

WEBVTT

00:01:54.000 --> 00:02:24.000

Did you see 30?

00:03:46.000 --> 00:03:50.000

Now, I think.

00:03:50.000 --> 00:03:56.000

Okay, there we go.

00:03:56.000 --> 00:04:26.000

Hello, this is Dora, Spanish interpreter.

00:04:29.000 --> 00:04:37.000

Okay.

00:04:37.000 --> 00:04:46.000

I'm working with town or something. Oh, okay. Well, now I can, I can see myself.

00:04:46.000 --> 00:04:56.000

That's that's Yeah. That's better.

00:04:56.000 --> 00:04:59.000

Hi, can you all hear me now?

00:04:59.000 --> 00:05:00.000

Okay, it works

00:05:00.000 --> 00:05:02.000

Yes, yes, finally.

00:05:02.000 --> 00:05:03.000

Good evening, yes, we can hear you.

00:05:03.000 --> 00:05:09.000

Right, right. Okay. Thank you everyone for your patience. I am now going to call this meeting to order.

00:05:09.000 --> 00:05:16.000

I'm so excited. We actually have people in the room, people on the Zoom. So I'm gonna call this meeting to order at 6 45 PM. Greetings everyone.

00:05:16.000 --> 00:05:20.000

Hey.

00:05:20.000 --> 00:05:26.000

My name is Whitney Tussant and I am the president of Community Education Council 30. Thank you for being here.

00:05:26.000 --> 00:05:36.000

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

00:05:36.000 --> 00:05:49.000

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

00:05:49.000 --> 00:05:56.000

Okay, hold on a second.

00:05:56.000 --> 00:06:26.000

Whitney Okay, there we go. Oh, I'm gonna start with controllers. A parakeet.

00:06:45.000 --> 00:06:55.000

Nueva Seeses Water will know on a quadr. The identification, the areonion is a says, Quadro single.

00:06:55.000 --> 00:07:19.000

Ochoventinuvi, several years in the space and signal. Goodacious.

00:07:19.000 --> 00:07:25.000

Okay, Yes.

00:07:25.000 --> 00:07:31.000

Let's see.

00:07:31.000 --> 00:07:37.000

Okay. All right. Thank you.

00:07:37.000 --> 00:07:42.000

Okay, we also have captioning available for those who would like to use it. Just click on the live transcript button.

00:07:42.000 --> 00:07:51.000

At the bottom of your screen. Victoria, would you please call the role? Good evening, everyone. Sab Alexander.

00:07:51.000 --> 00:07:57.000

Good evening, present.

00:07:57.000 --> 00:07:58.000

Present.

00:07:58.000 --> 00:08:03.000

Lindsay, Shelley, right? Untered there. Present. Jonathan Greenberg.

00:08:03.000 --> 00:08:10.000

Present. Thanks. Victorian is always present, Danny Rose. Present.

00:08:10.000 --> 00:08:13.000

Marley Rossi.

00:08:13.000 --> 00:08:15.000
President.

00:08:15.000 --> 00:08:21.000
She'll be here later this evening. I might need some present. Thank you.
Okay.

00:08:21.000 --> 00:08:31.000
This is a public meeting and is being recorded. There will be multiple
public comment sessions. First, following the respect for all
presentation, you may comment only on the presentation.

00:08:31.000 --> 00:08:41.000
So far, proud parents, you could say something to 15Â min have been
scheduled for the first public comment session during which you may speak
on any education related topic.

00:08:41.000 --> 00:08:48.000
Following the newcomer high school presentation you may comment only on
the presentation.

00:08:48.000 --> 00:08:56.000
Following the school construction authority presentation, you may comment
only on the presentation. And following resolutions 176 and 177.

00:08:56.000 --> 00:09:01.000
During the final public agenda and speaking time, you may speak on any
education related topic. Comments will be limited to 2Â min.

00:09:01.000 --> 00:09:10.000
If you're using interpretation, you'll have up to 4Â min. You'll be given
a 30Â s warning before your time is up.

00:09:10.000 --> 00:09:17.000
We apologize for the abruptness but would like to hear from as many
speakers as possible and in the meeting at a reasonable hour.

00:09:17.000 --> 00:09:23.000
So Jonathan will be doing the timer for us. Thank you for that. First,
we'll take comments from people.

00:09:23.000 --> 00:09:30.000
Attending in person, please walk up to the front laptop so that
participants attending remotely will hear your comments.

00:09:30.000 --> 00:09:38.000
Next, we will take comments from participants who have joined via
computer in the Zoom room. Please press the raise hand button to raise
your hand.

00:09:38.000 --> 00:09:48.000

This can be found by clicking on reactions at the bottom of your screen. We are trying. So when you raise your hand to speak, you'll be promoted to panelists.

00:09:48.000 --> 00:09:55.000

And you must accept the invitation to be a panelist. You will then be able to unmute yourself and if you would like turn on your camera.

00:09:55.000 --> 00:10:00.000

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

00:10:00.000 --> 00:10:10.000

And then when your name is called, please give us your name and connection to the district. Please do not raise your hand now, but during those times when we have those sections in the agenda.

00:10:10.000 --> 00:10:15.000

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

00:10:15.000 --> 00:10:25.000

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

00:10:25.000 --> 00:10:29.000

Gail will call out the last 4 digits of your phone number and will manually unmute your line to allow you to say yes or no.

00:10:29.000 --> 00:10:36.000

If you would like to say something. If you want to speak, please set your name and connection to the district.

00:10:36.000 --> 00:10:47.000

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

00:10:47.000 --> 00:10:52.000

Second, during the public speaking sessions, if you cannot speak, I would prefer to leave a written comment.

00:10:52.000 --> 00:10:59.000

You may do so in the Q&A during those agenda sections. Again, please include your connection to the district in the Q&A.

00:10:59.000 --> 00:11:08.000

Comets left in the Q&A may be read at the end of the public speaking time. Additional comments are questions can be addressed to the CEC via email at the CEC.

00:11:08.000 --> 00:11:24.000

At schools. So the first border of business this evening is a respect for all contest winners. So I am now going to turn this meeting over to our interim acting superintendent, Miss. Hidalgo.

00:11:24.000 --> 00:11:32.000

It is yes. I am so excited, to celebrate with the principals that are here, our families and our students.

00:11:32.000 --> 00:11:39.000

The intent of this contest is to raise awareness around bullying issues through the healing power of art.

00:11:39.000 --> 00:11:51.000

Art helps us tell stories, express pain, and shape hopes. So and share hopes. So, we're going to have the theme of the essay contest is from bystanders to allies.

00:11:51.000 --> 00:12:01.000

We're going to start with Eduardo? Hi. Please come on up. He's from.

00:12:01.000 --> 00:12:10.000

Q, 92 in a fourth grade student that will share his. You could share, just hold it up like this.

00:12:10.000 --> 00:12:17.000

You could show up short around. So that everybody sees it and the panel.

00:12:17.000 --> 00:12:23.000

And tell us what this Art represents to you.

00:12:23.000 --> 00:12:29.000

It's okay, take a deep breath.

00:12:29.000 --> 00:12:35.000

Yeah, if you feel like saying it in Spanish and you feel more comfortable, you can absolutely say it in Spanish.

00:12:35.000 --> 00:13:05.000

Located the city in Espana. Wow.

00:13:16.000 --> 00:13:24.000

All of his classmates would not do any bullying and understand. Correct? Okay, what early means?

00:13:24.000 --> 00:13:38.000

Okay. Movie, and one. I mean, not really to have it went to the canvas or audience.

00:13:38.000 --> 00:13:51.000

May now who? Childry? From 2 to 7, come on up.

00:13:51.000 --> 00:14:03.000

To me, my poster demonstrates how bullying can impact someone in a negative way. Your actions and the words you spread can have an effect on people and you never know what is going on in someone's life.

00:14:03.000 --> 00:14:12.000

On the left side, you have the foster, there is a girl that looks sad and boomy and hurt due to the negative things that are being set through.

00:14:12.000 --> 00:14:21.000

I used colors like dark red and black to show the bad side of things. On the right side, there are more bright colors which represents that there is always a brighter side.

00:14:21.000 --> 00:14:41.000

Having companions support you through difficult times can outlook someone. In the middle of my poster there is a happiness meter to display the change of the emotions from being isolated and alone to being Very nice.

00:14:41.000 --> 00:14:47.000

Very nice. Okay gosh. He's very nice.

00:14:47.000 --> 00:15:04.000

Now our essay contest winners will start with our student from 1 11. Amnia.

00:15:04.000 --> 00:15:16.000

I believe that others have a hard time accepting people who are different from the because many people are both minded or they only add on what their parents are close ones tell them and show them.

00:15:16.000 --> 00:15:33.000

Yeah, the sea can be another reason that I will go into any of. Oh, a way to help roadmind the people is to try to see their kind of view and then There way of seeing can hurt other.

00:15:33.000 --> 00:15:44.000

Nice and see how it would be for both in that person. Telling them how it feels to be his respective and who they are.

00:15:44.000 --> 00:16:00.000

And different using the right words and right, In this paragraph, I'll be talking about very strong, that many people struggle with.

00:16:00.000 --> 00:16:10.000

Dealousy is the main cause. Some get upset and bothered. That mother can be theirsself freely and not be ashamed.

00:16:10.000 --> 00:16:18.000

He's jealous is just getting insecure. But in its worst form, is the deep emotion that you can't control.

00:16:18.000 --> 00:16:31.000

Okay, so that doesn't mean it's okay to show it. And consider it way. Negativeity can affect many people.

00:16:31.000 --> 00:16:41.000
I don't know how much they were, Okay.

00:16:41.000 --> 00:17:04.000
SUMMER. So, Okay, Never judge somebody. Getting a visit at your.

00:17:04.000 --> 00:17:19.000
Thank you so much. Are we ready, Sarah? Sure, come on up. Sarah from Q 2
2 7.

00:17:19.000 --> 00:17:22.000
Okay.

00:17:22.000 --> 00:17:27.000
I'm. Okay

00:17:27.000 --> 00:17:34.000
I'm sorry to interrupt. This is the Spanish interpreter. I cannot hear
the The person is speaking so I can not do the interpretation.

00:17:34.000 --> 00:17:35.000
Okay.

00:17:35.000 --> 00:17:38.000
If you can. Thank you. Appreciated.

00:17:38.000 --> 00:17:48.000
Okay. Facing this, turn around. There we go. That's it.

00:17:48.000 --> 00:17:56.000
I am in the eighth grade and a 10 Lewis Armstrong middle school. After
realizing how twisted up our generation is, I was inspired to write this
essay.

00:17:56.000 --> 00:18:02.000
I was intrigued after hearing Ryan's father's marks. Why was a middle
schooler heard a jury bullying?

00:18:02.000 --> 00:18:10.000
He was bullied to the point he ended his life. I've realized that people,
I realize that people bully because they can't tolerate against who are
different from them.

00:18:10.000 --> 00:18:19.000
Sometimes the boys going through a difficult time at home and simply need
someone to take their anger out on. And occasionally they simple bully
individuals to be cool in front of their friends.

00:18:19.000 --> 00:18:28.000

Okay, I'm trying to fix it with bullying. In sixth grade at my old school, I was targeted by people I consider my parents, even a friend of 9 years.

00:18:28.000 --> 00:18:34.000

Here is my story. It was the beginning of sixth grade and a fresh start. I walked into my classroom.

00:18:34.000 --> 00:18:40.000

There I was greeted by my home teacher and my best friend of 9 years. I knew herself were in first grade.

00:18:40.000 --> 00:18:46.000

I was extremely joyful when I found out she was in the same class as me. I was sure that I'd have the best year ever.

00:18:46.000 --> 00:18:52.000

Boy, I was wrong. Me and my best friend decided to sit together as a date as eventually made more friends.

00:18:52.000 --> 00:18:58.000

By the end of the day, the front group was created. It was about 5 girls including me. At PM.

00:18:58.000 --> 00:19:04.000

Home, we all exchange snapchats and phone numbers. As days passed, I would feel uninvited in the friend glue.

00:19:04.000 --> 00:19:10.000

Obviously, it was the first year back in school after COVID and I didn't really know how to converse with people easily.

00:19:10.000 --> 00:19:19.000

Everything was online. I barely talked to any of my animation schools during COVID. Instead of bringing this issue up to my friends, I would just bet to my best friend.

00:19:19.000 --> 00:19:27.000

I would tell her how I felt left out and uninvited. But every time she would just reassure me that the new girls meant no crime and I should just talk to them about it.

00:19:27.000 --> 00:19:33.000

I didn't take her advice and just let the situation as it was. Months passed and everyone got closer to each other.

00:19:33.000 --> 00:19:40.000

I got closer with the girls and surprisingly did not feel like that at all. Everyone in the class was closer to everyone and it was so good.

00:19:40.000 --> 00:19:48.000

And so one day, my friend Cook and I were all talking in a group shop. The conversation was just about school and how much we wanted so far.

00:19:48.000 --> 00:19:56.000

One of the girls decided to ask a really questions who look different than what you expected without a mask. Another girl answered and said something really offensive about a mask.

00:19:56.000 --> 00:20:03.000

Another girl answered and said something really offensive about me. I thought the people who were supposed to support me and make me feel confident for myself had just bought me down.

00:20:03.000 --> 00:20:10.000

The night she told me I dropped all of them. I stopped talking to all of them. Don't let me present I still converse with with my best friend.

00:20:10.000 --> 00:20:18.000

And so once again, me and her got to an argument. She decided to twist up my words and tell the other girls I was saying woof stuff about them behind their back.

00:20:18.000 --> 00:20:25.000

And how I said they were previously leaving me out. I never said any of this up yet. Obviously they believe the best friend.

00:20:25.000 --> 00:20:32.000

After that, they created group chats with more people in the school. As I mentioned, how ugly and stupid and how I have a big forehead.

00:20:32.000 --> 00:20:42.000

They told everyone I lost all my friends and absolutely jettied stepping foot in that school. Even though everyone just like me, there was this one girl who didn't believe any of the moments they started.

00:20:42.000 --> 00:20:47.000

One day she's at with me at lunch and started talking to me. I told her about everything and told her my side of the story.

00:20:47.000 --> 00:20:52.000

She believes me and told me to just ignore them because at the end of the day they aren't happy with themselves.

00:20:52.000 --> 00:20:54.000

She told me that at the end of the day when they look at themselves in the mirror, they should dread the kind of people they are.

00:20:54.000 --> 00:21:05.000

Me and her got rather close and she was the reason I never lost hope and realized not everyone has a bad heart.

00:21:05.000 --> 00:21:06.000

After a months, After months of albums company, the best friend texted me. She apologized to me.

00:21:06.000 --> 00:21:11.000

I didn't know what to say. I tested my current best friend and asked to what to do.

00:21:11.000 --> 00:21:23.000

She told me that even though they cheered me badly, maybe it was because she was own things on my home or maybe they even still being bullied.

00:21:23.000 --> 00:21:28.000

I forgave her but never spoke a word to her to this day. This narrative was told to you for a reason.

00:21:28.000 --> 00:21:35.000

Not everyone is a bad person and we can always be stopped and or prevented. Being upsender rather than a bystander.

00:21:35.000 --> 00:21:38.000

If you know someone who's being, not, the system is standing up for themselves and expansion and that's not their goal.

00:21:38.000 --> 00:21:55.000

Everyone needs to everyone needs to be treated currently equally and remember to always to others the way you wanted to be treated what goes around comes around kindness will always pull back to you if you are good to others.

00:21:55.000 --> 00:22:07.000

Okay. So if all the presenters would just come up, I would like to give you a presenter with a certificate.

00:22:07.000 --> 00:22:19.000

Where are they? Can they see me here? So. Sarah, come on up.

00:22:19.000 --> 00:22:31.000

Let's get going Yeah. Oh, say you today, you're normally, yes, yes.

00:22:31.000 --> 00:22:42.000

It's not that they're saying this they're not saying Okay. Just wanna say thank you for your.

00:22:42.000 --> 00:23:12.000

Standing up and especially during this slide. And I also want to, Yep, see. But they're just.

00:23:21.000 --> 00:23:28.000

Good. Yes, congratulations. Okay. So right.

00:23:28.000 --> 00:23:37.000

Yeah, okay, so. We can take any comments from our attendees about the respect for all presentation.

00:23:37.000 --> 00:23:44.000

Parents, principals, if y'all want to come up and say something about your children here in attendance.

00:23:44.000 --> 00:23:50.000

Come on up. How are you doing? My name is Robin Halington. I'm Laya's mother.

00:23:50.000 --> 00:23:58.000

I would just like to let you know that, she's been that. Good morning.

00:23:58.000 --> 00:24:06.000

She's 7 o'clock, hands on, on fan. I'm just proud that my daughter got a chance to.

00:24:06.000 --> 00:24:18.000

She, about floating it. I wish everybody jokes the best of luck. I hope this program is still Thank you.

00:24:18.000 --> 00:24:30.000

You can join me if you don't get come on up. He's, Yeah, 1990.

00:24:30.000 --> 00:24:48.000

Hi, Mr. C is the record that those that come in, so, and I know that very, very, It's the way we do ate and super. Hey, what's the manu though?

00:24:48.000 --> 00:24:52.000

Thank you for helping because my son was being bully.

00:24:52.000 --> 00:25:05.000

Yeah. And, You know, Yeah, so.

