

WEBVTT

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If you have an uptick and on a particular floor where there seems to be more occupants there may have been the day before.

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co2 will measure that will tell us that you know the equipment's not adequate for now the occupancy level, we have to drive that number down by increasing the ventilation.

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That's what we're doing. Our custodial engineers, the, the frontline folks. They're the ones that are in the building their staffs in the building, and they're the ones that are interact, interacting with the, the building community.

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So they're the ones that are going to initially go to with any type of situation or complaint driven type of concern and evaluate, and then that's how then gets relate to us and our group and then we know we have the proper response to it.

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Just to be clear, I'm not talking about complaint contribute driven concerns. I'm talking about the rules or the guidance that schools that teachers that these custodial engineers receive

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on you know where to put the how, how, you know, whether windows need to be open, whether the purification purifiers need to be on and what level where they need to be situated.

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Are those things being communicated.

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So they are being communicated. There is no.

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As far as the purifiers themselves they have to re settings they have low they admit they have terrible, that's the standard classroom units.

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It's really just a matter of what the person or the occupancy wants to use the mat, generally the mid range, the middle is adequate for any type of normal situation.

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Sometimes the trouble can be a little too loud. People don't like it you know it's it, folks that are near it, it may be an issue.

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As far as general location, just not next to each other, they you know it doesn't really matter where they are because they're turning the air within that room.

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So, the location is really not.

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You know, that important as long as they're not next to each other.

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As far as opening and closing the windows.

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The, it's really that's comfort driven folks that are hot are going to open a window regardless of whether there's a refrigerated system, which is providing cooling or heating.

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And that's all based on the occupants, we suggest that you keep at least two windows open or in a room. But we're obviously not in that room throughout the event.

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Okay, I mean what I'm hearing from you is that the windows don't need to be open the air purifiers don't need to be on any particular setting.

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We're dealing with a deadly virus that's transmitted through particulates in the air.

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People are getting sick kids are getting sick across the country. And it's really hard for me to believe that that opening the windows or turning on the the purifier on a high setting won't make a difference in terms of reducing the likelihood of spreading

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the virus that causes coconut.

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I'm sorry. Do you think I.

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The way I express myself was that it wouldn't matter. We provided these things because we thought they would help mitigate.

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We provided the purifiers for that reason we ensure that we had at least 50% of our windows operable in all of our classroom that classrooms that had operable windows to ensure that we had this.

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This was a part of the, the total package for layered approach.

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So no, I apologize for that I didn't mean to lessen the value of it.

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I'm speaking from the facility standpoint, I'm not speaking from a medical standpoint, I'm not speaking from a even a policies policy settings standpoint, I'm speaking from the ground. And what we are doing and what we do my team does in Queens to ensure

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that our rooms are safer occupancy.

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These are layers that aren't speaking to.

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Okay, well, and I and I. And as you know, you know there's a lot of emotions here, and the DMV and the city is an enormous complicated bureaucracy so if if some of my frustration or that of my colleagues is is Miss directed towards you.

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We apologize, of course, no not at all. Not at all. Just Just remember that, you know, my, my folks, we've been there since April.

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We've actually been the ones that have been ensuring that our seas were running safe like we were were the ones that were distributed distributing the PP to the community as a whole, not just the school community, but you know the the actual, the community

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at large.

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You know, so for us that we're very passionate about this, but in the same way to, you know, maybe we can be a little too sensitive to as well because you know, we feel like we're the ones trying to make a difference.

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Well thank you for, for for your time. We can now move on to questions and comments from the public. right.

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We want to first an open one of the best Chuck, if he had any questions he wants to clarify, we're gonna we're gonna we're going to do that after the after the public questions.

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All right, so public questions. The first hand up I have is from, Megan Sillitoe Megan.

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Hi.

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Thanks for taking my question. And thank you to everyone and facilities for all the hard work you're doing.

