the teachers facilitate integrity lessons they can learn alongside their children.

02:36:32.000 --> 02:36:40.000

And my assistant principal, Mr. Murphy, has been. Bringing in STEM opportunities and maker space moments that are HMH aligned.

02:36:40.000 --> 02:36:52.000

And this is an example of one of our first grade bulletin boards that was able to they completed a STEM challenge related to one of their HMH interreading texts.

02:36:52.000 --> 02:36:57.000

Another great thing that's happening here at PS 152 is that we have a partnership with mind up.

02:36:57.000 --> 02:37:08.000

And mind up is from the Goldie Han Foundation. So for 20 plus years, preventative mental health program has equipped students, educators and families with mental fitness tools that build greater emotional literacy and improve resilience to face challenges.

02:37:08.000 --> 02:37:28.000

With optimism, strength, and compassion. So Goldie Hawn selected us to do a pilot. So you'll hear Goldie speak really quickly when she met with myself and some of my staff members last week.

02:37:28.000 --> 02:37:34.000

Okay. I know there's a million schools out there and so forth, but right now this is this goal.

02:37:34.000 --> 02:37:46.000

I have my ion. Because I have a feeling about it. And if we can prove. So these kids get the same amount of benefit.

02:37:46.000 --> 02:37:58.000

And that our educators are getting the same. Amount of benefit. Because remember, even when you do a brain break with your children, You're with him.

02:37:58.000 --> 02:38:04.000

You're not sitting at a desk looking at your phone. You're with them.

02:38:04.000 --> 02:38:11.000

So Goldie selected us to be part of a pilot group. That will use mind up light.

02:38:11.000 --> 02:38:22.000

So we're starting that out and it's just really great. So that's that's PS 1 52 and all the magic that's happening here.

02:38:22.000 --> 02:38:31.000

Thank you. So much, Principal. So that's great. Principal Helen Beck.

02:38:31.000 --> 02:39:01.000

Hi, good evening. I'm gonna attempt to share my screen.

02:39:07.000 --> 02:39:11.000

I apologize. Could, could you help? Oh, here it is. I got it.

02:39:11.000 --> 02:39:41.000

Okay.

02:39:45.000 --> 02:39:49.000

Okay, so, good evening. My name is Rachel Steroba. I'm the founding principal of East Amherst Community School.

02:39:49.000 --> 02:40:02.000

Mr. Doggo asked me to speak on a couple of initiatives tonight. So just for those of you who are new to East Amherst Community School, we are probably located in the old St.

02:40:02.000 --> 02:40:05.000

Gabes building on Astoria Boulevard. We opened 10 years ago.

02:40:05.000 --> 02:40:14.000

Our core values are courage, curiosity, and community. I have just a few photos to reflect that.

02:40:14.000 --> 02:40:22.000

On the left we have Miss Maurice with one of our newcomers who had come a few years ago from Ecuador, one of our asylum seekers.

02:40:22.000 --> 02:40:28.000

She was very excited to receive a new doll who looked just like her teacher. She named her doll Miss Moulise.

02:40:28.000 --> 02:40:40.000

In the Center for Curiosity, we are also a School of the Arts and we have there some of our Kippoli folkloric dancers who very proudly represent our school and dance all across the city.

02:40:40.000 --> 02:40:47.000

And then on the right, our core value of community. I have pictured some of our alum who regularly come back and visit.

02:40:47.000 --> 02:40:57.000

The one thing about our school is we are very much a family and we are we are really proud to have so many of our kids come back and see us.

02:40:57.000 --> 02:41:15.000

So recently, we celebrated 10 years. Of having our school in the community. I had written the school proposal as my thesis statement when I was at Columbia University and at the time the DOE was opening up new schools.

02:41:15.000 --> 02:41:23.000

So we opened up in 2,013 very much with these 3 pillars of the arts, teacher voices and families.

02:41:23.000 --> 02:41:26.000

It seems like in a lot of our schools, particularly Title One schools, the arts are often the first to be cut.

02:41:26.000 --> 02:41:36.000

So we wanted to ensure that we had a space for that. On the left, you can see one of my students, Sophia, in a portrait, portraiture residency that we did at the end in the spring.

02:41:36.000 --> 02:41:50.000

She worked with one of our art teachers and took many weeks to render her skin color exact, also to render her hair color exact.

02:41:50.000 --> 02:41:56.000

And we saw. A side of Sophia we hadn't known before. And that's one of my favorite things about the arts.

02:41:56.000 --> 02:42:04.000

It opens up doors and allows students to express themselves. Maybe in ways that they hadn't done in the general academic core program.

02:42:04.000 --> 02:42:14.000

Another one of our pillars is teacher voices. Again, we open the school ourselves, so I've had the privilege of working with my colleagues to bring in all of our colleagues that are in the building.

02:42:14.000 --> 02:42:20.000

So I work with some amazing teachers. Here we have our fifth grade teachers dress for Halloween as the grammar police.

02:42:20.000 --> 02:42:30.000

And then our third killer is our families. We believe very strongly that a child's first teacher is mom or dad and we really value that.

02:42:30.000 --> 02:42:36.000

We don't see ourselves as imparting on our families or imparting on our students. It's very much an opportunity of reciprocity and learning from our families.

02:42:36.000 --> 02:42:49.000

To create an environment where they feel welcome through volunteering through a number of parent engagement workshops so that they're very much a part of their child's education.

02:42:49.000 --> 02:42:57.000

So, on October, the twelfth, we rescheduled from June because of the air quality from the fires in Canada.

02:42:57.000 --> 02:43:06.000

But we finally were able to celebrate our tenth anniversary. Was very cathartic. It was wonderful to see so many people come back into the community.