00:25:05.000 --> 00:25:11.000

You help me to get a change and now he's doing better on another school.

00:25:11.000 --> 00:25:18.000

Thank you.

00:25:18.000 --> 00:25:23.000

Yeah, she's gonna translate.

00:25:23.000 --> 00:25:33.000

Okay, he's close by then. My mom says, thank you so much for putting it all the effort and recognizing how going is bad and trying to put an effort to solve it.

00:25:33.000 --> 00:25:42.000

And yeah. Oh, thank you. Thank you.

00:25:42.000 --> 00:25:51.000

Okay. Okay, well, if we don't have anybody else that wants to speak from the audience, I'm gonna turn it over to my fellow council members for a minute, but I just really want to say.

00:25:51.000 --> 00:25:58.000

Thank you, parents. Thank you, principals. And thank you, children, for coming up here and speaking about bullying.

00:25:58.000 --> 00:26:04.000

We know it's something that really affects children, you know, mental health. We all want you all to feel safe in school.

00:26:04.000 --> 00:26:12.000

Feel welcome at school and you all just speaking about how it affects you with the maturity beyond your years.

00:26:12.000 --> 00:26:21.000

It's just very impressive and that speaks to not only your intelligence in school, but your emotional intelligence as well and how you are our leaders.

00:26:21.000 --> 00:26:28.000

So thank you for that. And thank you for sharing with us tonight. Yes. Okay.

00:26:28.000 --> 00:26:35.000

Thank you. Children and for parents for encouraging your children. And I also want to add thanks to the principals and the teachers that are here for encouraging this program in your schools.

00:26:35.000 --> 00:26:48.000

It's a really important thing and I know the more people that you get involved in these programs the better it will be for everybody.

00:26:48.000 --> 00:26:59.000

So thank you so much. Okay. No, no, to piggyback off of both Whitney and Hunter said.

00:26:59.000 --> 00:27:07.000

For all the students and the parents as well as the principal, your honesty, your your bravery and your vulnerability.

00:27:07.000 --> 00:27:19.000

Show maturity beyond years. And that shows strength. So when you don't think that that is there, the vulnerability and openness to share.

00:27:19.000 --> 00:27:30.000

Puts you in a place of strength. So thank you all very much for sharing with us tonight.

00:27:30.000 --> 00:27:38.000

Okay. Okay. All right, well. Thank you all.

00:27:38.000 --> 00:27:47.000

We hope you enjoy your awards tonight. Talking to all of us. We really do. I love when we have children come and talk it our meetings.

00:27:47.000 --> 00:27:55.000

I really do. So thank you for that. All right, now let's go to the next item on our agenda and it is the first public agenda and speaking time.

00:27:55.000 --> 00:28:02.000

This is for 15 min. We always have open public speaking for the 15 min at this part of our agenda.

00:28:02.000 --> 00:28:13.000

If you would like to come up and speak on any education related topic, please come to the front if you are here physically and if you are one of our virtual attendees please raise your virtual hand.

00:28:13.000 --> 00:28:24.000

So I'm now gonna open it up for, 15 min for public agenda and speaking time.

00:28:24.000 --> 00:28:33.000

Yes, Yes. Thank you.

00:28:33.000 --> 00:29:03.000

Which trip down? Yeah. And then . Thank you Thank you, because they want to fix their meeting.

00:30:03.000 --> 00:30:12.000

Sorry, we had a little bit of a transition. Okay.

00:30:12.000 --> 00:30:17.000

Okay, if I'm gonna come up with you, can come up and speak.

00:30:17.000 --> 00:30:23.000

Right here. The microphone is right here. This. Right.

00:30:23.000 --> 00:30:33.000

Camera stuff there now. Okay. Okay.

00:30:33.000 --> 00:30:47.000

Okay. Good evening. My name is Emily Offery and I'm the proud mother of a first grade student at PS.

00:30:47.000 --> 00:30:54.000

We are here tonight to waste our support and appreciation for our district. 30, you see, president would use the same.

00:30:54.000 --> 00:31:13.000

We have known Whitney for several years and we could not think of a better person to take on such an integral role in leading We need passion, we problem solving abilities and perspective that comes from other diverse, personal, professional experiences make her the ideal person to lead district 30 CDC for this school of professional experiences make her the ideal person to lead District 30 CDC for this school year and beyond.

00:31:13.000 --> 00:31:25.000

The as someone who was very aware of how black women are underrepresented in leadership. Positions across the entire workforce and public service.

00:31:25.000 --> 00:31:30.000

Same with me, Thrive, and R, CC, President, conspires to be in confidence for our children's futures.

00:31:30.000 --> 00:31:40.000

There is no question that Whitney serves with a purpose of providing the best most possible opportunities possible to every student, family, and school community and district third.

00:31:40.000 --> 00:31:52.000

When he speaks up, especially in certain situations where myself and other parents are afraid to. For your fast call with me, our neighbor, friend, and one of the most driven and genuine human beings, we know.

00:31:52.000 --> 00:31:57.000

Patrick 30 is more than blessed to have her advocating on our behalf.

00:31:57.000 --> 00:32:01.000

Okay.

00:32:01.000 --> 00:32:18.000

I did not pay the Thank you. Okay, do we have any other hands raised?

00:32:18.000 --> 00:32:30.000

I don't see any other hands raised right now. So if we don't have any hands raised, do we have any hands in the virtual in the Spanish room for public speaking?

00:32:30.000 --> 00:32:35.000

One I'm,

00:32:35.000 --> 00:32:38.000

I don't see any hands.

00:32:38.000 --> 00:32:51.000

Okay, thank you. Okay, sorry we have our children for the awards are leaving. But if we don't have any other hands raised or any other speakers in the room for the public comment session.

00:32:51.000 --> 00:32:52.000

I'm going to ask if it's okay if we go ahead and move to the next item on the agenda.

00:32:52.000 --> 00:33:06.000

Which is our presentation for newcomers high school. So we have our principal here. From Newcomers High School, Miss Messman, and our 3 student speakers.

00:33:06.000 --> 00:33:12.000

They're joining us here in the virtual room. So Miss Mesman, I'm going to turn it over to you.

00:33:12.000 --> 00:33:20.000

And our wonderful students this evening. Like I said, I'm so excited anytime we have students come and we're not trying to keep you too late because it is a school night.

00:33:20.000 --> 00:33:26.000

So thank you all for participating. Miss Mesman, I'm going to go ahead and turn it over to you.

00:33:26.000 --> 00:33:33.000

Okay, hi. I am muted myself. Can you hear me? Okay, I'm going to share my screen.

00:33:33.000 --> 00:33:52.000

My name is Elizabeth Mesman. Let me see if I can share. Our presentation. The host has disabled participant screen sharing.

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You should be able to now.

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Okay. Can you see my screen?

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Yep, it's coming up. We can see now.

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Okay, perfect. So thank you for having us here tonight. I just want to begin by telling you the goals.

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Of our presentation. This evening we hope to share information about newcomers. High school with our district community members and communicate our hopes to rebrand our school in an effort to make our community more inclusive and an asset to all D 30 high school students and caregivers.

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We hope to learn what types of programs district 30 high school parents want to see opened within our community and we hope to communicate the importance we feel to always remain true to the mission and vision of newcomers.

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High school while developing competitive 20 first century program options. I want to introduce our student presenters, Donna Sedwenza, Mary Narine Barcarsi and Lindsay Abad.

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I will turn it over to them and just 1 s. But I want to begin by sharing a little bit of the overview of newcomers.

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High school, which is not known to everybody. A historical note. Newcomers High School building was the original William Colin Bryan High

School, which is why we have a beautiful owl on the front of our building.

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That's the Brian, mascot. Then it was Long Island City High School. And then newcomer to high school was founded and 90 95 as a bridge high school program.

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So for the original and initial years of newcomers high school, students did not graduate from Newcomers High School.

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They attended when they were newcomers and then they transitioned into the neighborhood high schools. So nobody graduated from newcomers.

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Around 2,009, eighth grade articulations began and the school was converted from a bridge high school into a four-year high school.

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We have an amazing building. We have a amazing location. We are 5 floors. We have a 900 seat auditorium.

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2 gymnasiums, a weight room that is being built in the basement. An auto shop.

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We have a newly constructed robotics studio that is currently being used by Gopham Tech during their 3 year incubation.

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A music room, science classrooms, college office and a shared port yard. We currently have 1,427 students.

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1,267 of our students are current English language learners. 38 were never English language learners.

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I did put our, data about our English, learners. And I wanted to share a few pieces of data that.

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Will help shape some of this conversation. 102 of our students are not technically considered newcomers because they've been in the Department of Education for more than 3 years.

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And a hundred 48 of our students were born outside of the United States. Okay, go ahead.

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So, newcomer. It's cool. Legal science will us the same name to be, the world, affirmative and supportive learning environment for all learners at their families.

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So. Taking a But, and. We're strive to be a There should other students are a problem to, and, and, and, local and love.

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Wait for the

00:37:42.000 --> 00:37:47.000

We strive to stay in real estate opportunities to ensure all others are empowered to live with. In the Wait, no, our students well and provide them with what they need to advance their goals and dreams while appreciating the richness of knowledge and experience they each bring with them to our community.

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We strive to see our students seen, welcome, honor, and empower.

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So a pleasant evening, everyone. The newcomers high school have like a line representation and we have like lions acronym that start like L's plans for leadership.

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I, stands for improvement. Oh, it stands for opportunity. And for network and as for success.

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Sound of a spur that our school of first or a year's in boy basketball boys cricket boys humble gears and by sucker girls and by swimming, girls and by attendees and girls and by volleyball teams.

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Newcomers high school also focus on extracurriculars of our students or partel, students.

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Like, here's some, list of clubs. First of all, it's the right government, it's student ambassadors, they have their art lifting club, guitar club, dance, science fiction running muck club, chess club, ESL club, Bengali club, Chinese, Korean, Greek, board game club, and baseball.

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We have for higher student students advanced placement classes that are college level courses you take in high school. These classes are more intest, so therefore they are score morally, they are score weighted.

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In our school we currently have English language and composition. We have the Spanish language and culture, Spanish literature, AP Chinese, AP

Biology, AP psychology, epochemistry, baby computer science, AP world history, ABOUS history, and A.

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B.

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A college now, the programs first and when you, and what you see, NC public high school students, both transferable college credit courses which are a lie with the first year study at KUNY, at bread college courses and activities designed to increase academic, for college and promote knowledge and our hours of the college going process.

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Newcomers high school partners with Lai Warde, Community College, our Sun curves, our college now scores that our high school first are reading the biography and lease one on one a study 6 and comes biology.

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Okay, so the first thing that I want to say that we were showing you.

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Thank you. Thanks. Thank you. So.

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Miss. Smith, you were on mute for a second.

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I appreciate the students sharing a little bit about the program offerings that we have. But I wanna bring it to the point of our conversation tonight.

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And one of the first points is. That an ongoing conversation always in district 30 is the need for high school seats.

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Does the girls can speak a little bit about their rationale for changing and rebranding the school, but I wanted to share the the research based idea that we have that is The most effective.

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Form of language acquisition is a dual language model and in the current school setup We do not have a dual language program.

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We offer English as a new language and we offer transitional bilingual education. So one of the driving forces we have.

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Behind rebranding the school is being able to move towards a real and true dual language program, which would also serve the needs of our rising middle school students that are coming out of the dual language program in the middle schools in District 30.

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You may not know, but newcomers high school had the second largest amount of recipients of the seal of biliteracy among all the high schools in the city of New York and nearly 50% of our students graduated last year with the seal of biliteracy.

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The seal of biliteracy is a special diploma recognition seal that honors students who graduate with high levels of English language proficiency and high levels of.

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By literacy and bilingualism. In a language other than English.

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As you all know, being multilingual or bilingual in the global economy is nothing but an act.

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And so we're really proud of our students because they learn English to high degrees. In fact, We have 4 of our students who are awarded Crest Bridge Scholarships, which is an extremely competitive scholarship at the national level.

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So the kids that go to newcomers are nothing short of amazing. The girls will share a little bit about what they believe is in important reason to rebrand our school and you may have seen this article that is linked in the presentation, that is some of the concerns they have around our name, newcomers.

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Cool. Again, like I'm, and you have like. I won't say, We have a discourage within the new course.

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Well, not get anyone. I don't We have, this one else we don't need, and, as, as, as, might have played, like, No.

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As Miss Bisman explain, great. Not all of the students who are attending here are really newcomers for for this country or e-commerce for the high school.

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So we want to change this name because aside from that we feel that this name is labeling and is other in us in a way like it's separated.

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Oh, they this is students from the newcomers high school from the new kids that doesn't know how to do things.

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Okay, so another thing that we concern is like being newcomers is mostly like a misconception.

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Regarding like when there's like upcoming students like wants to find a good high school like newcomers is more than newcomers we offer more than that like newcomers is more than newcomers we offer more than that like we want to be like newcomers. We offer more than that.

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Like we want to be like our school to be known for something that our school to be known for something that our school to be known for something that our school progress like our programs to be known for something that our school progress like our programs that our school progress like our programs that offers not being like, being labeled just like our programs that offers not being like, being labeled just like a newcomers because, oh, you're a

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new here in United States, newcomers, you should go to newcomers because it's cool for youcomers.

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Well, as a matter of fact, newcomers could offer more than that. Like our progress, our extracurriculars.

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So just like Mary said, it has happened to me like many of other peers that we are just going to new farmers because the people in the district say like, oh, you're view here.

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You know what school because for you? Newcomers. And we feel also this street like this treatment like very labeling and kind of discriminatory because they're just trying to push us away.

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And as Mary said, like we have really good and high achievement students. That they have more to offer than being the newcomer.

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Right. So.

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So I really want to thank my students for speaking up. On the fact that they feel that the school creates a label of othering them.

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And they want to consider changing the name of the school so that we're seen as an institution that is a comprehensive high school and that would be open to anybody.

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Just going back to the fact as an ENL teacher. Really, if we wanted to prepare the students, all of the students that go to Newcomers High School to be most ready for college and career.

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We really want to make sure that they have opportunities to engage with English speaking peers so that those that enroll as older students.

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Can learn English as quick as our students really do and need to learn. So those were some of the points we wanted to bring here to you tonight.

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And what we want to do since we know what the process is to change the name of the school.

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It is something that is really internal with our parent association. However, we thought it would be a good opportunity to bring it to the larger district 30 community.

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To see if anybody wanted to give us any feedback or if there are any programs or opportunities that could be part of our rebranding.

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If there are anything that people see that maybe are missing from the other D. 30 high schools and they would wanna let us know, Hey, I think this would be great if we could do this.

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We would love to learn from you all and to hear what your thoughts are concerns are. I don't know, I think there's a little bit of a comment section now, but I also have a form that I could share that could be put in the chat or.

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Through email afterwards.

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And that's what we have.

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Thank you, Miss Mesman. And I wanna thank our student attendees. I hope I'm not, Rachel's names, please correct me.

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So Lindsey, Noreen, and Brianna, thank you so much for speaking with us this evening.

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The first thing I'm going to do is call on my fellow council members to see if they have any comments.

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Being we will go to. The Zoom Room.

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To see if they have any comments. Then we will go to . The Zoom

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I echoing. Okay. Yeah. So let me go ahead and call my first council member Jonathan.

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I'm sorry. That's okay. Yes, thank you so much for this presentation.

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We don't always get to engage with high schools in this district, but I think it is so important that we do.

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Because we are all one community and our students do end up matriculating into these high schools and I think this is just a very important conversation for us all to have together.

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So thank you and especially thank you to the students. Yes. And I think that. Okay.

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It's hard to argue with the arguments that you're making. They're very convincing.

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They were very convincing in the choppy. Article and I would love to support this help to support this school in you know going forward with a new a new vision.

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I do think that it's important that You not only work with the parent association, but also the teachers, alumni.

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This whole student body and I know that everyone's not going to agree on this but you know we have seen that in inclusive process that lets everybody really weigh in on.

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This kind of vision helps people feel like they were a part of it, even if it doesn't end up exactly the way.

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That they would have chosen themselves. So I really look forward to seeing that process. Carry forward.

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And I do have one question, which is And I don't know if this is for superintendent or for, this investment, but are there resources in that could help with this revisioning planning.

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Process. I know that that they have programs for new schools to develop these kinds of visions. But there are are there programs for schools like yours that want to move in a slightly different direction.

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Ms. Mesman, I'm gonna let you answer.

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Miss Bess, I'm gonna let you Hello.

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Thank you. I'm not in entirely sure about the resources that deal we central would have to offer but I have been working with superintendent Dr.

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Yes.

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Huatu and looking at ways that we could. Build out the programs that we're looking to build out.

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We've been lucky for the pads to years because we've been incubating Gotham tech that we've been able to put some capital improvements into our building.

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As part of the incubation kind of. Remittance or payment. So we've been working on a lot of capital improvements in the building and working with the city councilwoman to bring some things into the building and I've been working with my superintendent.

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But thank you for your support.

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Thank you. Okay, I'm gonna go to Hunter and then Danny. Okay, so Hunter, then Danny, and then I think you're next there.

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Right. Thank you.

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Okay, thank you. Nope, don't let me just. You can pick up on that.

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Okay. Hi.

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In your name because as I think about I've got an eighth grader and we've just gone through the high school.