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You know I'm hearing over and over about the devices being used in an amateur's the IQ. And it's been mentioned several times as part of the as part of the remarks that they are constantly being used for measurements.

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So, I'm not trying, I'm, this is not a gotcha question but I want to have everyone understand who's on this call, what constantly being measured means, because really, you have one IQ device per school, and it is only being used by a custodian if someone

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files a complaint. So if parents are under the impression that co2 levels are being monitored constantly and their children's classrooms. My understanding is that that is not correct.

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So, what do parents need to understand about how often, and how these measurements are being taken to ensure air flow and air quality, And what happens to the information.

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Once a custodian takes a reading.

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So the, the, all me answer the second part, the custodian puts in an actual emergency work water. If the reading is found to be something that is of concern.

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And then a response is driven from that. And I know we're building we have the ability to remote in we can take a look at different technologies to see if there's any issues with the system, and an older building the custodian is then required to do more

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follow up, and then we send that information, go to the Situation Room is the principal informed about that I apologize for interrupting you but you know that's kind of the nature of a zoom meeting.

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That's fine.

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I can't speak to that, if that's been messaged.

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So, the custodian could get it, a disturbing measurement and the principal in school staff would not have any inkling that that potentially could be the case but more than likely if they're complaining it's gotten to the custodian somebody in the administration

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is aware. How was school staff supposed to know to make a complaint to get a co2 reading, what would what would trigger it someone well it's not, it's not a complaint in the sense of that, it's, you know, there's any kind of read bells that go off it's

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it's generally an occupant changes, some sort of difference.

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And that's what drives that complaint driven custodians will do readings throughout the day it's it's really just based on the, you know, different times of the day different points when they're walking, always.

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They're verifying the equipment, but remember if equipment hasn't broken down, there's not going to be a change. So there's no reason to continue to verify that.

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At that moment, if there's a change in the equipment, then there is a reason to actually do further diagnostic or testing. So I just want to be clear, sorry, my dear, regular regular schedule, the custodians are doing.

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I'm sorry Megan we're going to have to, we're going to have to cut you off there we have a lot on our agenda today. and we want to give everybody a chance to speak.

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I really appreciate your, your questions, and I hope that we can we can get some more information, perhaps offline, on, on these on these questions.

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so please be in touch.

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Go ahead, Michelle.

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Next up is Mercedes Jennings, I think you are unmuted.

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Yes Hi, good evening. This is Mercedes Jennings I'm a parent of three district 30, students, and I'm also the community liaison for Senator Mike generics his office.

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I'm just to kind of piggyback off of I believe Megan spoke before me on this is part of a question that I had throughout the presentation is just, is there an institutionalized system that tells you know the custodian or particular point person within

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each school to check each room.

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And if there is a red flag or if a room turns red as you said on the app. Um, what is the turnaround time to make sure that that room is purified and is accessible for students because I'm just worried about certain schools don't have the ability to access

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to open up windows like my child goes to one particular school PSAT five we're opening up windows could disturb learning, because they're right next to the train.

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So, those kinds of issues you know I'm concerned about own from my own children for for children within the whole entire community. I would appreciate the answer to my question.

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Thank you so much.

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So, again, what's hot, what happens is if we have a failure in equipment. That's what triggers the response. So if there's no change in the equipment status than previous testing that was done is still the same.

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And I'm just going to go back and a question that was asked previously.

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There was a baseline done by the school construction authority back in April May June of last year. That was the baseline ventilation report which I believe there was a lot of information on that and that was out in the public in the press.

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From that point forward, there was a lot of repairs that was that were done city wide, and the systems were all brought back to a dark original design status.

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That's where we started in September. So from that point on, then we're managing our systems as things break, that's when there are changes, that's when the app is changed to reflect something has gone down as far as the response time and how quickly

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that that's a variable.

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As everybody knows there's a real supply chain issue right now. So, you know, that can change depending on what is the actual malfunction.