02:43:06.000 --> 02:43:13.000

I wanted to share with you a video. I'm hoping this works that we put together for a tenth anniversary.

02:43:13.000 --> 02:43:21.000

Our school flag is our school song is waving flag by canon. We actually do have a connection with Canon, so he's aware that we use the song.

02:43:21.000 --> 02:43:42.000

When I get older.

02:43:42.000 --> 02:43:48.000

Oh

02:43:48.000 --> 02:43:54.000

Okay Oh

02:43:54.000 --> 02:44:14.000

Give me Thank you. The, the Thank you, Mr. J, it's a distant And we lose our in education.

02:44:14.000 --> 02:44:44.000

And the, is the filter. Every day, Oh, Yeah. ! You know, I will be Don't just like, okay, take your back the way you Oh Don't!

02:44:56.000 --> 02:45:16.000

Thank you. Do Okay, to the grade, such a boy is staying, becomes to hungry, there's more stop the mess we kill our planes and the pride of our .

02:45:16.000 --> 02:45:46.000

The Just made Okay. Oh, I will be Me, freedom, dislike, We don't dislike a way to blame Oh!

02:46:07.000 --> 02:46:13.000
So You

02:46:13.000 --> 02:46:43.000
Space, know that name of state still Trying to be in your stock, to fishing for police, no matter if you're from the mansion of from the streets, students of the game, never get for as soon as you've learned that for pent mighty year the different way.

02:46:54.000 --> 02:47:18.000
We treat him just like I will be Treat him just like, Okay, And when you do the way Okay, Okay.

02:47:18.000 --> 02:47:35.000
And, It can be. Okay. Yeah.

02:47:35.000 --> 02:47:55.000
I will be strong, I'll call me freedom, I, Just like, Okay, and the way you go back What do you do?

02:47:55.000 --> 02:48:17.000
You don't get And, Can you? Okay. Hello.

02:48:17.000 --> 02:48:20.000
Okay, so that was our video. This was actually an update. Mr. Ferrero is one of our kindergarten teachers.

02:48:20.000 --> 02:48:29.000
I had learned that he did some wrapping on the side. I asked him to write a verse so that was written by him.

02:48:29.000 --> 02:48:36.000
And then Jayden is one of our students who graduated in fifth grade, and it was such a labor of love putting that video together, but also welcoming back our founding students.

02:48:36.000 --> 02:48:45.000
Those of you who have been part of a new school, there's just something about your first class.

02:48:45.000 --> 02:48:49.000
So it was a really special thing.

02:48:49.000 --> 02:48:55.000
Let me see if I can. Okay. I, Miss.

02:48:55.000 --> 02:49:03.000
Doggo also asked me to speak a little about a new initiative that we have in our math program, called CGI, cognitively guided instruction.

02:49:03.000 --> 02:49:13.000

So I'll try to move quickly here. So Mr. Silverman is one of the most brilliant constructivist math teachers I've ever met.

02:49:13.000 --> 02:49:23.000

And he was met with a huge dilemma last year and that's with our third graders were not thinking about the word problems that they were solving in mathematics.

02:49:23.000 --> 02:49:31.000

We brought in the amazing Phyllis Tam who works at the district with Mr. Dalgo and we've been working with her for a couple of years now.

02:49:31.000 --> 02:49:36.000

And we tried a lot of different things. We tried the multiple read. We had the kids sketching out the problems.

02:49:36.000 --> 02:49:48.000

We took out the question, we took out the numbers. And then this year we started to dig a little bit deeper even with our consultant Eric Siegel from seeking education.

02:49:48.000 --> 02:49:57.000

Mr. Silverman posited a problem and he said that he was Eavesdropping on a second grade classroom where they were counting by tens, 1020, 30.

02:49:57.000 --> 02:50:03.000

Then he got distracted and the last thing he heard was the last student said 140. How many kids are in the class?

02:50:03.000 --> 02:50:09.000

You don't need to set up an equation. You don't need to set up a number problem to solve the problem.

02:50:09.000 --> 02:50:17.000

But we were really concerned with our, students approach. So we, we dug a little bit deeper and, speaking with Eric.

02:50:17.000 --> 02:50:26.000

We wanted to bring in something like I said called cognitively guide and instruction. And basically what it is, is giving children the tools to use manipulatives and problem solving so that they can access more complex problems.

02:50:26.000 --> 02:50:45.000

Then maybe they could just with computation. I think for a long time we thought of mathematics as sole computation, and whether or not you got the answer correct as opposed to using mathematics as a tool to solve problems.

02:50:45.000 --> 02:50:50.000

Which sort of opens the door up a little bit more. So I have just a brief definition here.

02:50:50.000 --> 02:51:01.000

I can I can certainly let you read that. We are doing a book study on the Heineman book, Children's Mathematics, a cognitively guided instruction with our K to 2 students.

02:51:01.000 --> 02:51:06.000

Right, a lot of times we address. Issues within instruction when we see them in testing in third grade.

02:51:06.000 --> 02:51:12.000

We wanted to start a lot earlier. So how are we doing this? One thing that we do is we use a screener called NFA.

02:51:12.000 --> 02:51:31.000

The number of fluency assessment. We do that with all children in K 2. And then we look at our iready data for students in 3 to 5 and those who score at level one, we also use the NFA for them and that lets us know the math games and centers that we would prescribe for them.

02:51:31.000 --> 02:51:40.000

We're also incorporating units of study, context for learning mathematics. Some of you may be familiar with Kathy Fasnut's work from Math in the City many years ago.

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She's updated a lot of her units. So I have here just a picture of both beds and something we do with students is Aunt Kate is having a sleepover.

02:51:50.000 --> 02:51:56.000

The kids, there's 8 of them. She looks at the month beds. There's 4 on the top 4 on the bottom.