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Admissions process and there are a lot of people that are looking for the things that you offer like the breadth of the AP courses that you offer.

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A dual language program. These are extremely attractive. Things to many families and I can imagine how there would be kids who are our families that think, well, that's not the school for me because it's the the newcomer school.

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So This makes terrific sense to the extent that you have. Space for for more students and I'm sure with more students you may be able to even expand the offerings that you one question I do have, is with are there some kind of priorities right now because I don't understand exactly the the system for coming to newcomers high school is everybody eligible or are there priorities for people who are EL learners

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or who have only been in the district for, you know, one or 2 years or something like that or in the United States and Will you continue to have those priorities to make sure that there is a place for people when they come into the United States?

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And our newcomers. That there is a place for these, these kids that is going to be welcoming and understands and can meet the needs of those students.

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I could speak a little bit to that. I mean, we are a zones program for language. We do admit students from middle schools.

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Generally, we attract students that are English language learners from middle schools. But like you did know, we do have a lot of programs that could be, amazing opportunities for all students.

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We work a lot with the family welcome center and we look at a school at our maximum size that would have about 400 students per grade level.

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So it's about a 1,600 student school and our hope would be that we would have 250 per grade English language learners and about a hundred 50 per grade.

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English proficient students. So we want to keep the balance a little bit more for students that are learning English but bring in English

proficient peers so we can have a real dual language school and still maintain a priority to our students that are.

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Learning English or newer, newer arrived to the country. That's kind of the vision that we have.

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Okay.

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Great. So if I understand you correctly, then when you're. That you reached capacity for the school then you would continue to have some kind of EL priority admissions for X number of seats.

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Correct. We definitely want to. I'm an ESL teacher and our whole school is founded around this.

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We're just looking to actually move towards you know, making the programs most effective for our English language learning students and also provide the benefit of becoming truly bilingual to our English proficient students because really if those students were attending this school, they would really graduate.

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Fully bilingual. Because of the language programs we offer. Okay.

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Thanks for great sense. Thank you so much. Okay. Danny and then after Danny, then it's your turn.

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Great, thank you. First off, I also wanna just vote. Just add my voice.

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And just its support of the effort around the revenue super interesting and also rather the choppy article.

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So a few few points. One, I just want to give a few shout out to the students. The way you all supported each other as you prepared and presented.

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It was very evident you guys took a lot of time to. To do your best. So I just wanna like just recognize, how great you guys really presented the information.

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So great job there. I reflect a lot about it just as focus on dual language. My son was in the language from first to fifth.

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He's now in seventh grade at LAMBS. And it'd be really interesting to sort of see that, that, that connection from elementary to middle school obviously to high school.

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I also want to say that, you know, having multilingual learners, is a huge advantage in the workforce and I, sort of want to underscore that and, definitely applaud that.

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I also think the branding, the branding opportunity with community, the sort of design process. It's something that I think, just to echo and support with, with my, fellow member Jonathan and mentioned, is really an opportunity.

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It's a huge opportunity to engage the entire the wide community that supports the high school. And I think you'll find some surprising things that may even delight or, you know, in, kind of landing on a, on a name and ethos and brand and, and just overall spirit of what you're trying to accomplish.

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My one question I had was you mentioned in the presentation to uplift 20 first century skills and sort of programs that you wanted to include.

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I recognize that like you may not have that the answers there and, you know, there's a focus on multilingual.

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But I'm curious if there's any any particular areas of interest so far that you've picked up on whether that's you know more in the arts more in STEM more in technology in AI there's all this sort of stuff happening out there.

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I'm curious if if you know if there's any You know any any leading indicators of what types of programs you guys would want to invest in.

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Thanks for your time.

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Do you want to answer that, Lindsey?

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Okay.

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Yeah. Let's see. So what we've been talking about is maybe we should make a partnership with QUEUE law, because our students have a lot of intimate relationship with the legal system.

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They have their own immigration cases. They are in, they're engaged really in the legal system from a very young age.

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We're very close to CUNY Law. So something we were talking about was partnering with CUNY law.

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We also look at like what professions really benefit from having multilingual employees. There's a big need for early childhood education with bilingual pedagogues and teachers.

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I also know that they could open home education with bilingual pedagogues and teachers. Looking at the immigration status of my students, I also know that they could open home, based health, home based childcare through the city without being fully documented and, you know, everyone could benefit from that.

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So I look at like education, bilingual education, trust me, I'm always looking for bilingual educators so I can have like a pipeline into the city coming out of my school.

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And then we look at like health care professions. So something that we're, talking about is like kind of making a career oriented tracks or learning communities but that all really focus on careers that benefit tremendously from bilingual employees and where there are shortage areas.

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You know, I know about CUNY law and CUNY law supports the specifically. Immigrant students and, like there are very few male Hispanic lawyers in the United States.

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It is a least represented group of attorneys in the United States, male Hispanics. And I have a large amount of male Hispanics students at my school that have intimate knowledge of the legal system and would probably really invested in giving back to their communities as lawyers.

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So those are just some of the things that we are thinking about. But no, other than that, we are not like fully nailed down.

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I know there's a lot of push for AI and technology, but I know that there are also a lot of other programs in schools in the community.

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So we're still kind of passionate out, but. That's why if anybody wants to put any feedback in that form, I would love to see what you are all thinking.

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Yeah.

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The kick. Thank you, Miss Mesman. Death.

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Thank you so much. Hunter touched on my my one question, I guess. It's not yet a concern.

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So you said ideally you'd have a 2 50 to 1 50 ratio. You have got them tech in the building right now.

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How? How many seats is is golf and tech taking up and are those seats once they become available is that where you see the expansion, will it be an expansion of or I guess, I guess my concern is I don't wanna lose the school as a resource to take in English speaking children when.

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We know what an amazing, resource it is for, ENL students as it is. And I wouldn't want them in any way shut out.

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From such a phenomenal school because we are looking to increase dual language as amazing as it is and how much I love the idea.

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I just, I, if you could talk about the numbers of that and whether or not it's just adding one scoff and leaves.

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Yes, I think that right now we have about 1,427 students. So when Gotham Tech moves out, we would get 3 classrooms back, which is about a hundred students.

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So that is kind of like adding and growing to the full capacity of one school in the building. I think that we are an amazing resource for our multilingual learners students, but our multilingual students also go to all of the neighboring high schools and in many ways may be learning English quicker because they're not in such a homogeneous setting.

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So one of the challenges we have here is that we are completely homogeneous and as such You know, humans learn language from peers.

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Humans learn language from interactions. And what we have created by creating this school is an environment where there really are no English-speaking students and as such The students are learning English as fast.

01:02:11.000 --> 01:02:27.000

As they could be if they were integrated. With some English speaking students. But I assure you, and I know it's only my word, I am an EFL teacher and I would never even work at the principal in a school if it wasn't predominantly English language learners.

01:02:27.000 --> 01:02:42.000

You know, I came from South Brooklyn and I took this job because it was newcomers high school but since I I've never been in ESL teacher in a school where there were no English proficient students until I got here and I realized This model is really outdated.

01:02:42.000 --> 01:02:57.000

And I really want to bring the model of language learning into what we know is. The method that works and that's student to student interaction and students learning from one another.

01:02:57.000 --> 01:03:05.000

So we will always take students and I really never turn to student down when the family welcome center calls me.

01:03:05.000 --> 01:03:25.000

So we'll always accept the English language students that are learning. But I just would like to, and I also would like to point out as an English, a native English speaker that speaks Spanish at a really high proficiency, it really benefits English proficient students to become bilingual Spanish speakers.

01:03:25.000 --> 01:03:40.000

In the world, in the United States, in New York City. So it is really like a great benefit to the English profession students as well to graduate high school as a bilingual, you know, any speaker, but in this school, we're mainly focus on Spanish language programs.

01:03:40.000 --> 01:03:50.000

So we would always prioritize our multilingual learners. But we want to make the program the best program for them.

01:03:50.000 --> 01:04:00.000

So it's really about what do I know as someone who studied linguistics? What do I know as a language learner and what do I know is the best and most successful program for these students.

01:04:00.000 --> 01:04:05.000

And then there's also going to be benefits to the rest of the community as well.

01:04:05.000 --> 01:04:06.000

Okay.

01:04:06.000 --> 01:04:07.000

Thank you. So much. It's a really interesting perspective and I appreciate you making me think about it that way.

01:04:07.000 --> 01:04:13.000

We always talk about how District 30 is the only district in the city that has pre K through high school to a language.

01:04:13.000 --> 01:04:30.000

So, but we only have one high school program. So I would love to see to see more options because we have so many middle elementary and middle school so i can't wait to see what you guys do next

01:04:30.000 --> 01:04:34.000

Thank you.

01:04:34.000 --> 01:04:37.000

Thank you, Ms. Mes. Do you have any other questions from? Comments. Okay, so now we can go to any.

01:04:37.000 --> 01:04:52.000

People in the Zoom room if you have a question or a comment that you'd like to share with Miss Mesman, please raise your hand and we will promote you to a panelists and we're trying to set the new to where we can see you on camera as well.

01:04:52.000 --> 01:05:09.000

So if we have any attendees that would like. To speak to this Messman about her presentation please raise your hand.

01:05:09.000 --> 01:05:17.000

Okay, I'm not seeing any. Do we have any comments in the QA?

01:05:17.000 --> 01:05:21.000

Nope. Okay. Thanks, Hunter, for checking that. I don't see any Q&A.

01:05:21.000 --> 01:05:30.000

Do we have any questions in the interpretation room?

01:05:30.000 --> 01:05:32.000

No, we don't.

01:05:32.000 --> 01:05:37.000

Okay, thank you so much, Miss Masman. Thank you for coming tonight. I want to thank your students again.

01:05:37.000 --> 01:05:46.000

And also thank you for sharing the feedback form in the chat. We'll save that and we can share that with the community as well along with your presentation.

01:05:46.000 --> 01:05:47.000

Thank you. So much for having us. Thanks a lot. I'm gonna go because I'm still at work, but I really appreciate.

01:05:47.000 --> 01:05:49.000

So thank you for coming this evening. We appreciate. No problem.

01:05:49.000 --> 01:05:53.000

You having us. Have a good night. Bye.

01:05:53.000 --> 01:06:01.000

Definitely. Thank you. Okay, so the next item on our agenda is a presentation by the school construction authority.

01:06:01.000 --> 01:06:08.000

And they're gonna be speaking about the amendment to the 5 year capital plan. So we have, Ben.

01:06:08.000 --> 01:06:11.000

Hi, how are you?

01:06:11.000 --> 01:06:12.000

Good, thank you.

01:06:12.000 --> 01:06:16.000

So good, how are you doing? And, and event night here from the GCA. So I'm going to turn it over to you being an event. Thank you so much.

01:06:16.000 --> 01:06:22.000

And thank you for summer tonight.

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Of course, thank you, President Sean. Nice to see you again. And nice to see everyone.

01:06:23.000 --> 01:06:32.000

I'm Ben Goodman, External Affairs Manager for Queens North at the School Construction Authority.

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And I'm joined by our colleague, Evette Knight, our Director of External Affairs.

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Just 1Â s. I'm going to share my screen.

01:07:27.000 --> 01:07:32.000

So, good evening, everyone. This is the new building in Sunnyside, the Sunnyside Middle School located on Barnett Avenue.

01:07:32.000 --> 01:07:46.000

And Sunnyside Middle School located on Barnett Avenue. We just opened this this past September and this is the main lobby

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Bye.

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So at tonight's meeting we are going to talk about the February, 2023 amendment to the fiscal 2020 through 2024 capital plan.

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We'll discuss highlights or capacity program for district 30. Capital improvement. Capital improvement is anything SCA does to keep our buildings in the state.

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Of good repair such as window replacements, new roofs, things of that nature. I will talk about the resolution a program as well as the minority, women's locally based enterprise program.

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Next, as we are nearing the end of the fiscal 20 through 2024 plan, we'll discuss the new proposed five-year capital plan, some highlights and proposed capacity of what that means for District 30.

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And of course taking questions and comments from our CEC members and parents and students who are with us this evening.

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Ben, before you move on, I'm sorry to interrupt, but I'm not sure you're able, are you scrolling through your presentation because all we see right now is the first slide.

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Oh, that's strange. Okay. Let me try to share again.

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Okay, it's showing it is, let me stop sharing. Let me go back.

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Apologies for the wait.

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It's okay. We've had technical difficulties all like. Life is lifting. That's what's going on.

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Okay.

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Yeah. I know it sure is. So we're still on that screen, Ben. What are you seeing on your end?

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Yeah. Okay.

01:10:07.000 --> 01:10:09.000

Can you touch on screen too? Were you just gone through the agenda?

01:10:09.000 --> 01:10:14.000

Yes. I'm just gone through the agenda. I'm gonna go back to show the slide.

01:10:14.000 --> 01:10:21.000

Here. Okay, 1Â s.

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Okay, are you able to see the February 2023 amendment?

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There we go.

01:10:27.000 --> 01:10:30.000

No, we're okay. Now we're seeing it. Yes. Okay.

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Yeah.

01:10:31.000 --> 01:10:40.000

Okay, so my apologies for that. Okay, this should work. So, in terms of the February, 2023 amendment, to the Sa's 5 year capital plan.

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This is an annex in construction, PS. 85. And we're really excited to open it, this coming September.

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And in terms of the 2020 through 2024 capital plan. The total amount of funding is approximately a 19.4 billion.

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With a approximately 8 billion for capacity. Capacity is a new school construction. Since the annex for PS 85, the new Sunnyside Middle School, Barnett Avenue, and the new high school on Northern Boulevard.

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A capital improvement that is anything the SCA does to keep our buildings in the state of good repair.

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We have many projects across district 30. We'll take a look through them in a couple of minutes.

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But we're talking, major building systems improvements, such as new windows, new roofs, anything to keep our buildings water to height.

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Lastly, mandate and mandated is anything the S is required to do in accordance with state local or federal law.

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Or court decisions. A quick example is the replacement of boilers to bring in cleaner energy into our buildings.

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So a couple of very quick citywide highlights, from the current plan and the capacity is approximately 8 billion dollars.

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Accessibility is approximately 750 million. Accessibility is very important as we're able to create in some buildings where it's possible to create full accessibility for our students and staff.

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Electrification, 400 million continuing to work on technology. And lastly, TCU removals and playground.

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TCUs are the transportable classroom units. That are in some of the playgrounds.

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We made a lot of progress in removing them across the city, but we do have some work to do and we're working closely with our colleagues at the DOE.

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The good news is we do have funding for all of their removals. It's now just at a point where we're working with our colleagues at the DOE to see where we can place to students and staff that are in those TCUs.

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So to break it down further in terms of We have our new standalone buildings and additions and annexes.

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The next category replacement. This is specific examples for when DSCA has a lease facility and that lease is expiring.

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We need to find a new facility for the students and staff. Of class size reduction approximately 605 million.

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A capacity to remove TCUs. So this is a special program as Again, the TCUs that are remaining, the only way for them to be removed is if actually create new capacity of some sort.

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So a new standalone building and addition and annex. This particular program would fund that. And lastly, early education, approximately 756 million continuing our work to build a threek and 3 K standalone centers.

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So in terms of District 30, this is a broader look, at all of the district 30 sites and the sites across Queens.

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We are working on, of course, CPS, 85 annex, the primary school at parcel C, an island city and the 85 annex located in Astoria that will open this September.

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As well as the PS at 23 dash 10. I'm the 40 third avenue that is the PS, I'm here on the bottom, located in the Heart of Court Square.

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That project is currently in design. And lastly, I'm middle school in Long Island City on 40 Fifth Avenue.

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That project is pending a city land use action.

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And of course we do have the new high school on Northern Boulevard as well.

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And speaking of which these, this is some, pictures of a couple recent SCA capacity projects.

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This is the Northern Boulevard High School currently in construction with an anticipated opening day September of 2,025.

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This is a classroom that's currently being constructed. Next to my right, KS, 85 annexed to my right, next to my right, KS, 85 annex in Astoria.

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This is one of and this is our one of the pictures of the exterior. Of the new annex.

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Of course, on the Northern Boulevard High School, a picture of the construction of the auditorium.

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And lastly, this is a picture of that new Sunnyside Middle School on Barnett Avenue in Sunnyside.

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So when we say capital improvements, there there's a few ways in which projects make their way into the capital plan.

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We do have a yearly inspection process where inspectors are sent to each and every inspection process or inspectors are sent to each and every school building.

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They're sent to each and every school building. Are they due to each and every school building? Or they do a roof to seller inspections looking at each individual building system?

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That makes its way, roof to seller inspections looking at each individual building system. That makes its way, into a report called the building condition assessment survey or BCAST.

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The report is available on each of the school, the other schools websites. Next is the issues reported to our colleagues at the Division of School Facilities.

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These are our custodial engineers, our deputy director facilities, issues are reported, by our teachers or principals.

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Mandate of repairs and any anything that SC is required to do. On accordance with state local or federal law or court to decisions.

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The next item, resolution A. I'm just going to spend a minute, talking about that.

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So resolution A is specific capital grants that are either given on from your council member, your borough president, Donovan Richards.

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Or state elected officials. These particular grants typically find items such as cafeteria upgrades, gym upgrades, playground upgrades, live area upgrades, and technology.

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And we'll talk a bit about what has been done across district 30. And lastly, request some from the CEC.