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Thank you. We'll go to the next race here and I have have a Clark about you.

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Hi.

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Hello, can you hear me.

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Okay. Yes, that was me, I'm sorry. Okay, you can go ahead. Okay, thank you, thank you so much for having this meeting, and allowing me to speak. I'll try to keep it brief.

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So I have two questions.

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So there was an incident at my older son school I have two children and district 30.

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There was an incident in my older son school where they had to do co2 cat thing because contrary to what the first presenter said.

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there is absolutely no ventilation so I'm going to actually push back on that comments that even with the older buildings there's ventilation that's working.

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That's actually not true.

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I've actually worked in schools where there's absolutely no ventilation, and they had to bring in a test for the co2.

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And they brought in the test when the students weren't there. So that basically completely defeated the purpose because the whole point of doing a CEO to test is when the students are there.

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So I'd like to know why is that the process for testing the co2, so that's one question. My other question is since the intelligent pure filters, do not work for this virus, especially this delta variant.

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Why are they still being used, why hasn't the deal we replaced them with filters that actually work for this virus considering this is an airborne virus, and the particles remain in the air, even after the infected people contagious people have left the

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room. So those are two questions why is this co2 testing happening when children are no longer in the room, which defeats the purpose.

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And the second one about the Intel a pure filter. Thank you. So as far as the Intel a pure. That's an actual active litigation between different media outlets and Intel appear in the city, so I can't speak to that.

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As far as the co2 readings the co2 readings are done at different times for baselines, the room may have been empty and that was a baseline that they were looking to provide, and then they should have tested it again when the room is occupied and you're

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100% correct the one we're looking for is when it's fully occupied. But we do need baselines to get Delta's to see the difference between the two.

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Okay, thank you.

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I have no hands raised is it anyone, any public attendees that would like to ask a question, now's the time to raise your hand.

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I'm Michelle Let's ask the interpreters to ask anyone on their line, if, if there are any questions. Okay, and I have one just who popped up so we'll let the interpreters go and then I will respond to this

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questions on the Spanish line.

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Hey, Michelle before you go, there's one person who called in it turns out that's Christina, which I just realized now so I'm just going to allow her to talk and say hello I don't know if she has any questions.

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Okay.

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Hey,

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Christina Can you unmute yourself.



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Okay, maybe not,

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not really familiar with the only thing I'm but I have no other questions,

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was nice to hear your voice though.

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Hi, guys.

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Rain ok ok so then I'll go to the questions as soon as no comment in.

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Michelle you just cut up I think you're going to revert to question to written q&a.

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Well we have one person. I'm just trying to see, yeah there's still this hand is still raised that came up, it's a Marnie Gilman Marnie.

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I believe we're going to unmute you.

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You're unmuted.

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Yeah, I just wanted to clarify what was just said so if no co2 reading was taken this year with students in the classroom, then there's no accurate reading that's been done would that be correct.

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No, that's, I don't think that's what I said.

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I mean I okay well I mean, I thought you said that the co2 rating needs to be taken, like it's not accurate unless there are people in the room, right, like, so you're.

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It sounds like you're, you're saying, are we doing proactive co2 readings. No we're not doing proactive co2 readings, unless there's been a change in either the ventilation system or the environment itself.

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Well, everything when we, when we brought the buildings on in September online in September, all our baseline had been achieved.

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So I'm not sure I understand, if we have a failure, then that's when we're doing co2 readings and yes there have to be people in the room.

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Right, but I mean there are different number of students in the room this year as opposed to last year so I guess my question is how do you how do you know it's working.

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If you haven't taken a co2 rating in the room and why why anyway, would you not just go ahead and take those readings with all the students in the room that seems to me to be the most sensible thing to do.

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So, we do our guidelines based on what actually tells us to do, that's, that's really where the baselines come from. And we walk into rooms with meters and gadgets, it can be very disruptive.