02:51:56.000 --> 02:52:04.000

They want a cups of popcorn. So she comes back with 2 rows. 4 and 4, but one of the kids moves from the top to the bottom.

02:52:04.000 --> 02:52:11.000

So what does Aunt Kate do? So we get kids playing around with different compositions of 8. We get them sketching it out.

02:52:11.000 --> 02:52:17.000

We get them talking about it. We want kids to mathematize and have fluency at a really early age.

02:52:17.000 --> 02:52:21.000

And then also this is a different way of teaching. Mathematics for teachers. So getting teachers comfortable with the unexpected in the classroom with problem solving and increased student dialogue.

02:52:21.000 --> 02:52:34.000

Like I said, comes the unexpected. So it's really important. That teachers understand the math behind what they're doing.

02:52:34.000 --> 02:52:35.000

So thank you very much. Thank you, Mr. Dogo, for inviting me this evening.

02:52:35.000 --> 02:52:41.000
Let me see if I can stop sharing.

02:52:41.000 --> 02:52:53.000
Thank you. Thank you, Mr. Roba, for waiting so patiently and sharing how you and Principal Russo are reimagining the learning experience for our students in District 30.

02:52:53.000 --> 02:53:01.000
So that makes me very happy and excited. And, we're gonna tie this into, toward the end of the little presentation I'm gonna have.

02:53:01.000 --> 02:53:08.000
I'm gonna move right in. So if Miss. Costillo would begin with our superintendents report.

02:53:08.000 --> 02:53:17.000
So that we can, get going. I know everybody is getting tired. And but I wanna, I, I want to say what we have to say.

02:53:17.000 --> 02:53:24.000
So Miss Castillo. Can you share your screen?

02:53:24.000 --> 02:53:25.000
Yes.

02:53:25.000 --> 02:53:29.000
Give me 1 s. Okay, thank you.

02:53:29.000 --> 02:53:35.000
The screen that's gonna be coming up, within a few seconds is, about capping.

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So I'm gonna show you the schools that are full. I understand this was something that CEC was interested in so who are the schools that are capped where are the students going and the number of students as you all know

02:53:52.000 --> 02:54:04.000
Right now we have till October 30 first to actually clear all of our registers. But for right now we do have, For some reason she says it's kicking her out.

02:54:04.000 --> 02:54:13.000
So just, I guess she's gonna have to come back in. So what I'm gonna do is I'm just gonna speak to it as, until she gets back on.

02:54:13.000 --> 02:54:23.000
So for example, 78 is sending 6 of their students and for from fourth grade to 1 52.

02:54:23.000 --> 02:54:31.000

3 84. Is sending 2 students from fourth grade to 1 50.

02:54:31.000 --> 02:54:41.000

76, it's sending 2 students from fifth grade to 1 71. And, I didn't, it's a lot of schools.

02:54:41.000 --> 02:54:48.000

I kind of didn't wanna read the whole thing. So I'm gonna wait a few minutes and just wait for Castile to get on.

02:54:48.000 --> 02:54:57.000

That's how it is. What I'm gonna do is I'm gonna move on because I'm gonna read this and then when she gets back on we'll go over that.

02:54:57.000 --> 02:55:13.000

So I just wanted to remind all of our, SLT members, our CEC members, that the see our comprehensive educational plan, our CEP is due on October, the 20 seventh.

02:55:13.000 --> 02:55:29.000

Our SLT stakeholders signature page has to be in by November seventeenth. And final approval approval by me has to be due by November thirtieth and it will be on the website shortly thereafter.

02:55:29.000 --> 02:55:42.000

Specialized high school admissions test. Middle schools will at The specialized high school admission tests to their current students in grade 8 on November eighth.

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So that's very important. Test dates and locations so registered grade 8 students who attend a public DOE middle school will test at their school during the day on November eighth.

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Registered grade 8 students who attend charter, private, parochial or independent schools, or who are homeschooled.

02:56:06.000 --> 02:56:12.000

We'll test at a central DOE location.

02:56:12.000 --> 02:56:26.000

November 18 and 19. All registered grade 9 students will test at central DOE locations. On December third or ninth.

02:56:26.000 --> 02:56:43.000

Student registration, students must register by October 20 seventh. So, for those that are in this, CEC, we are reminding, families we're sending, as a district office, we're sending reminders, but I would ask that you support us in this as well.

02:56:43.000 --> 02:56:50.000

We want all our parents to be aware. Can you go back? Anyway, let me finish this.

02:56:50.000 --> 02:56:57.000

Let's say, let's go to the next page. The 2023 New York State grades 3 to 8, ELA and math.

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Exam results embargo has been lifted as a result I will be talking a little bit about some data for district 30 the embargo results of 2023 New York State grades 3 to 8, ELA and math were released.

02:57:11.000 --> 02:57:23.000

The embargo has been released. The embargo has been lifted and schools may now share grade level and school wide results with their communities as part of the informational and school-wide results with their communities as part of the informational or professional development sessions.

02:57:23.000 --> 02:57:40.000

By now, all schools should be aware of what their data is. They should be desegregating it and that's the information that they should be using in conjunction with the i-Ready, the data I ready to start instruction and support our students right now.

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Prepare for 2024 New York State grades 3 to 8, ELA math and science examination.

02:57:47.000 --> 02:58:09.000

This is very important. The New York State grades 3 to 8 English language arts and math exams will be administered in April and May respectively the grade 5 in grade 8 ELA math and science exams will be administered via computer base testing in May.

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Schools may optionally participate in CBT in grade 3, 4, 6, and 7 in 2024.

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And testing modality in the CBT optional grades will be determined by the school principal. Okay, before I go and show you the data, I just wanna go back to the, first slide.