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We do have, a comment form. We'll go through it in a couple minutes, where we do ask that the CC send us back by the top 5 requests.

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So across this District 30, there's multiple heating plant upgrades as well as improvements, to school safety.

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Student bathrooms. And work on the electrical systems, to name a few, as well as to.

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Accessibility, upgrade projects.

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So at, the PS 17 building, so boiler replacement climate control project on the left.

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At the PS 234 building, exterior modernization. At the PS 1 50 building the exterior modernization roof and flood elimination work as well as interior repairs.

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So as we discussed, a moment ago, of the resolution A is a great wave. The first state program is a great way for schools and our principals to make requests for specific, school capital improvement or enhancement projects.

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Again, these are primarily funded by the New York City Council by the local council member or the Queens per president's office.

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Or state grants from elected officials on the state level. So this here is example of a great project that we recently completed a young women's leadership academy in Astoria.

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And this is a room conversion resulting in a recording studio. For for the school.

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So across this District 30. There's multiple resolution A projects. They're very different including science lab upgrades.

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Student bathroom upgrades. Playgrounds, gym upgrades, cafeteria upgrades, auditorium upgrades.

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Air conditioning, split system units, name a few. We do ask though that if, principals or parents would like, I'm an estimate, which we do really urge folks to get to please come to us and we're happy to provide an estimate.

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So that way the proper amount can be asked of the elected official for the program.

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So the SCA has a very robust a minority-owned women owned and locally based business enterprise program.

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This is a very unique program run by our business development team that we strongly urge everyone who's eligible to take advantage of.

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Often times, We've we found that for MW LBs it's not the construction scalar to know how it's rather that assistance is needed, with obtaining capital or back end help with the business.

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We are able to offer that and do a upcoming and emerging and WLB contractors to take advantage of the program to help improve our schools across District 30 and across the city.

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So this is a PS 1, 22 project in Astoria. The solar panel installation.

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So across district 30. There's approximately 16 projects awarded to 5 MW LB firms totaling approximately 37 million dollars.

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So we're now going to talk about the proposed 5 year capital plan for fiscal years. 25 through 29.

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This is actually, a piece from the new middle school. I'm Barnett Avenue in Sunnyside as far the public arts for public school program designed by an artist.

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Who was successfully, who specifically selected to work on a new school.

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So the proposed, 25 through 2029, capital plan, totals approximately 17 billion dollars of approximately 5 billion dollars for capacity.

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Again, these are the new school that the new schools that the SCA creates new school seats, either stand alone buildings, annexes or additions in most cases.

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Next there's a new initiative. Old healthy schools, tolling approximately 2.2 5 billion dollars.

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So there's a couple of different parts, to this, a new initiative. There's approximately 1.4 billion dollars for electrification.

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So this actually helps our schools to reduce their reliance on fossil fuels and provide a cleaner and more sustainable environment.

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To our school communities and of course our teachers, our staff and our students. Included in that is money for heating plant upgrades.

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This will be for fund the heating upgrade systems, where electrification is not the optimal option due to conditions in the building.

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This will also include physical education projects, including athletic fields, swimming pools and playgrounds, as well as health and nutrition projects.

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This is a very unique program. That will allow us to create specific educational spaces such as learning gardens to have an emphasis on on health and nutrition.

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A capital improvement approximately 6.3 7 billion. Again these are the major capital work the SCA undertakes to keep our buildings in a state of good repair and water tight.

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And lastly, mandated, 3.4 billion. And anything that the SCA is required to do.

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In accordance with local law, a city agency mandate or other required elements. And that that includes remediation and building code compliance.

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So, the new capacity, we're proposing a 4.1 3 billion dollar program in the new plan.

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Electrification approximately 1.4 billion. Tech upgrades approximately 1.2 5 billion. So this is actually a wide the program would find a wide range of programs.

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To increase the technological capacity of our schools across the city such as increasing bandwidth and procuring mobile devices for students.

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In addition to the replacement of several older legacy systems as well as, again, the band bandwidth increases and investments to outdated telephone systems.

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The accessibility work. That totals approximately 800 million dollars continuing to work from the last plan. A providing upgrades to our physical education spaces.

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And lastly, in a program to enhance our cafeterias.

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So in terms of the capacity program again the number for the new standalone, sites. And additions annexes approximately 4.1 3 billion facility replacement.

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That is again for instances where the SCA is not able to continue to house students and staff in a lease facility and we need to find a new location.

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For the students and staff continuing to work to provide standalone 3 K and pre-k centers.

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Lastly, the capacity remove temporary structures, playground redevelopment. So this took a to work on the TCU removals.

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Plus removals of other temporary structures. Such as mini buildings. There's no many buildings within a district 30.

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However, there is a one school with TCUs

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So in terms of highlights, for that the healthy school initiative, it's going to continue the investment.

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In electrification. And create health and nutrition learning spaces. I'm we're focused in this on underserved neighborhoods.

01:26:30.000 --> 01:26:32.000

Okay.

01:26:32.000 --> 01:26:43.000

And continuing to work with allocating funds towards athletic fields. I thought it feels upgrades. Pools, gym upgrades and playground upgrades.

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So the cafeteria experience enhancement, we did cease a lot of success within the last, the current plan that we're in.

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And we're looking to continue that within the new plan.

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So a couple of highlights for District 30. This number is only showing. 6 projects as of now, because we are just beginning the process of developing our plan as we go through the 5 the new 5 year capital plan more projects will be added.

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There's a couple of cafeteria upgrades that have already been identified. A low voltage electrical system, one school safety upgrade and one upgrade to our playground.

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This is the, building comment form. We do ask that you send the top 5.

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Suggested projects back to us by Friday January the twelfth. And the website to send that back to his council at NYCSCA.

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Dot org. So this is my contact information here on the right as well as vets contact information. I will put that in the chat.

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And again, I'd like to thank CC. 30 and President for having us here this evening.

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And you'd be happy to take any questions.

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Thanks, Ben. Thanks. Okay, so you're right. First, we're going to go to our fellow council members if they have any questions.

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I'm Then we'll go to our attendees to see if they're raised hands. They will read from the QA and then go down the list.

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So I just wanna start with my fellow council members first. If you have a question, please raise your hand and I'll recognize you.

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Nick. Hey, thank you very much for the presentation. That was extremely eye-opening and lightning required to a lot of the costs for all of this from moving our schools.

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You mentioned before about split systems and air conditioning upgrades in our buildings. Something that we've discussed a little bit amongst ourselves and the council will eventually push something out.

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Is, back in 2,017 to Blasio put into, put it out there that they were going to have a, an air conditioning in every single classroom.

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Whether it was working or not, that was sort of left for debate with millions of dollars, how fair that have yet to be spent.

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We have a lot of modern buildings. 40 years or younger. That will most likely have central hair.

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We have a lot of buildings that are 75 years or older, that are beyond. Repair and things were at least made very well back then, if you will.

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And then we saw last summer, which apparently may or may not be a repeat offender. But some may call Blade Runner Day where the entire city turned orange.

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And we had to close windows and it was completely unhealthy for people and children to be inside of those buildings.

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So what are we doing to ensure in those older buildings functional working? Air conditioners and not only in classrooms there are nurses offices that do not have them.

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There are common spaces such as fallways, cafeterias. Jimnasiums as well as auditoriums that do not have working functioning air conditioning as well.

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As they say, you know, in the time of climate change. Having children comfortable ready to learn is a very, very huge thing.

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So I just curious to see because of all the numbers that you put up there, the one number I did not see when you mentioned split systems.

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Is a number for an air conditioner.

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So that's a very good question. The, that the the air conditioning for all initiative in the former administration was managed both by us in the division of school facilities at the DOE.

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The SCA did electrical upgrades for building needing electrical, wattage to bring the power in so that the air conditioning units in the windows would work.

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That has been completed. But the actual air conditioner units themselves are not capital eligible. So the, of school facilities, was, managing that.

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I'm sort of the purchasing of the individual units. I mean, in terms of the creation of split systems, that is something that we usually look to fund through the Resolution A program.

01:31:12.000 --> 01:31:16.000

I mean, if I'm not mistaken from what I've seen and I'm starting to do research now.

01:31:16.000 --> 01:31:25.000

De Blasio had set aside, you know, 25 to 30 million dollars a year. For over the course of 5 years to go into these schools.

01:31:25.000 --> 01:31:33.000

Where is that money and is it actually being spent on what it was set aside to be spent on with regard to a working functional air conditioner?

01:31:33.000 --> 01:31:46.000

Yeah, some of the money that was obligated to the SCA has been spent. For the electrification upgrades for, questions as to, the expense portion, the actual.

01:31:46.000 --> 01:31:55.000

Purchase of the individual air conditioning units. That would be something that would have to be asked of the division of school facilities.

01:31:55.000 --> 01:32:05.000

Of the deputy director facilities or the facilities director. Because the SCA wasn't the one who purchased those and we weren't actually able to.

01:32:05.000 --> 01:32:12.000

No, no, and then the one other thing that you brought up there. You talk about money allocated for accessibility.

01:32:12.000 --> 01:32:18.000

So what are we also doing? I'll go back to what I said before. We have buildings that are 40 years and younger.

01:32:18.000 --> 01:32:21.000

That have ramps ADA accessible elevators. We have ramp we have schools that are 75 years or older.

01:32:21.000 --> 01:32:47.000

That do not have any of the above. So what are we doing to have more inclusive? Our students, our teachers or administrators on the accessibility level to ensure that that money is being spent to put ramps to put lifts to put elevators in.

01:32:47.000 --> 01:32:54.000

So we do have increased funding. In the proposed, new 5 year capital plan to actually accelerate the creation of additional options throughout the city.

01:32:54.000 --> 01:33:16.000

We also are looking to do partial accessibility renovations, which include widening partitions, door partitions and and the doors themselves making a public assembly space as an auditorium or a gym ADA compliant.

01:33:16.000 --> 01:33:24.000

I'm creating accessible bathrooms and installing our LIFS, Rams, and automatic door openers.

01:33:24.000 --> 01:33:33.000

May I add Mr. Mason, there is a well-developed comprehensive page on the DOW website.

01:33:33.000 --> 01:33:44.000

Why do I know this? Because I had this question from another district. If you go into the DOE website in the search box, type in accessibility.

01:33:44.000 --> 01:33:55.000

It will bring you to a page. That details the strategy. And how decisions are made around accessibility.

01:33:55.000 --> 01:34:03.000

In addition to that, it will give you the listing of all the schools. And their level of accessibility.

01:34:03.000 --> 01:34:04.000

To include District 30. I strongly recommend. That you review that information because it really Explains the strategy around how decisions are made.

01:34:04.000 --> 01:34:19.000

5 6 story buildings that we have. Okay.

01:34:19.000 --> 01:34:32.000

And what is now available. In buildings for accessibility. As we move forward with this process as you see there's an increase in the funding for accessibility.

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But this decision is not just an SCA decision. It's a decision that is actually led.

01:34:38.000 --> 01:34:42.000

Bye the DOE who then come to us and say can you review this and let us know if it's possible.

01:34:42.000 --> 01:35:01.000

Not all your buildings that you have mentioned that are over 40 years old. Are capable of supporting. You know, a full accessibility project, full accessibility, meaning.

01:35:01.000 --> 01:35:09.000

On elevator and some of those buildings we will then do a partial accessibility. Will provide a ramp.

01:35:09.000 --> 01:35:17.000

We may do an 88 bathroom, but I do refer you back to that page because it explains exactly.

01:35:17.000 --> 01:35:22.000

What the accessibility strategy is for school buildings.

01:35:22.000 --> 01:35:30.000

No, I appreciate that. I appreciate. The guidance on where to find that and once I guess I educate myself on that.

01:35:30.000 --> 01:35:45.000

We all are liaisons of schools in this district. I would almost encourage since you do an annual building condition assessment survey that we be included on those tours with the principals so that we can see what is actually needed.

01:35:45.000 --> 01:35:51.000

And what is not needed and that the money gets spent. Appropriately in according. If that's pop.

01:35:51.000 --> 01:35:52.000

Principles are sent invitations and it's at their, you know, they have the power to make that decision to invite you.

01:35:52.000 --> 01:36:16.000

We actually don't invite CC members as the principal's option to do that. So I would recommend that you speak to principals and let them know that you would like to be part of a building assessment walkthrough when we do extend the invitation.

01:36:16.000 --> 01:36:19.000

That would be great. I appreciate it. I'm gonna go to Marlene really quick and then Danny.

01:36:19.000 --> 01:36:25.000

So Marlene.

01:36:25.000 --> 01:36:38.000

Hi, thank you. I wanted to Ask a lot in terms of the upgrades for cafeteria.

01:36:38.000 --> 01:36:39.000

Yes.

01:36:39.000 --> 01:36:45.000

Can you guys hear me? Okay, it's hard to speak. In terms of the upgrades for cafeteria.

01:36:45.000 --> 01:36:54.000

I what I've seen in a lot of the completed projects have many of them been middle schools and high schools.

01:36:54.000 --> 01:37:03.000

Is there a focus on K through 8 or elementary schools and how, how do you determine what schools are going to get funded for these upgrades?

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What's the criteria that needs to be followed.

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So there's not, There's no difference for us if we're looking at a K through 5 or a middle school or a high school.

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We're, gonna look at it, in terms of, continuing with that BCAST survey to see which, are these are in of the worst shape and the work, you know, that, we can do to improve them.

01:37:31.000 --> 01:37:41.000

It really depends on the state of some of the cafeterias itself.

01:37:41.000 --> 01:37:49.000

Because, with the BCAS survey, each actual building system and, and a major public assembly space.

01:37:49.000 --> 01:37:56.000

Is ranked.

01:37:56.000 --> 01:38:02.000

Thanks, Ben. Was that your, that, Marlene? Okay, all right, Danny.

01:38:02.000 --> 01:38:22.000

Sure. Thank you very much for the presentation. I just had, just a looking at both the 2020 to 24 capital plan in the proposed of 25 to 29 plan So there's a about 3 billion dollars for for new capacity essentially new schools.

01:38:22.000 --> 01:38:23.000

Sure.

01:38:23.000 --> 01:38:24.000

I was curious about just the rationale or projections that that sort of signal that's something that we're anticipating less.

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Seats needed over the next like you know 4 years. So that's kind of first question and the second is there's also about 1 point.

01:38:30.000 --> 01:38:39.000

5 billion dollar difference less in the new proposed plan. Capital improvement. So just curious to understand sort of the rationale.

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What are some of the assumptions that were made?

01:38:41.000 --> 01:38:46.000

Sure. So we've continued the scene and to see a drop on an enrollment across the city, which has been going on for a number of years.

01:38:46.000 --> 01:38:55.000

And you know, this plan also, it's important to point out, reflects the city's current economic situation.

01:38:55.000 --> 01:39:10.000

We're hoping that as the city's economics situation improves we can get increased dollars for our capital plan.

01:39:10.000 --> 01:39:18.000

But I guess sorry if I can do a follow-up point Danny just asked with regard to the budget decreasing with what Hockey signed into law and decreasing classroom sizes.

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If you're reducing the budget by billions of dollars, how are we supposed to fit the infrastructure to secure classroom size capacity?

01:39:24.000 --> 01:39:31.000

So this, new proposed, plan actually does take into account the new class size law.

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We're confident that we'll be able to meet the requirements of the plan. Of the class size law rather with the capacity funding that's been allocated in the plan.

01:39:43.000 --> 01:39:48.000

That's the city looking to value engineers. I gotta go to other people. Can you raise your hand?

01:39:48.000 --> 01:39:57.000

Thank you. Okay. Questions. The first one when a CEC submits it's top 5.

01:39:57.000 --> 01:39:58.000

Is that for the 25 to 29 capital plan for a 5 year period or is that for like next year?

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That we're.

01:40:05.000 --> 01:40:16.000

So it's for the it's for the broader five-year plan, but specifically it would be for projects that we would look at and then return.

01:40:16.000 --> 01:40:33.000

Back the that list back to the CEC to say if it's something we are able to investigate if we have fundings for funding for, if it's a project

that would be handled by DSF or if it's something that we're not able to consider.

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So if the if the project is approved it would be in an upcoming amendment to the capital plan.

01:40:39.000 --> 01:40:53.000

So then my second question, you talked about replacement. I have schools for can't get a release or or you need to move the the school that's least.

01:40:53.000 --> 01:41:23.000

On that lease space, so is that only if a lease or refuses to sign a what you consider a reasonable price or for instance if a building like Q 5 80 for instance in district 30 I does not need current standards in that it doesn't have a gymnasium, or any functional space that is not, that is column 3 that can be used as a gymnasium.

01:41:26.000 --> 01:41:38.000

Do you automatically, are you automatically looking then for a replacement and that lease comes up in either the end of 2,028 or beginning of 2,029.

01:41:38.000 --> 01:41:57.000

So it's actually it's a two-part program. The first part on the lease. Yes, it is something when we, to answer the first part of your question, if we're unable to come to terms with the landlord and keep in mind you know we have we're funded by the taxpayers so we're not in the business of giving it with a landlord of painting extraordinarily not market-based friend.

01:41:57.000 --> 01:42:15.000

If we're unable to come to terms with that landlord to terms that we think is a good deal for both parties, we would look to perhaps use, that replacement funding.

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The other, Actually, I didn't mention this before. It's important to note the other actual piece of the puzzle here with replacement is it does fund the replacement of buildings that.