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So, you know, we don't try to do that on a regular basis just for that reason. However, if there's a situation that calls for us to do. We then walk into those rooms.

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Okay, thank you.

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Okay, with that we're going to go to chuck for questions. man. And the gym.

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Great. Thank you Michelle and to be faithful to the the attendees who who have written questions I'm going to read the questions verbatim. And I'm also going to combine questions Betsy that that one attendee has written kind of multiple comments or questions

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in the box. So to kick it off, I'll read from Lindsay McCormick, she writes quote question from is my beer. What are the minimum standards for carbon dioxide measures that the IQ is meant to measure how often are these measures taken.

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Also, are there actual minimum standards for air exchanges per hour in our classrooms, Joseph Alan head of the healthy buildings initiative at Harbor recommends four to five Eric's changes per hour.

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I haven't been able to find any standards for a CH, Eric changes per hour in New York City Schools.

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So as far as air exchanges. I don't know if there's anything that's actually documented but we are looking for a minimum of four exchanges.

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And that's what our purifier for square footage is based on or exhausted supply and then different percentage of Windows if that was where required.

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All of those calculations reached up.

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Okay, thank you to move on to the next set of questions is, these are from Lynn Kennedy.

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How often is ventilation checks measured how well are the current do e air purifiers actually working. There's been some criticism of the current one selected by the DOE that many schools and purchased Intellipedia are the ones purchased.

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And that's the end of the questions from limb Kennedy.

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So as far as the overall process, i you know i think it's it's really the results themselves speak to the overall process and and how in depth, it is and how robust it is, you know, I don't, I don't want to sound flippant, but really Time will tell.

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And if we can continue to control within our community in our community is safe within our schools.

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Then our processes, and our policies or making a difference.

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Thank you. The next questions or from James weighing quote is the anemometer handheld are fixed in place physically inside of your air supply lines from the H back.

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What is the standard one measuring how far away from the supply, are you taking the measurement from another question. You mentioned you have a carbon dioxide meter.

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How are you measuring how are you measuring co2 is heavier than oxygen so you're likely to get a higher value the lower you take the measurement.

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Another question as the weather gets colder. Do you still plan on relying on the Windows as a source of ventilation.

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That's from James wine. And in case you didn't catch all that it's also written in the q amp a box and zoom.

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So the, I'm going to try to answer them and and you know collectively, it is and it's.

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We keep it at about three feet from the register diffuser or exhausted grill, depending on what it is.

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co2 reading is also handled, and that is kept at sitting height.

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So three to four feet.

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And as far as wintertime is concerned. Again that's occupant driven in the winter time, pre pandemic folks you know felt that are buildings may have been too hot windows were open.

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I don't think that's going to change.

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You know, as we go into the winter of 2021 to 22.

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Thank you. The next question is from Susan Stewart, um, she writes clarifying Miss might have been mentioned indoor air quality is constantly being measured.

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Are there meters in every school room. Do all staff have this app, you mentioned for how slash when is it monitored. thank you so much.

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So, it's the custodian Andrew is that the equipment, the teachers, their job is to teach the principles their job to teach and the community. Our job is to run the facility so that's why the custodian ng or as that.

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The, the app is available to the public, anybody can look at it, the vent Bay stop.

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You can, all you have to do is go on the DD website put in the school code or the name, and you'll come to that page which will give you background information which is not only the ventilation, but also talks about the because the building assess assessment

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at the school, different school apps and that kind of thing.

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Thank you. The next question is from Victor Gonzalez to Spanish but I think I can manage a translation. He writes, I understand that in the summer. You can keep the windows open as an alternative to minimize contagion.

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But now that winter's coming with the cold, you're not gonna be able to open, keep the windows open.

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The question is, what measures will be taking taken to minimize the contagion, because all the air will be circulating and exiting through ventilation does.