02:58:34.000 --> 02:58:48.000

So these are the capping and this information was shared with the CEC members already. The first column shows the schools that are capped in these respective grades.

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And where the school is going to. So for example, the first 1, 78, is sending their students to 152.

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They send 6 students. For grade 4. And if you just look at the list.

02:59:07.000 --> 02:59:19.000

It will show you. Where the capping is and what grades were allocated to that.

02:59:19.000 --> 02:59:31.000

Okay, just wait a few minutes.

02:59:31.000 --> 02:59:46.000

Okay. All right, let's move on. I wanted to share some of the district data. This is district wide data as a district and our ELA performance levels for 2023.

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We tested 14,702 students. From last year to this year as a district we only we went up one proficiency level so right now we're at about 58.8 which is 59% in our ELA.

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And if you look, you'll see that level 1, 2674, level 2, 33, 77.

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Level 3, 45 80, level 4, 4,071. So right now. This is our current.

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State data from last year. At 59%. If you look at the next slide, these are.

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Subgroups and just at a glance one of the focuses that we're having as a district right now.

03:00:44.000 --> 03:00:55.000

Is our L's. If you notice of Blue is level one, red level 2. Level 3 is green and the purple is level 4.

03:00:55.000 --> 03:01:12.000

So if you just look across Right now as a district in ELA, our focus will be and I've spoken to the principals and I've had one on one meetings with all of our principals right now, with the exception of maybe a handful.

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And as you can see, our focus is our current Ls. And our SWDs. There's a big disparity there and if you look at.

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Across, there are some others, but those are the most clearing. Our black students.

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Hispanic students. So we are honing in. On how to support our schools. Our families are principals, our teachers to support our students.

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

For math. The right now we are at a 55% proficiency. We went up 10% from 2022.

03:02:01.000 --> 03:02:17.000

We tested 14,645 students. And if you look across level one, we have 31,3,191 level 2, 3,457.

03:02:17.000 --> 03:02:24.000

Level 3, 4,830 and level 4, 3,167.

03:02:24.000 --> 03:02:28.000

If you look at the pie chart.

03:02:28.000 --> 03:02:29.000

We are honing in, of course, we want all the colors to be. Green and purple.

03:02:29.000 --> 03:02:39.000

That is the goal that is the vision but we are going to be supporting all the colors, right?

03:02:39.000 --> 03:02:48.000

Because if you're green, we want you to be purple. If we want, if you're purple, we want you to stay purple if you want.

03:02:48.000 --> 03:03:02.000

We want you to move to red and from red to move to green. So it's a continuous plan of not only capacity building but sustaining and and supporting all the constituents is supporting our teachers so that they can support our students.

03:03:02.000 --> 03:03:12.000

And as you will know, that we are a phase one district right now, like, principal Russo said, we are all receiving Al Qaeda 5 schools are all HMH right now.

03:03:12.000 --> 03:03:24.000

We all have generation ready supporting our schools. We have relay supporting, our schools in math.

03:03:24.000 --> 03:03:37.000

So we do have a lot of plans of actions in motion to support and improve our our data currently. If we go to the next slide, it's very similar to our ELA.

03:03:37.000 --> 03:03:44.000

If you look at our current L's. Look at the red and blue, which is our level ones and our level 2, very high.

03:03:44.000 --> 03:03:59.000

If you move across. It's our black students, our Hispanic students, and I would, SWDs.

03:03:59.000 --> 03:04:10.000

That's the ELA, the math. Now this is for our English language learners, our nicest, test, which is New York State English as a second language achievement test.

03:04:10.000 --> 03:04:28.000

This is the test that. Our students take to, Show how they are acquiring English as a second language and it tests them in the 4 modalities of listening, speaking, reading and writing.

03:04:28.000 --> 03:04:40.000

The red is our entering level. The green is our emergent. The purple is our transitioning. The blue is our expanding and the.

03:04:40.000 --> 03:04:51.000

5 is our commanding. Those are the students that exit the program and No longer will require ESL services once they reach that level.

03:04:51.000 --> 03:05:08.000

This is another conversation that I have been having with most of our principals and it's about how the same intent and the same intentionality that they have with the ELA and the math is the same thing that they have to do for all teachers for our students in the nicest slide.

03:05:08.000 --> 03:05:29.000

So we have to, show our teachers and provide professional learning on what the exam looks like. And sounds like so that it could be not that we're teaching our students how to take the test, but through inter interdisciplinary practices, how our students acquiring the English language?

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What are the strategies that they're using? How do you move our students, for example, that are, 32% of our students are in that expanding section.

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Who are those students? Where are they? How far our way are they from becoming proficient commanding in the English language?

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So these are the tomorrow I have a principals meeting. We are all all the principals are being trained.

03:05:56.000 --> 03:06:01.000

And we're going to move from the principles to the APs from the APs to the teachers and then of course our families so that they can also know how to support their student, their children.

03:06:01.000 --> 03:06:18.000

To become more proficient in the English language. The last bit of data that I wanted to share today is our our science data.

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It's 47%. Keep in mind that that this test was only for eighth grade. And the test is changing.

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So in in this new year in 2,023 the tests only our fifth and eighth graders will be tested and it will be a different exam.

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But This exam is a result of what has been happening and right now it's at 47% proficiency.

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So again, 34% of our students are, I'm sorry, 19% of our students are level one, level 2, 34, level 335 and.

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Level 4, 12%.

03:07:02.000 --> 03:07:09.000

So at district 30, as you can see, we have a lot of work to do. My.

03:07:09.000 --> 03:07:14.000

We're all our principals and our, our, our teachers, our, our students.