01:42:29.000 --> 01:42:43.000

Are are not in good condition or not in the condition that that we would like them to be in. So it's really, it is a two-part program, both the expiration of leases on a and unable to come.

01:42:43.000 --> 01:42:57.000

To terms with the landlord and we need to move the students and staff and additionally buildings where it's entire replacement of an existing idea we own facility.

01:42:57.000 --> 01:43:18.000

Thank you. So, Thank you. Quite surprised that You said that the the,
That is set aside in the.

01:43:18.000 --> 01:43:29.000

Next capital plan for new capacity. Was sufficient to meet the . In part
because the DOE does not.

01:43:29.000 --> 01:43:36.000

Currently have a plan to meet the the new class size law. And so it's
hard to imagine.

01:43:36.000 --> 01:43:45.000

That we would even know what capital. What new, what new construction is
necessary. If there's no plan.

01:43:45.000 --> 01:43:54.000

Or permitting that that love. It's also just a fairly small figure. And
I, you know, we all know.

01:43:54.000 --> 01:44:02.000

That there are classes all across our district. That are quite a bit over
capacity. In terms of the new the new law.

01:44:02.000 --> 01:44:19.000

So, I don't know if you wanna. Talk about how you how you arrived at that
that figure but it's quite it's very hard to for me to believe that
that's sufficient money for us to get to where we need to to be to meet
the law.

01:44:19.000 --> 01:44:31.000

So with that figure it will enable us to provide targeted support, to
help schools achieve compliance, as well as advancing equity and
excellence on all across the city.

01:44:31.000 --> 01:44:40.000

So that's the, that's the main goal of the capacity. Pro. Once the DOE,
class size working group releases their recommendations, we will of
course take a look at that and work closely with our colleagues.

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At the DOE to see which of the recommendations can actually be done with
the DOE itself in terms of reconfigurations and other methods that the
DUE has, of reducing overcrowding.

01:45:01.000 --> 01:45:06.000

But we we still believe though that at this point number that was that we
have in terms of available funding for capacity.

01:45:06.000 --> 01:45:12.000

Would be sufficient, to meet,

01:45:12.000 --> 01:45:30.000

And let me let me just let me just jump in here. I think. Well, Ben is
trying to say as it stands right now in terms of where we are because I

think New York City is is doing and looking at class size reduction in stages.

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So as it's stands right now, this is where we are and and that funding should meet the first phase of this.

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As, we go through and make a decision. Or New York, the, the class size reduction working group.

01:45:49.000 --> 01:46:01.000

Starts to make other decisions around how they want to address the state mandate for class size reduction. The SCA will then in turn review these numbers and you know make a decision about how we want to distribute our dollars to do that.

01:46:01.000 --> 01:46:11.000

But in terms of the current phase in terms of how we want to distribute our dollars to do that.

01:46:11.000 --> 01:46:17.000

But in terms of the current phase in terms of how where we are in this phase, those, you know, the funding at this time.

01:46:17.000 --> 01:46:20.000

Is expected to meet that requirement.

01:46:20.000 --> 01:46:26.000

And to a vet's point, we feel that this is the best way to address quickly. Localized need, to reduce overcrowding and move towards the towards compliance in the end.

01:46:26.000 --> 01:46:34.000

With the new state law.

01:46:34.000 --> 01:46:43.000

Thank you. Just one correction. The class size working group. Will not make decisions on the plan they are simply making recommendations to the city.

01:46:43.000 --> 01:46:49.000

It is the Department of Education and the Mayor. Who will make the decisions on any, just for clarity.

01:46:49.000 --> 01:46:58.000

And then we will take those recommendations and work within our budget to see how we can match that. So thank you for that correction.

01:46:58.000 --> 01:47:04.000

Thank you. Okay, so this will we're gonna Nick for his last question and then we're going to go to, from the public.

01:47:04.000 --> 01:47:12.000

Then we're gonna go to the QA. Sorry, sorry, with regard to what you would just said, with respect to the budget.

01:47:12.000 --> 01:47:18.000

As the city ever thought about value engineering and trying to retrofit into uncompleted developments throughout the city.

01:47:18.000 --> 01:47:32.000

Closed hospitals. Throughout the borough. Closed office buildings closed. Hotels, other facilities that you can value engineer and retrofit.

01:47:32.000 --> 01:47:58.000

Into a building. Additionally, have you been researching? Developers throughout New York City even though we're not currently in the development cycle right now that have the ability to bring in the New York City Department of Education as a partner and put schools in there using their FAR in the in the project similar to what the developers in Brooklyn did across the street from Barclays and Atlantic Terminal with the alloy block

01:47:58.000 --> 01:47:59.000

Yes, we

01:47:59.000 --> 01:48:07.000

being in a high school as well as in. In their project. So we look after because Queens is on fire in terms of development buildings growing up in Jamaica.

01:48:07.000 --> 01:48:11.000

Li see if you look at Queens Boulevard from what it looked like when I was growing up.

01:48:11.000 --> 01:48:20.000

From forest hills all the way to Long Island City. All of those small small yards have just gone up as you know, 1525 story towers.

01:48:20.000 --> 01:48:25.000

What are we doing to get into these buildings? Downtown flushing all of those high rises.

01:48:25.000 --> 01:48:26.000

How? How?

01:48:26.000 --> 01:48:37.000

So we So thank you for your question. We do work closely with our colleagues at the Department of City Planning, as well as the Department of Buildings and Housing Preservation and Development.

01:48:37.000 --> 01:48:48.000

So when we hear of opportunities, this major citywide rezonings, we can work closely with developers there, to actually to do that, to get a appropriate space when it's feasible within a new building.

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And we've done that across the city. A really good example is 6902 Queens Boulevard.

01:48:58.000 --> 01:49:06.000

It's actually located right outside District 30. And just for 24. We are going to have a new primary school.

01:49:06.000 --> 01:49:17.000

Within the new development, that, that went up. So we do work closely, with the developers in the real estate industry, when there is feasible options for us.

01:49:17.000 --> 01:49:24.000

So let me explain something to you when we I know about those buildings on Queens Boulevard.

01:49:24.000 --> 01:49:28.000

I live in Forest. I drive down to Queen's Vilefort every day and I'm like.

01:49:28.000 --> 01:49:37.000

Can't believe it. But. When a developer Purchases. Property for development.

01:49:37.000 --> 01:49:46.000

It sets off what they call a secret process. When they do their secret process. They need to identify.

01:49:46.000 --> 01:49:57.000

If a school is needed. If a school is needed, then they're options that are available. They will either allow for a school to be in that building.

01:49:57.000 --> 01:50:10.000

Or they will tell us, yes, the secret process says a school is needed. And then they will notify the DUB and the SCA and the option then is for the developer.

01:50:10.000 --> 01:50:22.000

To pay for that school. And it sets off, a process by which we will. Go through, you know, the zone, the environment to look for property.

01:50:22.000 --> 01:50:32.000

And to your point if you know some of these buildings need to be retrofitted it will be considered however Please consider that.

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You know, any building that's available, then it becomes competitive. And other people are looking to purchase it.

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Or our purses are not as big. As some of these people. So it becomes a very interesting process to try to find real estate.

01:50:55.000 --> 01:50:56.000

So.

01:50:56.000 --> 01:51:09.000

To support. A lot of these things but we take all of this into consideration and I promise you It is an ongoing effort on our part to find property, to find affordable property to find property that we can.

01:51:09.000 --> 01:51:23.000

You know, even retrofit and retrofitting is not an easy thing because the reality is the requirement for a school is very different than the requirement for a hospital or a requirement for an apartment building.

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So it's not as easy as to say, let's just retrofit something. Or even let's just buy something that's available because everything is a competitive process.

01:51:35.000 --> 01:51:57.000

SIR, sometimes not as deep as other people who may want that property. But we do make an effort, we look at trends, we look at what's going on with the development and we do take, you know, if If it's if their secret process says we need to have the school then you know we'll definitely take that into consideration and work with that developer.

01:51:57.000 --> 01:52:05.000

To, to, you know, to add seats because that is kicking off. His development is kicking off this need.

01:52:05.000 --> 01:52:13.000

Yeah, I hear that. I'll just close with this. I'll say, is there a way to be able so first off I understand that Do you have an unifying capacity?

01:52:13.000 --> 01:52:21.000

As some other folks. However, with the New York City Department of Education has What is a attractive to a developer?

01:52:21.000 --> 01:52:27.000

His great credit. So to bring you into the development to have you be a part of it, number one.

01:52:27.000 --> 01:52:45.000

Secondly, with regard to I, and what you call the secret process if you will since we're talking about thousands of apartments in a very overpopulated city where we want to take 32 children in a room down to 23 or 20.

01:52:45.000 --> 01:52:52.000

Is there a way that we can be proactive? In finding these developers to say, hey.

01:52:52.000 --> 01:52:59.000

There's a massive city block available. You might want to be buying. We need a school in this area.

01:52:59.000 --> 01:53:01.000
How do we make that happen?

01:53:01.000 --> 01:53:11.000
So we actually, do have an email address that we do ask folks to send the sites to its sites at nYCSCA.

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Org. If you know of a site, if you know a vacant land, you could send it to that site.

01:53:18.000 --> 01:53:28.000
Rather put the name of the site in the address and an email and send it to that email address. We usually look for about 20 to 25,000 square feet.

01:53:28.000 --> 01:53:29.000
Of turn. I mean, we're always, we're always happy to speak to developers as well.

01:53:29.000 --> 01:53:30.000
Hello.

01:53:30.000 --> 01:53:49.000
If you hear developers who might be interested, like you said, buying an entire city block, we're always happy to speak with them and let them know about what we would need from them and and what we require to fit a school within a new development.

01:53:49.000 --> 01:53:58.000
Thank you for that. We're gonna go to and then also being in event. I appreciate you all sharing that with us if you could follow up with us via email.

01:53:58.000 --> 01:54:00.000
I appreciate you all sharing that with us if you could follow up with us via email so I know we have some more questions.

01:54:00.000 --> 01:54:01.000
Sure.

01:54:01.000 --> 01:54:02.000
I know we have some more questions. I know we have some more questions. If you could follow up with us via email.

01:54:02.000 --> 01:54:03.000
So I know we have some more questions, and we would love to hear you all via email.

01:54:03.000 --> 01:54:11.000
I talked to being on email. So if questions being very responsive, they're very responsive. They will, you know, give you more detailed answers.

01:54:11.000 --> 01:54:12.000

I would like to go to, the, attendee. So I see one hand that is raised, Vaughan Turner.

01:54:12.000 --> 01:54:20.000

Von, you're gonna be promoted to panelists. And we're gonna mute you.

01:54:20.000 --> 01:54:35.000

We're try a new thing. If you want to turn on your camera, you can. So,

01:54:35.000 --> 01:54:40.000

We could see you, you did it. Oh my god, sorry. Didn't mean to do that.

01:54:40.000 --> 01:54:41.000

Ha ha.

01:54:41.000 --> 01:54:42.000

Okay.

01:54:42.000 --> 01:54:43.000

Got a little excited, but please go ahead with your question. You have 2Â min.

01:54:43.000 --> 01:54:50.000

Hey there. My son is, we've recently moved from district 24 to, Lewis Armstrong Middle School.

01:54:50.000 --> 01:55:00.000

I've been an observer in the SLT and the principal there has mentioned that there's a solar project that was delayed over the summer but it's happening soon.

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I pressed her for some questions about that. Seems like there might be a bit of a missed opportunity.

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I was kind of curious. If, the SEA does anything with regard to green roofs in that initiative as well as solar and also if it's If it's designed in such a way.

01:55:22.000 --> 01:55:31.000

Where children can actually, you know, sort of do an on site field trip for things like STEM to actually see things like.

01:55:31.000 --> 01:55:33.000

You know, solar projects that are in place.

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So it really depends on the school itself. And if that individual roof of the school can fit, More than just the solar panels and can actually have the weight of students and staff plus the weight of the material in the soil.

01:55:48.000 --> 01:56:02.000

And what have you for for a greenhouse. So those are really school specific projects. We have done, green houses though.

01:56:02.000 --> 01:56:12.000

Across the city so it is possible with us require a study to be done to determine whether or not engineering wise it's possible.

01:56:12.000 --> 01:56:18.000

Gotcha. How do we figure out how do we find that out about individual schools or which schools are candidates or anything?

01:56:18.000 --> 01:56:27.000

So the best way would be through the resolution a program where the local liquid official could fund a grant to the school.

01:56:27.000 --> 01:56:38.000

And then we can go out with the grant money to have an architecture engineering team, do the survey and see if it's possible to move forward.

01:56:38.000 --> 01:56:40.000

Okay, thank you.

01:56:40.000 --> 01:56:43.000

We're always happy to speak about the resolution. A program with the principals. I know the principal of Los Angeles, middle school quite well.

01:56:43.000 --> 01:56:55.000

We have a couple of projects there or yourself, Mr. Turner, anyone with us this evening, you're always welcome to contact us too.

01:56:55.000 --> 01:56:58.000

And we can, we can explain the process.

01:56:58.000 --> 01:57:09.000

And we'll share your email with all the attendees. As well. I don't see any additional hands raised so I think we can go to the Q&A.

01:57:09.000 --> 01:57:11.000

I think

01:57:11.000 --> 01:57:20.000

Joanna Carney asked, is there a fee associated with the estimate for Resso A requests?

01:57:20.000 --> 01:57:28.000

I'm not sure what's meant by a be associated if someone is asking. For the cost estimate?

01:57:28.000 --> 01:57:34.000

No. The actual, the course, you get into a cost. When we have to do what's called a scope report, when we have to send the team out to the school to look at the space.

01:57:34.000 --> 01:57:43.000

See what the work needs to be done. And then see how much an actual project would be cause, would cost.

01:57:43.000 --> 01:57:47.000

But we are more than happy to always provide estimates. You know, based on our best knowledge and based on schools of a similar size.

01:57:47.000 --> 01:57:57.000

Where we've done a similar project.

01:57:57.000 --> 01:58:02.000

Thank you. Carolyn, Paz or Hayes, I'm sorry if I mispronounced that.

01:58:02.000 --> 01:58:08.000

Hello, I'm the UFT chapter leader from 30 Q. 84, the Signway Elementary School.

01:58:08.000 --> 01:58:09.000

We were supposed to have a ResLEA cafeteria upgrade years ago and it was never completed.

01:58:09.000 --> 01:58:16.000

Are we still on the list? Who can we contact about that, please?

01:58:16.000 --> 01:58:17.000

So I do apologize for that if it was never completed. I, I will look into that.

01:58:17.000 --> 01:58:33.000

If you can just send me perhaps an email if you want to send me a direct message on zoom. I can look into the status and hopefully get back to you sometime this week.

01:58:33.000 --> 01:58:41.000

Okay. And then Joanna Parney follows up with does the school have to pay for the SCA to make the visit for an estimate?

01:58:41.000 --> 01:58:52.000

No, the estimate is usually is just done. At our desk from a best guess of what similar projects have caused.

01:58:52.000 --> 01:59:05.000

We get into more of at a cost of doing of doing Does that scope report of seeing, you know, if

01:59:05.000 --> 01:59:19.000

The project moves forward and a scope report sending the architecture engineering team. And what have you. But we're always more than happy to provide a general estimates.

01:59:19.000 --> 01:59:29.000

Okay, I don't see any more hands raised or anything else in the QA. I don't think we have anyone in the interpretation rooms.

01:59:29.000 --> 01:59:31.000

So I don't see any more questions here, but Ben, any vet, thank you so much for coming tonight.

01:59:31.000 --> 01:59:40.000

We'll probably email you out with some more questions later this evening. But we really appreciate your time and the detail that you provided to us.

01:59:40.000 --> 01:59:46.000

So thank you so much for coming.

01:59:46.000 --> 01:59:47.000

Nice to be here. Bye bye.

01:59:47.000 --> 01:59:48.000

Of course, thank you for having us. Take care. We'll be in touch.

01:59:48.000 --> 01:59:56.000

Thank you. Okay. And before we move to the next item on the agenda, which is Miss. Doggo's report, I want to to the next item on the agenda, which is Miss.

01:59:56.000 --> 01:59:59.000

Doggo's report. I want to recognize I guess this came this evening. We have missed our state senator, report.

01:59:59.000 --> 02:00:09.000

I wanna recognize, I guess, this came this evening. We have missed our state senator here, Miss Kristen Gonzalez, I guess, this came this evening. We have missed our state senator here, Miss Kristen Gonzalez.

02:00:09.000 --> 02:00:11.000

So I'm really excited you came. My mask, my smile when you first came in. So thank you so much for coming tonight.

02:00:11.000 --> 02:00:15.000

No, it's so good to be here. Actually just wanted to come and listen to also introduce myself.

02:00:15.000 --> 02:00:16.000

You know, we spend 6 months in all of, got to go back to Albany.

02:00:16.000 --> 02:00:24.000

So kind of hard to get this in person touch, but I wanted to come and say hi. I also just wanted this was like an incredibly helpful conversation.

02:00:24.000 --> 02:00:40.000

So I also wanted to start collecting for next year. So like, you know, I cover Long Island City and Stora, but to the extent that I can get capital products that we need to follow up on or just general concerns from you all on class sizes.

02:00:40.000 --> 02:00:41.000
Thank you.

02:00:41.000 --> 02:00:47.000
So they've actually been already talking about but PFT to make sure that our schools have a plan.

02:00:47.000 --> 02:00:53.000
I think that will be really important and will help us prioritize and goals that for the next year.

02:00:53.000 --> 02:00:58.000
So, I'm also just, I know it's a first hello one person, but a, I hope to like continue this conversation and would love to, you know, I know there are folks online who are here but like please reach out to us.

02:00:58.000 --> 02:01:08.000
And we'd love to, you know, I know there are folks online who are here, but like, please reach out to us. Flag these things for us.

02:01:08.000 --> 02:01:14.000
We're here, but like, please reach out to us. Flag these things for us. We're here to be a resource.

02:01:14.000 --> 02:01:18.000
My community affairs director Shauna Morlock has a student who's far to see you see board at 30.

02:01:18.000 --> 02:01:23.000
And, you know, she's on this call virtually has been coming to these calls virtually, but is also here as a when you reach out for all this.

02:01:23.000 --> 02:01:30.000
So, so yeah, I don't wanna take too much of the time, but happy to also answer any questions.

02:01:30.000 --> 02:01:38.000
But it's like, I know, not very much. We will have questions for you and we will send us in.

02:01:38.000 --> 02:01:39.000
I will say we're also pretty, a lot of this is city level and we talk about that.

02:01:39.000 --> 02:01:48.000
Yes. We are pretty concerned about what's happening on the city level with budget cuts and with late funding.

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And so I think it'll also be a joint number moving forward where we will all collectively ask questions at the city level as to why we're not getting some of the things that we need.

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So yeah, so I think yeah, they're not getting some of the things that we need.

02:01:57.000 --> 02:02:09.000

So yeah, so I think, yeah, yeah, we're aligned on a lot of, so far, but thank you guys for. Thank you for coming.

02:02:09.000 --> 02:02:16.000

Okay, so let's go to the next item on our agenda. Okay, so let's go to the next item on our agenda.

02:02:16.000 --> 02:02:19.000

Thank you, Mr. Dogle for. Okay, so let's go to the next item on our agenda.

02:02:19.000 --> 02:02:22.000

Thank you, Mr. Dogo for being patient. We now have our superintendents report. For this, Lisa, Hi everyone, how are you?

02:02:22.000 --> 02:02:28.000

Thank you so much for waiting for those of you that wanted to hear what are some of the reminders from with regard to District 30.

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Miss Custier, if you could start sharing, please. Yes, you could keep moving. Just start with the reminders.

02:02:40.000 --> 02:02:50.000

Thank you. Thank you so much. So one of the reminders that we have the first one on, here is about New York City team space.

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It's a free mental health support program that is being initiated with the DOE with regard to all that's happening in the world.

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Right now and and and our youth needing a space to have conversations. New York, it's called New York City Team Space, powered by Talks Space.

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Offers NYC teens ages 13 to 17 virtual therapy. With a licensed therapist in over 30 languages at no cost.

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Teams can be connected to a license therapist for ongoing support and or can access online mental health exercises to complete on their own.

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Te can sign up for this program on their own by following these steps. Note that teams do not need to be experiencing mental health symptoms to participate and discuss their thoughts and feelings about their day-to-day life with talk space therapists.

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With in low of everything that's happening around the world It has been noted that our young people need an opportunity and a space to talk.

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So the New York DOE has done this and I'm hoping that people that don't know about it and if we can just spread the word that they have an opportunity and a space.

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To express their feelings. The next item is guidance on devices for remote learning.

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Schools are responsible for ensuring each student has a personal or school provided device for remote learning. When a student is exiting the system for any reason, they must return this device to their school.

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These devices should be kept at the school for distribution to other qualifying students. One of the things that we're doing is preparing our students to be ready to do.

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To pivot to remote learning at any at any given point for whatever reason. So one of the things that we have been doing in district 30 in collaboration with Central is to make sure that all our students every anyone working for the Department of Education has a device so that they can pivot to remote learning as soon as possible or whenever necessary.

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So in conjunction with what has been said earlier, complete space survey for class size law implementation.

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In September, the TWENTIETH, 22, Governor Hockey and enacted chapter 55 556 of the laws of 2022 which now prescribes lower class size targets for K to 12 schools within the DOE.

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The for the 2023 2024 school year the DOE is meeting the lowest requirement for 20% of all classes.

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Citywide to be in compliance with the new mandates based on current data that DOE is at 40% compliance for the 2023, 2,024 school year.

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Walking school bus program guidance and safety protocols. I don't know if any of you have heard of this program.

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It's fairly new. Students in grades K to 8. That are absent from school for many are absent from school for many reasons.

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One being that their parent or guardian cannot walk their child to school in these instances school staff have founded that if students can be picked up and brought to school by another result.

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The child will attend school and not miss out on a valuable, valuable instruction. This program is called a walking school bus and is one option.

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To reduce absenteeism for schools that have students who aren't able to go to school due to circumstances.

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In a walking school bus model, school staff members follow and volunteers meet students at a designated location near their school, 15Â min radius.

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And walk with them on days that families need extra support. This is not, I just wanna note that schools are not required to implement a walking school bus program.

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However, schools that choose to implement this program should follow the working school guidance and that means consulting the SLT.

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I'm consulting the parents and the community at large to ensure that this is a protocol that they would like to see at their school.

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Title One schools, District 30, most of our schools in District 30 with the exception of a handful are our Title One schools.

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So Title One schools are supposed to put 1% aside. Funding for parent and family engagement. This is what principals should do automatically at the, when they get their budget is put aside 1%.

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In accordance with in accordance with section 1116 of every student succeeds act. All schools receiving Title One funds implement programs, activities, procedures for the involvement of parents and family members of students participating in Title One programs.

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This pro title one programs should be done in conjunction with the SLT making sure and and and and with the schools priority goals so that all students have an opportunity to have what they need to meet the needs of the students.

02:08:23.000 --> 02:08:27.000

So another thing that we've been doing and working on and I've mentioned several times at our CC meetings is we are preparing.

02:08:27.000 --> 02:08:33.000

For the The CBT exams for grades 5 and 8. The educator guides have come out now.

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So now we're definitely making sure that our teachers and that all the administrators understand. That for spring, 2024, ELA and math and science exams will be done.

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Computer based.

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Something else that we want to notify our families about is our big Apple Awards nominations. The DOE recognizes and celebrates teacher excellence through the Big Apple Awards.

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The Big Apple Awards nomination process for the upcoming cohort of fellas for the 2,024, 2,025 school year is now open through through January, the nineteenth school officials and all members of the school community.

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That means families, students. Anybody that wants are invited to nominate a teacher that they believe.

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Should be celebrated through the Big Apple Awards.

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Now that we're in the season of holidays, I just want to remind. Everyone that school officials and their staff should be aware.

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Aware of and sensitive to cultural and seasonal observances and religious holidays to force the mutual understanding and respect.

02:09:53.000 --> 02:10:03.000

For the community's diverse religious racial and ethnic heritage. Public schools may not endorse or promote a particular religion or belief system.

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They should all be in inclusive and recognized. Something that we've been doing in District 30 for a few years now is.

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Safe for the college program preparing for NYC Scholarship Month in January. The third annual seed for college programs citywide and New York City Scholarship month will take place in January.

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This is the first opportunity for schools to support participating kindergarten and newly enrolled grade one through 5 families in activity and activating and viewing their children's New York City scholarship accounts.

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And this is through New York City Rise.

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Last but not least is kindergarten applications opened already on December fifth So families with children born, 2019 can apply to attend kindergarten for the year, 2024, 2025.

02:11:02.000 --> 02:11:24.000

The application deadline is January nineteenth. Please encourage all families, neighbors and anyone that you know that has a child that was born in 2,019 to participate in kindergarten admissions including families with children currently attending pre-K with disabilities, English language learners and students with accessibility needs.

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All families who apply by the deadline will receive a kindergarten offer in late March. As a reminder, families can now use kindergarten application to apply to all kindergarten programs, including kindergarten, gifted and talented.

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Please use the online My Schools dot NYC or whole (718) 935-2009.

02:11:51.000 --> 02:12:05.000

My schools that NYC includes an online directory total that allows families to explore program choices, save programs of interest, and submit their application all at the same time.

02:12:05.000 --> 02:12:11.000

Thank you so very much. And happy holidays to everyone. All right. Thanks, Miss.

02:12:11.000 --> 02:12:20.000

Sidalgo. I appreciate it. I'm just gonna take one moment. I know, notice that we do not have any, attendees in the interpretation room.

02:12:20.000 --> 02:12:23.000

So our interpreters, if we don't have any attendees in the interpretation room, I thank you for your services.

02:12:23.000 --> 02:12:35.000

This evening, and you all. Have a nice night. Typically we hold, comments for our parents.

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To ask the superintendent questions at the end of the meeting during the second public comment speaking session. But because we kind of ran a little long and we have too long resolutions, I see that we do have a hand up.

02:12:47.000 --> 02:13:01.000

So Mr. Turner, if you have a question for Superintendent Hadalgo, will recognize you now and you can go ahead and ask your question, you'll just have the 2 min and then we'll go into our 2 resolutions once, 76 and 177.

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So, Mr. Turner.

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I see you.

02:13:10.000 --> 02:13:19.000

Hey there, thanks for right. The transition to panelists is Like a 5 s disruption where people can't hear or see anything.

02:13:19.000 --> 02:13:23.000

The screen, and that's where the, power, AM one. Machine, so older computers might be a little bit worse.

02:13:23.000 --> 02:13:39.000

I actually typed my question into the QA, but in broad strokes. The school that we came from didn't really do much with, we provided devices and after being not being able to get into summer rising this past summer.

02:13:39.000 --> 02:13:50.000

And not understanding that the device was my scholars for his entire time at school. We returned that device to the school.

02:13:50.000 --> 02:13:59.000

So we came into Lewis Armstrong without a device. And Lewis Armstrong is much more intensive for using those devices and, and which I, which I applaud.

02:13:59.000 --> 02:14:04.000

We're kind of stuck between a rock and a hard place. We follow it. We filed a Request on the first week of school for a device.

02:14:04.000 --> 02:14:20.000

The past week We actually did get a device, but unfortunately the battery doesn't charge. So the device had to be returned because it doesn't work at school at all and he's got a Chromebook at home that we use personally.

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We've been told that the batteries are on back order and there's no ETA for them.

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The school is since paused their rollout of those devices to do more thorough testing so that they don't send devices that are essentially bricks.

02:14:30.000 --> 02:14:38.000

Home with, you know, little kids where boxes don't fit in their backpacks.

02:14:38.000 --> 02:14:47.000

There's a real disconnect between the DOE and And, you know, digital learning and being able to fund these things.

02:14:47.000 --> 02:15:07.000

With what's actually happening on the ground. I'm kind of wondering we're not also not able to solve the problem partially ourselves because you know parents of means would be able to provide personal devices to send into school but We're told that we can't do that because of login issues, liability problems, all that sort of thing.

02:15:07.000 --> 02:15:15.000

So we're kind of stuck between a rock and a hard place. The school tells us that digital learning is, you know, part of the deal and that we need to be able to do it.

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And yet, you know, the devices that were offered on shared carts. Take 5 to 10 min to check out.

02:15:21.000 --> 02:15:27.000

Sometimes they work sometimes they don't from what my scholar has said. Which takes out of class time.

02:15:27.000 --> 02:15:31.000

How do we how do we solve this? I mean, how do we get this? How do we get to?

02:15:31.000 --> 02:15:36.000

I'll be totally honest with you, Mr. Turner. I don't have a solution.

02:15:36.000 --> 02:15:40.000

It is something that we are working closely. It is something that we are working closely with Central right now.

02:15:40.000 --> 02:15:43.000

Central is making sure that we are working closely with Central right now. Central is making sure that we are working closely with Central right now.

02:15:43.000 --> 02:15:45.000

Central is making sure that or at least making every effort obviously maybe you're given a device that's now after waiting.

02:15:45.000 --> 02:16:06.000

Now the battery isn't working. I don't I would have to call Central and see what they're thinking, but I know that the overall plan is that every child would or every student would have a device, a working device and is a and can work from home.

02:16:06.000 --> 02:16:32.000

They are issues though, right? So there are some students like you said that don't have the ability of they might have a device however they don't have they're not they don't have access to Wi-Fi so we are in the middle right now I think that this is a citywide concern I know that central has been working closely with us to try to make sure that schools have have that all the

02:16:32.000 --> 02:16:39.000

students have devices but this this what you're just informing me now is the first time I'm hearing it.

02:16:39.000 --> 02:16:47.000

So, I could definitely if you. You're from, I think I heard the school if you want to put your information on that on the chat, I could then try to speak to you personally about your personal experience.

02:16:47.000 --> 02:17:04.000

However, It's a work in progress. What I can, the only thing I can say is that we are working mindfully with DOE and and Central to make sure that we are working mindfully with DOE and we are working mindfully with DOE and and Central to make sure that all students have.

02:17:04.000 --> 02:17:15.000

But, I think cases like yours need to be brought escalated and brought to their attention so that they can give us up a better, more functioning resolution.

02:17:15.000 --> 02:17:16.000

Okay.

02:17:16.000 --> 02:17:21.000

I'm just checking to see if you put your information. He doesn't like it. No, he can't put it.

02:17:21.000 --> 02:17:22.000

So, Mr. Bean, get out. He did it. He did it. He did it.

02:17:22.000 --> 02:17:52.000

Yeah, he's a panelist now so they can. I just wanted to say, thank you for bringing up the set aside for parent engagement, but I did hear mention of the title what pack.

02:18:03.000 --> 02:18:21.000

Yes. Which should be in every title. Every school. There should be a T one pack that is really coming up with ideas for how to spend this money and I just know I in my experience there are many schools that are not doing that.

02:18:21.000 --> 02:18:29.000

You're absolutely right. I could definitely. Reiterate and that's part of the SLT, the SLT and the PACK should be working together.

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To make sure that this is happening at schools.

02:18:35.000 --> 02:18:40.000

Does it jump in Marlene?

02:18:40.000 --> 02:18:56.000

Hi, thank you. I'm not sure if you got a chance to read my email regarding. Yeah, the devices and the internet connectivity at the public libraries.

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A lot of the students, especially around our neighborhoods or around here, they

02:19:08.000 --> 02:19:13.000

And activity devices.

02:19:13.000 --> 02:19:14.000

Yeah, we can. No.

02:19:14.000 --> 02:19:37.000

Okay. Sorry, can you hear me? I got like a strange man. Okay, so at the sorry the devices they Don't connect to the public libraries internet and a lot of the students because there's not enough space in the after-school programs in the school use the after-school programs at the public library and they need to connect to their device to do their homework.

02:19:37.000 --> 02:19:38.000

So a lot of them are not completing their homework that is assigned on the iPads because they cannot connect.

02:19:38.000 --> 02:19:46.000

Is there a solution to that?

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So let me ask you something, do the libraries not have Wi-Fi that they could have access to because most libraries have it's a public place so they should be they should have access.

02:19:59.000 --> 02:20:22.000

They have they have internet access. The public library has Wi-Fi. However, the devices from the DOE cannot connect because there's some type of security block because it's a public it's a public, server,

whatever, it's called, I'm not sure the terms, but those devices from the TO. We cannot connect.

02:20:22.000 --> 02:20:25.000
The students cannot do their homework.

02:20:25.000 --> 02:20:37.000
So, I could inquire and if, if, allowed when we come back. We could definitely just put this out at the public forum, but I'll find out and then I'll get I'll connect with you.

02:20:37.000 --> 02:20:46.000
On Marlene so that we can. Have the solution. I do not know and I do not have the answer at the moment, but I will definitely, inquire and get you an answer.

02:20:46.000 --> 02:20:47.000
Thank you.

02:20:47.000 --> 02:21:00.000
Okay. Can I ask the error messages? It's sort of the deal we we could talk about it later.

02:21:00.000 --> 02:21:18.000
I got you. Okay. I'm sure of internet technology and I'm like, oh, this, this is what we're gonna do.

02:21:18.000 --> 02:21:21.000
I told you, we're gonna ask the questions. You didn't look. Senator guys, I lost you here, Miss Ma'am.

02:21:21.000 --> 02:21:30.000
We're gonna get you today. Okay, Sunday. Go ahead. So number one, the team space powered by Talkspace, I think is Fantastic.

02:21:30.000 --> 02:21:38.000
How do we roll it out? Younger. Because tonight we had the respect for all. We had elementary and middle school aged children.

02:21:38.000 --> 02:21:44.000
So how do we get that out there? And I've said before with regard to releasing my school.

02:21:44.000 --> 02:21:53.000
Every PTO meeting. I always stress the importance of parents and students. Taking advantage of the resource of the school counselors that are off.

02:21:53.000 --> 02:22:00.000
To them for any situation. So how is that something we can? I know. I mean, definitely we could definitely inquire.

02:22:00.000 --> 02:22:16.000

I know that that space came out of what happened in Bryan High School and I think that that was because students felt that they didn't have a space where that they can express how they're feeling or express their thoughts or just wonderings.

02:22:16.000 --> 02:22:23.000

Or their curiosity as to what's happening right because most young people don't get they don't listen to CNN and they're not really watching they get everything from their social media.

02:22:23.000 --> 02:22:34.000

So I could definitely, this is new how they're rolling it up the younger people but I do like that idea for the younger people but I do like that idea for the younger people.