03:07:14.000 --> 03:07:22.000

It's about rethinking how we teach, rethinking how we provide and support our teachers to support our students.

03:07:22.000 --> 03:07:31.000

So, the district office, is really working on supporting our, our, teachers so that they can, the teachers are the ones in the trenches.

03:07:31.000 --> 03:07:38.000

They're the ones that have that first point of contact. So it's important that our principals understand.

03:07:38.000 --> 03:07:45.000

What the teachers need to make this happen and as I've been saying all along I'm believing for great things.

03:07:45.000 --> 03:08:00.000

We're being very intentional, very specific with how in alignment with what the Chancellor wants, how we want things to look like and sound like in the classroom so that our students can get the best.

03:08:00.000 --> 03:08:12.000

Education possible here at district 30 We have I ready that we're using as it like as a screener and as a diagnostic we have Acadians for our lower grades.

03:08:12.000 --> 03:08:18.000

We have Hegrity, with moving like, principal rules, so said.

03:08:18.000 --> 03:08:30.000

Toward of more toward a more phonemic awareness. way of learning the science of reading shows that our students need to do this science of reading shows that our students need to do this.

03:08:30.000 --> 03:08:36.000

We've been reading shows that our students need to do this. We've been a district, a TCA district for a very long time, so it's been a district, or TCA district for a very long time, so it's shifting mindsets.

03:08:36.000 --> 03:08:40.000

It's getting, It's getting everyone to understand how students learn to read and preparing our teachers to do that as well as.

03:08:40.000 --> 03:08:55.000

All the one all the communities involved. I wanted to also just, I don't know if this is the time, Whitney, you let me know.

03:08:55.000 --> 03:09:04.000

I just wanted to address some of the questions that were. Asked earlier.

03:09:04.000 --> 03:09:06.000

Is this the time or not?

03:09:06.000 --> 03:09:14.000

We go to public comment first and then like, well, you can answer some of the questions because then we just go.

03:09:14.000 --> 03:09:15.000

Yeah.

03:09:15.000 --> 03:09:25.000

Okay. Cause they have to do with this, okay. So I answered this one in the in the in the comments, for one of the, one of the questions that were asked.

03:09:25.000 --> 03:09:26.000

And I think it was to sell Ruiz and it had to do with the Mosul.

03:09:26.000 --> 03:09:45.000

Unfortunately, the Mosul is given to us by Central. That is not something that we control and unfortunately even though as a as a as a New York City school, we are moving toward the science of reading and moving toward more thematic types of books.

03:09:45.000 --> 03:09:57.000

And more decodable books. F and P is something as a Mosul option.

03:09:57.000 --> 03:10:08.000

I can't explain why, but it is. And one of the reasons I think it is, it's because you know you can throw away the baby with the bathwater they want to do the transition slowly.

03:10:08.000 --> 03:10:26.000

And they left that as an option so if that was chosen as a school and the principal agreed That's that's that's okay so I just wanted to say that and I also just wanted to say with regard to IS.

03:10:26.000 --> 03:10:35.000

145, Amanda and D. We will, I will look into that and I will look to see what's happening there.

03:10:35.000 --> 03:10:39.000

We will, I will look into that and I will, look to see, what's happening there with my app is and I'll get back and I did put my number.

03:10:39.000 --> 03:10:50.000

In the chat so that she can reach out to me. If need be the same for 3 98 and some discrepancies you said with the IP's.

03:10:50.000 --> 03:10:57.000

I will look into that and we will get back to you. And I also wanted to address the fact about 3 98.

03:10:57.000 --> 03:11:03.000

Miss Kelly was saying so just so that you know I have been in 3 98 is something that we have spoken about.

03:11:03.000 --> 03:11:15.000

Since I've gotten here. I sat in the seat in July. It's now, October.

03:11:15.000 --> 03:11:23.000

3 months if that you know because school just started a month ago more or less give or take I have been meeting, we have put no supports that have been given to 3 98 were taken immediately.

03:11:23.000 --> 03:11:36.000

As a matter of fact, my district support person this week is the first week that she won't be there full-time and I met with Miss Kelly last week.

03:11:36.000 --> 03:11:44.000

We came up with a plan and the plan was that she would update me on a weekly basis.

03:11:44.000 --> 03:11:51.000

To let me know how things are going and I have been providing feedback and support and suggestions.

03:11:51.000 --> 03:12:21.000

On the side so no one is abandoning 3 98 That's not that's not how I do that's not what we do and at the end of the day if teachers are not happy students eventually will not be happy so that is a very very live situation that is still working so I do and all the teachers know that there so I appreciate that they do acknowledge that I am supporting but I don't want you

03:12:21.000 --> 03:12:28.000

to think that you I'm gonna just let go. Things happen slowly. We work for the DOE.

03:12:28.000 --> 03:12:30.000

It is a bureaucracy and there is no bureaucracy that does things miraculously in in 2 or 3 months.

03:12:30.000 --> 03:12:42.000

So I have been saying this over and over and I will continue to say the same thing.

03:12:42.000 --> 03:12:50.000

I'm aware. Everyone has unions. We do this one thing at a time. I have to be very careful.

03:12:50.000 --> 03:12:58.000

I have to my eyes and I have to cross my teeth. So if we want things done with excellence, which is part of my core values.

03:12:58.000 --> 03:13:07.000

I have to take time in the way things are doing and at some point I'm gonna ask and I keep saying you have to trust the process and you have to trust me that I am aware.

03:13:07.000 --> 03:13:14.000

That I'm hearing and that I'm leaning in to what everything everyone is saying.

03:13:14.000 --> 03:13:22.000

Thank you. So, as for me, that's all I have to share right now.