02:22:34.000 --> 02:22:36.000

But I do like that idea for the younger people. But I do like that idea for the younger people.

02:22:36.000 --> 02:22:40.000

But I do like that idea for the younger children needed to especially some younger students are very mature so they need that space.

02:22:40.000 --> 02:22:54.000

And the last thing just going back to devices. So my question is, please hanging for these devices. So in the world shut down many rooms ago, I serve on SLT as I know a couple of us do here as well in our schools.

02:22:54.000 --> 02:23:11.000

Devices came back to us without chargers, screens cracked, not working. So I mean, I've talked to by local city council members offices is Tiffany I've mentioned with regard to participatory budgeting, how can we pull all the school buildings?

02:23:11.000 --> 02:23:30.000

In her district so that each year she funds X amount of like laptop cards per building so that within in theory the 14 buildings and X amount of schools within 5 6 years you can put 4 or 5, 6 years, you can put 4 or 5 these cards in every bill.

02:23:30.000 --> 02:23:33.000

A lot of devices are provided by Central. However, they get when I say a lot is a certain amount, right?

02:23:33.000 --> 02:23:43.000

Because they're trying to do New York City and they kind of this distribute based on the amount of students that you have.

02:23:43.000 --> 02:23:52.000

The rest of it comes from the the the school's budget. And that's where the issues arise, right?

02:23:52.000 --> 02:23:59.000

So, and the problem is unfortunately children will be children, right? They break, they misplaced, they lose.

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They A lot happens. Adults are right. Exactly. So and that's a big problem because what happens is you're giving a child a device that you purchase and I know because as a principal I gave out devices and you try to accommodate for for broken loss devices sometimes though we have students and and families that kind of lose more than one so that becomes a problem I've given you you know so it's about

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creating that if then so so we're gonna buy XML and it's these emergency ones but That's that's how they do it.

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So I think that your plan of reaching out and I think that a lot of principles in that in District 30 have done that reach out to local.

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Community partnerships, local council people to support them to be able to do this. And I think that now we're in a we're in a we're in a world that we can go pick we can go remote at any given point whether it be for Mother Nature or and or.

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Just weather now that we're expecting a ferocious winter, right? So that's that's one of the reasons especially that we've been trying to get our school.

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So this is something we're currently working on. So for me to be made aware of the concerns like the public library, it's important.

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So thank you. And that's it. Where the schools are being held responsible most of the time to ensure that all the students and it's coming out of their budget and if they're not a Title One school it creates even more of a problem because they don't have that extra cushion.

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To to purchase these. Yes. When in a device is said to be lost, for instance, and a device ends up that's lost ends up connecting to the internet or you know connecting through a phone system does the deal we have software and all those devices that locates that device or shuts it down or something like that to encourage those devices to be.

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Yes, they, yes, they do. However, sometimes people are very tech savvy, right?

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They kind of turn it off so you don't know where the device went, but what if its devices lost or stolen, parents are encouraged to file a police report because it's a process but that's what they have to do.

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They have to follow up on these reports so that then they then can be given another device and they will be given another device.

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However, those students that didn't receive the original device take priority. Right. I'm just saying my question though, so those devices can get automatically remotely shut down.

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So that they become. Unfunctional. Or not. I'm not sure.

02:26:48.000 --> 02:26:53.000

I know that they do have, I know that we used to have like if we can find the device it was like you'd like an iPhone or you you kind of my phone and you find it.

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You can, but it's depends. If the school. Has like this, person did it that way.

02:27:07.000 --> 02:27:26.000

You're the same. It's a process, right? So that means that they have to make sure that they have all of the computers, they have all of the little ID codes and that so that they have access to, okay, if you get let's say 200 so that means that one person has to make sure that they're taking so the school has to make time for this person to be able to do

02:27:26.000 --> 02:27:45.000

that. So which is something that we could definitely follow up on. The other question, there the, gentleman that I, I, he was on, yeah, I was saying something about families could provide their own, but there was some kind of liability issue with them not being able to.

02:27:45.000 --> 02:27:58.000

Provide them. Basically a lot of so you let your child use the computer and or it's stolen or it's broken or something on the premises because something happened.

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The school doesn't want to be held liable. For that. You understand so the kid drops it or or the someone takes someone's book back I'm just making this up and whatever whatever is another kid causes that computer to break the school doesn't want to be held liable for the fact that because we're the school is trying to provide their own devices now they can take on somebody else's so they would prefer for

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this for the for it to be either centrally or school.

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Okay, but I would have to I'm gonna inquire because that's I never really heard of that but I I never really heard of that but I can I'm just thinking from a principal perspective of why that might have been said but I've never really heard of that, but I can I'm just thinking from a principal perspective of why that might have been said, but I'm gonna follow up with Central and that's why I wanted to speak to him personally.

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Yeah, your presentation I've seen it from the DOE before where they say that either Parents need to be able to provide or we need to provide one.

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For them and so we shouldn't be artificially limiting our access to technology. Yes. So I do have a question.

02:28:59.000 --> 02:29:00.000

So, for my son, he had the school device and what happened was it wouldn't connect it wouldn't work.

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So ending up we brought in our Chromebook and he's using it now. For my kindergarten child though.

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She didn't get one because she just started DOE school. So what happened was we bought in the iPad but the teacher gave it back to us and was like she can't use it but I'm just more concerned like as a fifth grader now that you're taking tests online, there are a lot of kids who don't have a device and some teachers don't allow you to bring your own.

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So how are they gonna take the test and mix? So that's something I'm gonna follow up on because I know that parents were Parents were told that that if their child wanted to bring their own device, they would be able to.

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It's also I'm thinking as as a principal, I'm wondering why they would say no, but Exactly.

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Yeah. So I mean, I'm gonna follow up on everything that we've we're discussing here.

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Yes, Mr. I don't know. Yeah, yeah, yes. I'm kicking everybody.

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Is that it depends what you're doing on the computer. But if you have to give support. To a student who is on a different operating system or has a different computer.

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And they don't know how to work it or, you know, the software doesn't run the same.

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It becomes very difficult when you've had a whole class of students who have different devices. If you all, if you know what the devices are and you know how they work, I mean this is true or more complicated.

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You know things but but our students are sometimes doing those. So that is something that I Okay, and that's fine if we've got enough devices for everybody.

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To, if we don't, then, you know, Small price to pay, feels like.

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Okay, I'll get back on all these points. Okay. Thank you. Okay, so I think we have one in the QA.

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All devices offered to families by the DOE, only Chromebooks or would it be more affordable to look into tablets, iPads rather than laptop.

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So the lower the younger kids use iPads because it's easier for them to navigate. However, Once you, second and spades to and up, they try to have a Chromebook, especially now.

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That they're going to be taking these exams. The option is going to be available for them to take these exams.

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I think that and it looks different. So certain things are more easily accessible through the phone books and they are the iPads.

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I know that for example I ready just became available on iPads. It was not on available, so it really does depend what program the school is using and what's the accessibility accessibility accessibility through that device.

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And that was from Alexandra Varas by the way. Thank you. Thank you. So if we don't have any more questions.

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For Mr. Dogo we're gonna go to the next item which is resolution 1 76 and that's calling on New York City public schools to prioritize low-income families for summer rising.

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And this resolution was sponsored by Miss. Deb Alexander. So I'm going to other her take the floor.

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Thanks, Deb.

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Sure, this is very straightforward. I'm just calling it up. I'm sorry.

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Week around summer. We talked about it. A little bit online. It was in response to, to the cut in.

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Or the cut in hours and, availability of summarizing seats and was something that that I haven't seen so far is the prioritization based on based on anything other than whether or not you are required to go to summer school so far is the prioritization based on, based on anything other than whether or not you are required to go to summer school academically or, if you have, an IP, I believe.

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Anyway, I'm gonna I'm just gonna read it. It's pretty short.

02:33:17.000 --> 02:33:22.000
Calling on New York City public schools to prioritize low-income families for summer rising seats. Whereas summer rising is a partnership between New York City public schools and the Department of Youth and Community.

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Development that offers free full day academic and enrichment programming for K through 8 students during July and August.

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Whereas in 2023 there were already 45,000 more applicants than summarizing seats. Whereas Mayor Adams announced that the Friday program will be cut for middle school students and the overall daily program will be reduced by 2 h ending at 4 PM.

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Instead of 6 PM. Wherever sorry wherever some Whereas

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Wherever.

02:34:00.000 --> 02:34:07.000
Okay.

02:34:07.000 --> 02:34:08.000
30.

02:34:08.000 --> 02:34:23.000
Summer child care is expensive and difficult to find. Therefore, be it resolved that the community education council for district 30 calls on

New York City public schools to prioritize students eligible for free or reduced price lunch when offering seats in a summarizing program and to look into a sliding scale model for other students to pay for additional seats until such time as New York City public schools can return to offering a fully free program.

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Be it resolved that seats for students that are promotion in doubt and mandated to attend summarizing during the summer should be separate from the available summarizing seats and should be funded independently from summer rising program funding in order to ensure seat availability in is equitable in all schools.

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The end.

02:34:46.000 --> 02:35:03.000

Alright.

02:35:03.000 --> 02:35:33.000

Okay, okay, I'm good. We're reading that now we're gonna go to our fellow council members.

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I'm sorry, I don't hear anyone.

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Prioritizing those seats through those households and those children. Thanks, mate. what I really like to do is call on the city to fund more spots.

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We should have availability. And there's really in the big picture, there's no reason why we couldn't have that, but under the circumstances, or absolutely support this.

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Okay. Any other hands on? Alright.

02:36:30.000 --> 02:36:37.000

No, yes. Okay. And anything in the QA related to the resolution? No.

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Okay. So thank you all, Dave. Thank you for writing this. Now we're going to, bring this to a vote between, please, the roll call up. Yes.

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That Alexander.

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Do, do we put it on with a second? I'll ask.

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Hold on.

02:36:55.000 --> 02:37:04.000
Okay. Process sake. And maybe I miss it when it was after we did we.

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To be added. Did we make a motion and then do a second?

02:37:05.000 --> 02:37:12.000
Okay. Oh, no, I did not. I'm gonna get to the phone. So do we have a motion to go?

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I'll make the motion.

02:37:13.000 --> 02:37:16.000
Okay, there we go. We got it.

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Great. And then we just need to second.

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Yes, really. Okay, so I don't know. Okay, that Alexander.

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In favor.

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I was in favor. Okay, Liza Chungleon. And they were Kelly Craigslist here.

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100 there. Yes. Jonathan Greenberg. In favor.

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Danny Rossi.

02:37:50.000 --> 02:37:56.000
In favour.

02:37:56.000 --> 02:37:57.000
In in favor

02:37:57.000 --> 02:38:21.000
Right. Is there a sound coming through? Oh no, she doesn't sound in. Was only doing the mic.

02:38:21.000 --> 02:38:22.000
In favor.

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Next time, we need more. Okay. Good. I'm figuring it out.

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Okay. Yeah, Christians can hear us though. Can you all hear us? Okay, cool.

02:38:38.000 --> 02:38:42.000

Yes, I hear you guys.

02:38:42.000 --> 02:38:43.000

Are you asking me if I hear you?

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Oh Okay. Okay, so resolution was 76 probably on your city public schools department, but it come families with some rising seats passes.

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Thank you everyone. So now we're going to go to resolution 1 77. Opposing 60 day limitation on shelters.

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Days for families of New York City public school students and this was written by a member Jonathan Greenberg.

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Jonathan, please. Right. So I did not write most of this, so I'm just gonna say this is a resolution passed by CEC 2.

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And written by, Gavin, passed by CEC to, and written by, Gavin Healey, who is a district parent, but is a resident of our, district.

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And some of our neighbors. And And this is the topic that I think a lot of us have been thinking about in our district.

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So resolution 1 77 that we should opposing. 60 day, LinkedIn, for the families of New York City public school students.

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Whereas on October eleventh, 2023 mayor Eric Adams announced that New York City would limit shelter states for families with children who 60 calendar, in 60 day.

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After which families would need to reapply our city shelters if they have nowhere else to live. Whereas some title 7 B of the McKinney Vento Homeless Assistance Act Can you get back authorizes federal education for homeless children and youth program and we subscribe to federal legislation related to the education of children and whereas the Independent Act was reauthorized in December.

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twenty-fifth. My title 9 part A, of the every every student I can see. Whereas the New York State Education Department, and, and, the federal law in the following way.

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That, and, and, and. That children and youth who lack a fixed regular and adequate nighttime residence will be considered homeless.

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McKinney Vento eligible students have the right to one. We receive a free appropriate public education.

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To enroll in school immediately. Even if lacking documents normally required for enrollment or having missed application or enrollment deadlines during any period of homelessness.

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3, enroll in school and attend classes while the school gathers needed documents. 4, continue attending the school of origin or enroll.

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In the local attendance area school. If attending the school of origin is not in the best interest of the student.

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Or is contrary to the request of parent party and or unaccompanied youth. 5, receive transportation to and from the school of origin if requested by the parent or guardian.

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Or by the local liaison on behalf of an UN. And 6, receive educational services from. Those provided to other students according to each student.

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Whereas a diverse group of organizations and individuals including the New York Legal Assistance Group will be delayed society, the coalition for the homeless.

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The New York Immigration Coalition, Advocates for Children. And a coalition of more than a hundred 35 doctors, nurses, hospital administrators.

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And other health care workers among others have condemned shelter time limits. As detrimental to the safety, educational well being of children residing.

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Shelters, whereas a joint statement issued by the Eugene Society and the Coalition for the Poland is specifically condemning the 60

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60 day rules. This plan will disrupt the lives of all the students and create chaos for their schools as parents are forced to choose between re-enrolling or spending the day traveling across the city.

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To their current school. That's a terrible outcome for both. Families and educators. Whereas during the 2021 2022 school year 72% of students residing in temporary housing were chronically which is defined under Chancellor's Regulation A to 10.

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As an attendance rate of roughly 90%. Where in the review of relevant research, that there are significant negative effects.

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On student outcomes as a result of the involuntary and or unplanned movement between schools, including but not limited to decreases in test scores and high school graduation rates.

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Institute of Children, Poverty, IS. That as a 2016 17 school year. Even when students did not experience a mid year transfer or chronic absenteeism.

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Those who experienced homelessness. Scored proficient on the ELA exam at lower rates than housed to students.

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25% versus 42%. ELA, for homeless students who experience the mid-year transfer.

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15% or chronic absenteeism, 14%. Among homeless students those who experience no interiming factors were twice as likely to score as those who are both chronically absent and transferred.

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25% persistent. Okay. Among homeless students who were chronically absent. And transferred schools mid-year, more than one in 4, 29% you brought out to.

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This was over 7 times the rate of homeless students. With no instability factors. 4%. Only 56% of students who were homeless at some point in high school graduated within 4 years.

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But when homeless students were able to attend school regularly. And do not have to transfer. Here during any of their years in high school.

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They graduated at rates similar to their host peers, 90% versus 96%. And well above the citywide graduation rate of 74%.

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Whereas relationships with students and their families, which can require sustained effort. Over time from teachers, parent coordinators, school counselors, and other staff.

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Are essential to student engagement, well being, and success. Whereas many students residing in shelters have already experienced.

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From by the trauma experience as a result of displacement, migration. And ongoing instability.

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Whereas under the 60 day we will children could be forced to change schools up to 5 times per school year.

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Whereas schools need additional resources and personnel including violating staff. And social workers to address the needs of students in temporary housing.

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Where under the 60 day rule families can reapply for shelter. They need to move to new shelters far from their children's school origin.

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Causing significant infrastructure for both students educational progress and school budgeting, planning, and allocation of resources in personnel.

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Where is the only way for schools to receive the necessary funding for students enrolling after the October 30 first cutoff date.

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Is doing arduous appeals process which creates uncertainty and delays for school staff. And the students they serve.

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Whereas school bus delays have been endemic over the last several years. Means by several. Causing additional hardship.

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On students who seek to continue to attend their school or. After being moved to a new shelter. Therefore, via result that CC 30 urges Chancellor DPC Banks and the panel to educate their policy to request.

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That Mayor Adams wave implementation of the 60 day rule. In respect of families. With children and role in New York City.

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Thank you, Yeah. No, yeah, The only question I'd have, which it might be worth looking into and the person who offered this is technically.

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In New York State, which is a very tenant friendly state. I don't know the difference between a shelter.

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For the homeless or for migrants and asylum seekers versus somebody who just stops paying rent. You stop paying rent, you can literally squat for up to 2 years.

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And you cannot be forced out otherwise damages etc. So, well, I'm not a lawyer and I've played a lawyer on stage and screen, but here I wonder if there is legal or legalities or legal issues that would also prevent the 60 day removal.

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Or reapplication in general.

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And that might be something worth looking into.

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That's all. Otherwise, a great job.

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My concern is that this resolution also. Seems to if it were to be adopted opens up an infinite shelter stay or a shelter state for.

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12 or 14 years as long as a student is in school. When most of the where as and the concerns here are about moving students in the middle of the year.

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And I think that's a very relevant. Concern a student moving schools at the you know during this summer is perhaps a different thing and not as big as an issue.

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I would like to propose an amendment. To add the words to the, be it resolved. That.

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We wave implementation of the 60 day rule in respect of families with children enrolled in New York City public schools at least through the 15 days beyond the end of the current school year.