03:13:22.000 --> 03:13:34.000

I just want to thank all of the CEC members, for always working with me and, and just helping me through this process of acclimating to District 30.

03:13:34.000 --> 03:13:42.000

It's an honor and a privilege and and I'm excited to keep. Doing what I'm doing and working with you.

03:13:42.000 --> 03:13:44.000

Thank you, Mr. Dogo. We appreciate that. Now we are going to go to our public comment section of the meeting.

03:13:44.000 --> 03:14:00.000

This is where you know members of the public can please raise their hand. You can speak on any education related topic or any topics that we are discussing this evening or the CEC meetings or if you would like to ask Miss.

03:14:00.000 --> 03:14:10.000

Doggo a question you can do that as well. We would like to remind everybody that you have 2 min.

03:14:10.000 --> 03:14:13.000

Oh, sorry, Johnson. You're right. I forgot to let members if they had a question.

03:14:13.000 --> 03:14:26.000

I am so sorry. So members, if you have any questions for Okay, I'm gonna take that as we don't have any member questions for Mr. Dogo.

03:14:26.000 --> 03:14:27.000

Thank you so much So for the public, please. If you have any questions, please raise your hand.

03:14:27.000 --> 03:14:37.000

Nick will acknowledge you. And you have 2Â min to speak, please pay attention to the screen. Jonathan will be timing you.

03:14:37.000 --> 03:14:45.000

We have 2Â min and 4Â min for people who need interpretation. So we're going to go to the Zoom room first and thank you, Nick.

03:14:45.000 --> 03:14:56.000

William Hargrove, you can unmute.

03:14:56.000 --> 03:15:04.000

I think you're still muted.

03:15:04.000 --> 03:15:05.000

Yes.

03:15:05.000 --> 03:15:08.000

Sorry, can you hear me? Okay, thank you. Hello, my name is William Hargrove.

03:15:08.000 --> 03:15:17.000

I'm an ELA teacher and the UFT chapter leader at IS 1 45. I'm here to make a statement and ask about the removal of the Gotham health clinic from my school.

03:15:17.000 --> 03:15:22.000

I see the superintendent has provided an answer in the chat, which I do appreciate, but I've been here a while, so I'm not leaving without making my statement.

03:15:22.000 --> 03:15:34.000

There's so much confusion surrounding the removal of the health clinic. So I do kind of ask when we when we say due to the loss of funding, the removal of the health clinic.

03:15:34.000 --> 03:15:35.000

So I do kind of ask when when we say due to the loss of funding, where is this funding from exactly?

03:15:35.000 --> 03:15:42.000

Who do we speak to about this funding? Is it with New York City health and hospitals? If that's the case, who do we speak to?

03:15:42.000 --> 03:15:51.000

Everything about the decision is so murky for example, the community was never given adequate notice this summer about the clinic's removal.

03:15:51.000 --> 03:15:55.000

Is 1 45 as principal sent an email in late August detailing the furtive nature in which the clinic and documentation related to it were removed.

03:15:55.000 --> 03:16:04.000

He asked for clarification and stated how critical the resource was. Tonight's the first I'm aware of any kind of an answer.

03:16:04.000 --> 03:16:22.000

Which again I do appreciate. And so many people in our school community are just confused. You know, this has been with us for over 20 years and especially now when we have this inflex of newcomers that make national news all the time, why is this?

03:16:22.000 --> 03:16:31.000

Why is this been removed? So, you know, I think it's important that the clinic is in the school, you know, a location a mile away is not so accessible to a student during the school day.

03:16:31.000 --> 03:16:45.000

So, you know, I see the statement the district office doesn't have power here, but Certainly is more power than someone like I do.

03:16:45.000 --> 03:16:50.000

So I ask that, you know, whether it's advocating or helping in some kind of way, we need to have this this health clinic restored.

03:16:50.000 --> 03:16:55.000

Thank you so much.

03:16:55.000 --> 03:16:56.000

Thank you.

03:16:56.000 --> 03:17:01.000

You know what, Mr. Harville, I'm just gonna say, You're right.

03:17:01.000 --> 03:17:03.000

If we do need it and I agree with you, however, I don't know all of the details, but we did, reach out to New York City.

03:17:03.000 --> 03:17:17.000

Health and hospitals with regard to the Gotham Health Clinic and All we got was that there was, there was not enough funding.

03:17:17.000 --> 03:17:27.000

However, if you, if you, I've given, I could put, I could, write to a message or you can just email me at L.

03:17:27.000 --> 03:17:39.000

And we can talk again to the our deputy superintendent who is more familiar with our deputy superintendent who is more familiar with this process because he's more familiar with this process because he's been in the in the district a little bit longer with this process because he's been in the in the district a little bit longer however This is bigger than the district office.

03:17:39.000 --> 03:17:46.000

This is this funding doesn't come from, it comes from New York City health and hospitals and those powers that be, but I can give you the person that did send the email.

03:17:46.000 --> 03:18:02.000

And what did notify, principal, Ivan and, we, we can take it from there and I know that they've been some elected officials that have put out notices and have written letters.

03:18:02.000 --> 03:18:13.000

No one is responding. So I don't have a direct answer for you. That what I put in the chat was what they told me.

03:18:13.000 --> 03:18:21.000

If you want if the community, cause according to them. Not too, it wasn't being used to its capacity.

03:18:21.000 --> 03:18:29.000

So as a result, They said if the school needed or anyone in the school community needed a health clinic that they should go to the one that's a mile away, which is the one that I wrote.

03:18:29.000 --> 03:18:44.000

However, Again, if you send me an email, I'll make sure that I connect you with someone in the office that might be able to just give you a little bit more information.

03:18:44.000 --> 03:18:45.000

Thank you. Thank you so much.

03:18:45.000 --> 03:18:47.000

You're welcome.

03:18:47.000 --> 03:19:03.000

Our next. You're a joy, you can unmute.

03:19:03.000 --> 03:19:11.000

Hey, everyone. My name is Yeri Troy. I am a T-track PS 398 and I am here to speak on behalf of the staff.

03:19:11.000 --> 03:19:22.000

When we came back to. School this year, we were informed that there would be 3 phases implemented to work on morale and create an expectation of what is needed to move forward.

03:19:22.000 --> 03:19:29.000

For the first phase, we were able to share our concerns when superintendent Hidalgo. And again, we thank you for the time.

03:19:29.000 --> 03:19:45.000

That you took to help us feel heard. Base 2 was a mediation meeting facilitated by Miss Nicole Vargas where we were able to share things that happened that we did not appreciate in the last school year and what we need to look forward.

03:19:45.000 --> 03:19:59.000

There were common themes such as communication, respect for time, respect in and of itself and more. The third phase was to work on community agreements where the staff outlined what these expectations can look like.

03:19:59.000 --> 03:20:07.000

It has been 2 weeks since the completion of phase 3 and we have yet to see the community agreements typed up or rolled out in any way.

03:20:07.000 --> 03:20:15.000

We just wanted to express our disappointment that not all structures and expectations that have been put in place are being followed through on.

03:20:15.000 --> 03:20:22.000

Thank you for your time and again for the supports you have given us.

03:20:22.000 --> 03:20:23.000

Thank you.

03:20:23.000 --> 03:20:31.000

Thank you, Miss Choy. I just want to say that, phase 3 was part of, administration to follow up.

03:20:31.000 --> 03:20:38.000

So, phase one and phase 2 was part of the district office, but phase 3 had to do with the school itself.

03:20:38.000 --> 03:20:52.000

I did have this. Conversation already with Miss Kelly last week. And I am the next step is I'd have to have a conversation with administration as to why they didn't follow up.

03:20:52.000 --> 03:20:56.000

And I will.

03:20:56.000 --> 03:20:57.000

You're welcome.

03:20:57.000 --> 03:21:02.000

Thank you. The staff at 398 really appreciate the support.

03:21:02.000 --> 03:21:06.000

I know you too, and I and I'm doing my best, okay?

03:21:06.000 --> 03:21:07.000

Thank you.

03:21:07.000 --> 03:21:14.000

Veronica, You can unmute.

03:21:14.000 --> 03:21:20.000

Hello everybody. My name is Veronica. I'm a teacher also at PF. 98 Queens.

03:21:20.000 --> 03:21:26.000

And I'm here to speak on behalf of the staff. The staff would like to express concerns that we write emails to administration and our emails go unanswered for days at a time and sometimes they code completely unanswered.

03:21:26.000 --> 03:21:44.000

There are times when we are asking for approval and or need feedback in order to complete next steps. And we are left with no answers, which makes it very difficult and challenging to move forward.

03:21:44.000 --> 03:21:47.000

Those next steps.

03:21:47.000 --> 03:21:49.000

Thank you.

03:21:49.000 --> 03:22:04.000

Thank you. Next we have Rebecca for Lenza.

03:22:04.000 --> 03:22:05.000

Yes.

03:22:05.000 --> 03:22:18.000

Hi, can you hear me? Okay, thank you. For giving me the opportunity to speak. I'm going to take, Whitney up on her suggestion to talk about what we might want in a statement regarding what's going on.

03:22:18.000 --> 03:22:39.000

In Israel and Palestine right now, I can see that the statements I've seen from our city officials have not made me, me feel more safe at all as a Jewish person.

03:22:39.000 --> 03:22:46.000

They dismiss the violence done to the Palestinians in Gaza. Having said that, I don't believe that it is.

03:22:46.000 --> 03:22:54.000

Necessary for CEC 30 to put out a statement or resolution on this issue in support of one side or another.

03:22:54.000 --> 03:23:06.000

Instead as a community education council, I would like to see this body commit itself to being sure that our district is a place of equity, of support for all, and a place that teaches our children to recognize everyone's humanity and speak out against injustice.

03:23:06.000 --> 03:23:20.000

If the council does decide to put out a statement, I hope the focus will be towards empathy and emphasizing making all of our District 30 residents feel safe and seen.

03:23:20.000 --> 03:23:21.000

Thank you.

03:23:21.000 --> 03:23:26.000

Thank you.

03:23:26.000 --> 03:23:36.000

There was another hand, but it is no longer up. Okay, yeah, I don't see any more hands.

03:23:36.000 --> 03:23:46.000

Marnie.

03:23:46.000 --> 03:23:47.000

Yes.

03:23:47.000 --> 03:23:52.000

Hi, can you hear me? Hi, my name is Marnie Gellman. I have a sixth grader at IS 145.

03:23:52.000 --> 03:23:55.000

Mr. Hargrove already spoke about his concern over loss of the medical clinic there. And so I'm concerned about that as well.

03:23:55.000 --> 03:24:11.000

Especially that no one seems to know like what the issue is and I understand it's kind of above the district level, but I also want to speak more broadly about budget cuts.

03:24:11.000 --> 03:24:18.000

Mayor Adams, you know, passed like 15% budget cuts on hospitals, libraries, schools, right?

03:24:18.000 --> 03:24:23.000

That happened rather recently and I felt like kind of nobody batted an eye about it. This is something we need to be concerned about.

03:24:23.000 --> 03:24:32.000

Budget cuts that come as the school years already started. And affecting all of our public services.

03:24:32.000 --> 03:24:50.000

So, you know, I think as, you know, educators and parents and activists, we need to be speaking up about this, because the budget levels the year

the last year that we had Mayor de Blasio or kind of the bare minimum of what we need a starting point and ever since Mayor Adams has taken over, the school budgets have gone lower and lower.