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I second. Okay. Okay, they will have discussion on that so we can need to have discussion on adding.

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That clause to the therefore to get resolved.

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I don't know about you, but I don't want my, child moving. To a different school.

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For the next year either. You know, I want my child to have the opportunity to stay in an elementary school from, you know, kindergarten or free kindergarten all the way through the grade.

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In fact, I want them to be able to stay with their friends through middle school. If they're if they're going to their zones in the pool and you know.

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Go where they want and if if I were living in a shelter and were being forced to move across the city to a different place even in between school year.

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I think that would be very disruptive. What the resolution is asking for is to go back to. Hey, status quo that we had before, you know, instead, in fact, that we still have because the 60, they will have not been implemented.

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But not to change what we have now, which is, you know, I think. I mean, I've never been homeless.

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But I certainly cannot imagine that. With that people who are homeless are trying to stay homeless for, you know, period long period of time.

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And if they talk to you, then there are probably many other things. You know, we as a city are not doing ready.

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I'd like to answer that. I mean, I have to experience some of this.

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Yes, I went to 5 different high schools. It's very hard, especially when you're high school switching from year to year to year, like getting people to acknowledge that I was a like I took AP classes having to re-educate my teachers on where I was academically every year.

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It's hard. Getting to know a new guidance counselor is hard getting people to advise you on how to go to college when you are a transient student is hard.

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Like it's extremely difficult to be a child and being put in these situations where you have to constantly advocate for yourself and educate people about your situation.

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It's difficult. So for me, I don't think I can support only doing it from school year to school year.

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If my child, if I've got them in a great school community, why don't I want them to stay there all throughout the Because I'll follow up with the clarification, at least on my part in the question for Hunter.

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With you proposing the change of the amendment to at least 15 days passed. And you were talking about with regard to you can't let somebody stay for 12 to 14 years.

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We're you stating that so that if a school year starts? They have the ability to stay to finish that year.

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And continue or is that Just in general. Well, my, my idea was that I they would be able to stay.

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Through where in the school for the entire school year and then there is the appeals process. Which they could go through at the point in time of the summer as well.

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I was unsure about the limitations on 60 day, the 60 day limitation where that is only applying to to asylum seekers or if that's applying to all people because I know there are a lot of families that are in long-term shelter situations right now.

02:53:39.000 --> 02:53:50.000

And so it's very unclear to me, but what I don't what I'm concerned about is creating a system where someone can say.

02:53:50.000 --> 02:54:04.000

I don't have to. Think about housing anymore because I've got a kid and that kid's a kindergartner and now I can keep stay in the shelter for the next till they get to twelfth grade because there is never a point when I have to go through an appeals process.

02:54:04.000 --> 02:54:26.000

And, and justify that I still need the shelter because I have a child. No, I which is what I wanted to hear, I guess in the sense it sounds more and part of why I agreed to that so that the child can complete the entire year to my understanding and.

02:54:26.000 --> 02:54:36.000

The involvement of President's Council and now here. This district alone took in a significant amount of children over the last course of the last 2 years.

02:54:36.000 --> 02:54:45.000

However, a large amount of those children. Only stayed within the school system. For a couple of weeks before moving on.

02:54:45.000 --> 02:54:55.000

Elsewhere. So that's before they. Implemented the amount of time. So the question now becomes How can we keep them here?

02:54:55.000 --> 02:55:12.000

To ensure the safety wellbeing as well as the education. So it's not even just about the fact that Mayor Adams is now trying to get rid of them or reapply within 60 days because before that even happened, you had families that were just here set up and gone.

02:55:12.000 --> 02:55:21.000

But yet on the opposite end of that spectrum. Schools kept those children registered for the duration of the school year.

02:55:21.000 --> 02:55:30.000

To increase the attendance enrollment within the DOE. Even though the children never showed up. So it's sort of a double-edged sword.

02:55:30.000 --> 02:55:34.000

Well, no, they, to my understanding, they won't let the children, they won't get rid of them unless where they're going.

02:55:34.000 --> 02:55:45.000

Because otherwise it's school responsibility and in the district, right? Yeah. So make sure just for the safety of the child, where is this child?

02:55:45.000 --> 02:55:52.000

So then we have. Committees looking literally looking, making several phone calls to make sure that they're safe.

02:55:52.000 --> 02:56:02.000

And I just want to add that in District 30 for those and I know you had to add that in district 30 for those students that did get because they did get that.

02:56:02.000 --> 02:56:05.000

And, for, for, in district 30 for those students that did get because if they get let us already some families.

02:56:05.000 --> 02:56:09.000

We, made sure that the families knew that they did get because if they did get let us already some families we made sure that the families knew that they did not have to move their students.

02:56:09.000 --> 02:56:14.000

Once it was in a nearby, even, even if it was for, they can stay here.

02:56:14.000 --> 02:56:23.000

And we make sure that all our parents and all our schools were able to communicate that, including when they came to and back to enrollment because they didn't know that.

02:56:23.000 --> 02:56:27.000

So when they came back to enrollment, we make sure we tell them you don't have to leave.

02:56:27.000 --> 02:56:32.000

You could stay at the school and of course trying to get them transportation is a whole nother monthly benefit.

02:56:32.000 --> 02:56:44.000

In the world that they are entitled to get transportation to bring them to that the current school that they're at, to get transportation to bring them to that the current school that they're at.

02:56:44.000 --> 02:56:54.000

No, you cut me off before I can say basically that's stuff too because that we discussed that on SLT last time that they stay within regard to so just so that if God forbid in If they come with a train ticket, a bus ticket, we know where they're going at that point.

02:56:54.000 --> 02:57:02.000

They are taken out of the system. Yes. Oh, no, no, my question was just that what happens to the kids that are living in hotels?

02:57:02.000 --> 02:57:08.000

Because I mean they can't stay in the hotel forever. Right, so then that 60 day rule applies to them.

02:57:08.000 --> 02:57:12.000

So when they're being moved to somewhere else or reapplying. I guess that comes with the busing service.

02:57:12.000 --> 02:57:21.000

At the side. So it kind of goes back in the circle. Yeah.

02:57:21.000 --> 02:57:24.000

Okay.

02:57:24.000 --> 02:57:33.000

I'm gonna motion to accept the resolution as initially presented.

02:57:33.000 --> 02:57:41.000

Back in the So, okay, so we have, So we have to. Yeah, we have to vote on the motion that's currently on the floor.

02:57:41.000 --> 02:57:48.000

Before we get to the second. So

02:57:48.000 --> 02:57:51.000

I thought that was a motion to discuss, no?

02:57:51.000 --> 02:57:57.000

No, there was a motion to discuss. We have to, so we discussed it and we need to see if we're going to add it or not.

02:57:57.000 --> 02:58:06.000

Right, was there a motion to add it though? That would be a motion, no?

02:58:06.000 --> 02:58:07.000

Okay.

02:58:07.000 --> 02:58:10.000

My motion was to make an amendment and it was seconded and so at this point we would need to vote on the amendment. Yes.

02:58:10.000 --> 02:58:22.000

Thank you. So we need to vote on if we are going to add that. In Alexander.

02:58:22.000 --> 02:58:25.000

No.

02:58:25.000 --> 02:58:35.000

No. Okay. Jonathan Greenberg. Not in favor.

02:58:35.000 --> 02:58:42.000

Yes, in favor, but under the clarification that it's to make sure that there's no disruption within that child's year in school.

02:58:42.000 --> 02:58:48.000

Okay, Victoria, is, Danny Romus? No. Morley Rossi.

02:58:48.000 --> 02:58:51.000

No. No.

02:58:51.000 --> 02:58:58.000

And then.

02:58:58.000 --> 02:58:59.000

No.

02:58:59.000 --> 02:59:06.000

We need to sign? No. Okay, give me a minute. Do not pass. Okay.

02:59:06.000 --> 02:59:08.000

So now, Dave, if you wouldn't mind making it.

02:59:08.000 --> 02:59:13.000

Oh, I will motion to accept the originally presented resolution.

02:59:13.000 --> 02:59:19.000

That's like the second promotion. Okay, Victoria, would you mind doing a rollout?

02:59:19.000 --> 02:59:21.000
In favor.

02:59:21.000 --> 02:59:30.000
Linda, in favor. Under there. Jonathan Greenberg in favor. Take my son in favor.

02:59:30.000 --> 02:59:36.000
Victoria Medal is in favor. Danny Romans. Morning.

02:59:36.000 --> 02:59:41.000
In favor. In favor.

02:59:41.000 --> 02:59:42.000
In favor.

02:59:42.000 --> 02:59:47.000
Yeah Okay.

02:59:47.000 --> 02:59:58.000
Okay, thank you so much. So we have. The next item on our agenda is the public agenda and speaking time.

02:59:58.000 --> 03:00:07.000
Do we have any hands raised? Thank you. Okay, anything in the QA?
Alright, then we can go to the next item on the agenda.

03:00:07.000 --> 03:00:10.000
Which is our announcement, but we do have some announcements and either very important announcement. Thank you all for hanging on.

03:00:10.000 --> 03:00:22.000
As long as you did. So our next thing you think calendar meeting is January eighth 2024.

03:00:22.000 --> 03:00:23.000
We also have the New York City Mayoral Control hearings. They are starting in Queens on Monday.

03:00:23.000 --> 03:00:37.000
December eighteenth, 6 to 9 PM. It is going to be at Thomas. A Edison career technical high school.

03:00:37.000 --> 03:00:43.000
In Jamaica. So if you can, Jamaica, you go to Jamaica, you can find up now. Please find out now.

03:00:43.000 --> 03:00:47.000
We'll put the link on our CC website. We'll make sure we email the link out.

03:00:47.000 --> 03:00:54.000

Please sign up to speak or send a comment if you would like to speak in person you have to sign up.

03:00:54.000 --> 03:00:58.000

It's closed this 48 h before. The eighteenth. So was the sixteenth? You can't sign up anymore. That's it.

03:00:58.000 --> 03:01:08.000

So please sign up now, look for the links. If you wanna Google New York City, Mail control hearing.

03:01:08.000 --> 03:01:12.000

Fill it out, put the link, I filled it out. All of our other members filled it out.

03:01:12.000 --> 03:01:16.000

That's all we moved our business meeting from that Monday because we want to go there and represent you all.

03:01:16.000 --> 03:01:20.000

If you want to send comments and you can't make any person, you can do that too. But I would love to see as many different parents as I can.

03:01:20.000 --> 03:01:36.000

At the mayoral control hearing. Please, please, please. Okay, I'll tell you what to say, but I am gonna tell you this mayor has put so many cuts for our schools.

03:01:36.000 --> 03:01:59.000

That we are still fighting from last year. More cuts. District 30 has so many asylum seeker families so many vulnerable families so many families in temporary housing we need help our schools need help so just keep that in mind sorry that's my pleasure but if you can please go to the New York City Manial Patrol hearing Monday, December, the eighteenth, 6 to 9 PM.

03:01:59.000 --> 03:02:03.000

In Jamaica at Thomas Edison Career and technical high school. So right now I'm going to move.

03:02:03.000 --> 03:02:22.000

That we adjourn the meeting at 9 42 PM. And then I will, ask my phone members to stay here just for a minute and we'll just ask our business meeting if we're gonna do it tonight or I'm going to another day.

03:02:22.000 --> 03:02:40.000

All right so thank you all and have a wonderful evening. We, yeah, we will resume at what 9 to discuss that Okay.

03:02:40.000 --> 03:02:56.000

Thank you, Thank you. Yeah, my computer died. Oh, but I also wanted to know if you guys need anything for.

03:02:56.000 --> 03:03:00.000

Yeah, my computer died. Oh no. But I, but I also wanted to know if you guys need anything for me.

03:03:00.000 --> 03:03:30.000

Like, like, like, oh, I'm gonna take away from my name. They just started using the party.

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

Why are they going to the bathroom through obstacle course? Those bathrooms look horrible. I'll get you, Susan goes.

03:03:53.000 --> 03:03:58.000

I'll get you the principles of contact information. I'll get you the principles. Contact information.

03:03:58.000 --> 03:04:02.000

This is year 2 of her making those requests. Contact information. This is year 2 of her making those requests on pictures. This is year 2 of her making those requests.

03:04:02.000 --> 03:04:07.000

I've talked to John. Pictures this is year 2 of her making those requests. I've talked to John, this is year 2 of her making those requests.

03:04:07.000 --> 03:04:11.000

I've talked to John learning with us. I've talked to John Learning with us. I've talked to Jeanne learning with us.

03:04:11.000 --> 03:04:14.000

I don't know. Right, they owned it. Yeah. And they are literally going to the bathroom over broken tiles.

03:04:14.000 --> 03:04:33.000

It's a tolles like cable. Yeah, I'm telling you, yeah, I'm telling you, yeah, I'm a wrong man and I couldn't my tip too and jump over correct tiles on the board to get to the toilet and I I couldn't like tiptoe and jump over crack tiles on the board to get to the toilet and I'm asking a 4 year old to do it.

03:04:33.000 --> 03:04:41.000

Like, Okay, okay. So, you know, why is it still gonna call that? I've like just made it over Shawna too.

03:04:41.000 --> 03:04:47.000

And she has your, yeah, she has your, yeah, she has your, yeah, she has your, yeah.

03:04:47.000 --> 03:04:49.000

Oh, okay, perfect. So like, if you want my card, oh, you, okay, perfect.

03:04:49.000 --> 03:04:50.000

So like, if you want my card, yeah. Okay. Okay, perfect. So like, if you want my card, well, I got you.

03:04:50.000 --> 03:04:58.000

Okay, perfect. So like, if you want my card, well, I got you. If you don't mind, I don't know. If you don't mind, I don't have a problem.

03:04:58.000 --> 03:05:08.000

We pass some saleable universal school lunches. But it's really hard to think funding for things like parks, libraries, etc, on the city level.

03:05:08.000 --> 03:05:38.000

Okay. Yeah, I'll fight for a little rally. Maybe I can get a bathroom.

03:12:58.000 --> 03:12:59.000

So, when, after weeks, present a resolution. And does the, is there a public comment period on that resolution?

03:12:59.000 --> 03:13:20.000

Okay, we just don't have anybody right their hand. Yeah, nobody raised the solution. And does the, is there a public comment period on that resolution?

03:13:20.000 --> 03:13:34.000

Okay, we didn't. And then the other thing You're always the person on that.

03:13:34.000 --> 03:13:47.000

That only happened tonight because the mic was hooked up to me and then when I got hooked up to Linda then so that was the only reason I happened tonight.

03:13:47.000 --> 03:14:09.000

To to our, setup which worked really well. We got we got a quorum and we're in person.

03:14:09.000 --> 03:14:22.000

Okay. I gotta share this. I've been holding onto this for several weeks now. Ps 1 52 which we help fund and Whitney particularly got their new gym floor which had been destroyed because they were using it for classrooms during COVID and spreading everybody out.

03:14:22.000 --> 03:14:43.000

So got their new gym floor. It's my liaison school now and I went to their dedication or reopening of their gym and I went to their dedication or reopening of their gym and reopening of their gym and they sent thank you cards for Whitney and reopening of their gym and they sent thank you cards for Whitney and for us as a whole.

03:14:43.000 --> 03:14:48.000

Yeah, thank you for bringing me. Yeah, Hunter went. We were supposed to go together.

03:14:48.000 --> 03:14:49.000

This is when I hurt my back and I couldn't move. Y'all, your girl was stuck in the bed. I couldn't move.

03:14:49.000 --> 03:14:53.000

You're supposed to go together. This is when I hurt my back and I couldn't move.

03:14:53.000 --> 03:14:54.000

Y'all, your girl was stuck in the bed. I couldn't move nothing. So Hunter went for me. Thank you, Hunter. I appreciate that.

03:14:54.000 --> 03:14:58.000

And Miss Russell, I'm gonna read all these from the kids and I'm gonna take them to John Shay.

03:14:58.000 --> 03:15:07.000

I'm gonna walk up in his office and be like, thank you for doing your job. Do your job some more at some more in my schools.

03:15:07.000 --> 03:15:14.000

Okay, sorry. Okay, so yeah, let's go ahead and get started for our business meeting.

03:15:14.000 --> 03:15:22.000

Temporarily. I'm gonna call us to order at 9 55. Right now I am going to make a motion.

03:15:22.000 --> 03:15:32.000

That we move to nights. Business meeting to Monday. The eighteenth at 10 am because it will be virtual.

03:15:32.000 --> 03:15:38.000

Do I have a second? Second. Okay, Victoria, can you do a roll call vote? We'll do a show of hands.

03:15:38.000 --> 03:15:43.000

Okay, let's go. 1, 2, 3, 4, 5, 6. Okay, there are 8 8 8.

03:15:43.000 --> 03:15:52.000

Okay, there are 8 8 8. Thank you. Thank you. It can't pass it care.

03:15:52.000 --> 03:15:59.000

So I will see you all Monday morning. Okay, there are 8, 8, 8. Thank you. Thank you. It can't pass the care.

03:15:59.000 --> 03:16:06.000

So I will see you Yes, coffee and a smile. Alright, see you on Monday the eighteenth. You're not everybody.

03:16:06.000 --> 03:16:13.000

We are 9 56. Do better than letter. Thank you. Alright, thank you.

03:16:13.000 --> 03:16:21.000

Thank you for being flexible.