03:24:50.000 --> 03:25:01.000

So I think there's something you should be concerned about. Probably that's a reason why we lost the clinic because he really is cutting a lot of public services.

03:25:01.000 --> 03:25:04.000

Thank you very much.

03:25:04.000 --> 03:25:09.000

Thank you.

03:25:09.000 --> 03:25:26.000

We have. There was another hands that had gone down if that is the case. Okay, then we'll go to anything that's in the chat, which it doesn't look like we have anything.

03:25:26.000 --> 03:25:36.000

I can read that. I says, dear membership, I sent an email about being a little shocked about what's being proposed as a resolution on the agenda.

03:25:36.000 --> 03:25:43.000

We're definitely living in uncertain and difficult times. I haven't slipped for days thinking about all human losses.

03:25:43.000 --> 03:25:51.000

Unfortunately, deciding to address the attack in Israel with no mention of the massive Palestinian casualties in Gaza.

03:25:51.000 --> 03:25:58.000

Seemed a little insensitive and dangerous, especially when there's never been any discussion of wars in the CEC.

03:25:58.000 --> 03:26:05.000

As someone with friends on both sides of the aisle, my heart is with Jewish and Palestinian friends.

03:26:05.000 --> 03:26:12.000

Who are suffering and mourning and I pray for healing and compassion for both. As humans, we should warn.

03:26:12.000 --> 03:26:20.000

We should warn all the human losses. The rise and anti-Semitic and anti-Muslim rhetoric is real.

03:26:20.000 --> 03:26:26.000

A six-year-old Palestinian, American boy was just murdered in Chicago in the name of hateful propaganda.

03:26:26.000 --> 03:26:36.000

So we just have to be a little bit more mindful. Especially in our diverse community. And that was a comment in the Q&A from Sunita Cariballo.

03:26:36.000 --> 03:26:46.000

So thank you for that comment. And I apologize for missing this earlier. We did have a comment from Georgia in relation to the Bryant discussion.

03:26:46.000 --> 03:26:52.000

And that was respect the history and Royal Bryant has another community and help us keep it intact.

03:26:52.000 --> 03:26:59.000

So those were the 2 comments that were in the QA.

03:26:59.000 --> 03:27:05.000

Okay, so I don't see any more comments in the Q&A. I don't see any more hands raised.

03:27:05.000 --> 03:27:13.000

Do we have any? In the interpretation room. They're gone, I don't see the interpreters anymore.

03:27:13.000 --> 03:27:18.000

Okay, oh, there you go.

03:27:18.000 --> 03:27:20.000

Documents in the sponge line.

03:27:20.000 --> 03:27:25.000

Okay. Thank you so much. Thank you, everyone, for hanging on as long as you did.

03:27:25.000 --> 03:27:34.000

I do wanna say, again, I wanna apologize. It was not my intention to make anyone feel that.

03:27:34.000 --> 03:27:43.000

We did not want them physically here. There was. Broadband, no broadband connection in the building.

03:27:43.000 --> 03:27:51.000

We have. I was gonna come here by myself just in case we had someone come and use my cell phone as a hotspot.

03:27:51.000 --> 03:27:59.000

Again, I just thank you all for hanging on this long. And, I appreciate everyone's participation.

03:27:59.000 --> 03:28:06.000

I do not want anyone to ever feel that they are going to be. Taken out of the meeting are not included.

03:28:06.000 --> 03:28:15.000

That was not my intention. We do have, I mean, H, we have, we kind of stop after public.

03:28:15.000 --> 03:28:19.000

Do you have a comment that you wanna make? I don't wanna not acknowledge your hand.

03:28:19.000 --> 03:28:42.000

Hi. Yeah, we had a 2 meetings ago. We agreed that we were gonna get somebody to come in and talk about wait list and the motion that Dev put forward about like redoing the numbers for people that are on high school waiting and are actually 3 meetings though and we still haven't had anybody.

03:28:42.000 --> 03:28:48.000

Come in. Is somebody working on that?

03:28:48.000 --> 03:28:49.000

Okay, great.

03:28:49.000 --> 03:28:51.000

That we would talk about that in our business meeting and yes. We've sent emails to DO.

03:28:51.000 --> 03:28:52.000

Okay, thank you.

03:28:52.000 --> 03:29:04.000

Speaking of our business meeting. In his October 20 third it will be on zoom and our next calendar meeting is November thirteenth.

03:29:04.000 --> 03:29:14.000

Hopefully the broadband will be restored in the building. And we will be here physically. We will keep a community fully aware of what is going on with that.

03:29:14.000 --> 03:29:23.000

We also have our communications and outreach committee meeting on the eighteenth. At noon. So that will also be on Zoom.

03:29:23.000 --> 03:29:31.000

If you can, please join us for that. And we are finally having our Know Your Right seminar online with, JMAC.

03:29:31.000 --> 03:29:41.000

In relation to family policing and the the seminar is called when ACS calls. That will be online is completely virtual.

03:29:41.000 --> 03:29:48.000

It will be offered in English. And Spanish and that is at 6 30 PM. On October 20 fourth.

03:29:48.000 --> 03:29:52.000

So at this time, I'd like to move to adjourn our meeting at 1006 PM.

03:29:52.000 --> 03:30:02.000

Do I have a second? Thank you, everyone. And, good night.

03:30:02.000 --> 03:30:06.000

Bye.

03:30:06.000 --> 03:30:07.000

Nice.

03:30:07.000 --> 03:30:08.000

Good night, everyone. Good night. Get home safe.

03:30:08.000 --> 03:30:21.000

Hi. Thank you.