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So and I just want to be clear that everybody understands all of our buildings have some level of outside air coming into the building, regardless of a window or not, our buildings all have fresh air louvers on the outside or on top of the building, which

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allow outside air into the builder.

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That gets increased or decreased depending on times of the year. If it's very humid outside, we decrease the outside air obviously because you don't want to introduce moist air into the boulder as the outside, or is it dries out, we increase that because

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we can will allow more fresh air right. So we were not just relying on Windows.

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If I can take an opportunity to introduce myself. My name is Dave.

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and I'm also the director of school facilities. If I can answer a little bit of that question to the windows being closed in the winter, or slightly crack.

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We're not relying just solely on air purifiers and Windows but we're doing the other things as well as far as the disinfecting in the evening and throughout the day.

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We're asking our students to continuously wear a mask and where we've already changed. The majority of all the ventilation systems into Murphy Murphy 13 filters, so we mentioned before it was a comprehensive approach and yes ventilation is very important,

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but there's other things that go in plays a major role in containing the spread of the virus as well that we are putting in place and continuously doing on a day to day, a day to day basis as well.

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Thank you, Jonathan, I've noticed that that ICC member has their hand up to want to go there first or should I continue with the question answer and zoom.

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It's up to up to you dead.

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Actually it's a super fast comment it's not a question I was just gonna say, as someone who sent her kids to school, all last year, through the winter, the windows were open parents might not know this if their kids were home, but they had the windows

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open the entirety of the winter.

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The buildings here, if you've ever been in a, in a D building in the in the winter, they tend to pump the heat really high.

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This is not all buildings that were I know there were buildings that were cold and people complained about were having to wear jackets, but they tend in a lot of the older buildings to open the windows in years past because it gets quite warm in the winter.

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That is just to say that, in my experience and in many others experience the windows state open all last winter I was just people might not know that and I wanted to comment on that.

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Thanks, Dan, I'm going to continue with the questions I guess remaining in the queue and zoom.

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Heather Clark asks, Why is the do enough of a high quality PP to all students and staff in the form of KF 95 and K 95 masks. Why is the do we not pushing schools to have kids eat their meals outside, which is far safer than a cafeteria is currently there's

01:58:42.000 --> 01:58:52.000

Currently there's more safety standards revaccinated adults to eat them for unvaccinated kids.

01:58:52.000 --> 01:58:56.000

So I'll answer the PP we provide all forms of pp.

01:58:56.000 --> 01:59:09.000

We aren't the gatekeeper that we make sure the, the building is fully stocked. And that's up to the administration on on who gets what and whatever it might be.

01:59:09.000 --> 01:59:23.000

Just as a side note, lots of, lots of, you know, data written on wearing KN 95% and 95 may not be as good as people think maybe more detrimental at times.

01:59:23.000 --> 01:59:33.000

So having the three layer mask tends to be more conducive and and provides the same safety factor.

01:59:33.000 --> 01:59:39.000

As far as the other question I can't speak to them, that's not in my room.

01:59:39.000 --> 01:59:53.000

Thank you. The next question is from Susan Stewart. I'm reading verbatim. Thank you Mr Harry for taking time to go over all of this, if I heard correctly, you mentioned that measuring the air with students, staff and classroom can be disruptive, what

01:59:53.000 --> 01:59:58.000

is the process like.

01:59:58.000 --> 02:00:08.000

Anytime we have to and it doesn't have to be cold, it could be just anything. Anytime we have to walk into a classroom we're knocking on the door.

02:00:08.000 --> 02:00:24.000

When you knock on the door in the middle of a class that in itself is disruptive. And then if we have to take the students focus off their teacher by us walking around that creates a lot of disruption.

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

So we try to get in and get out as quick as we can, obviously.

02:00:30.000 --> 02:00:38.000

Thank you, that is all of the questions in the zoom q amp a.

02:00:38.000 --> 02:00:40.000

Okay, and until yet.

02:00:40.000 --> 02:00:55.000

One more question there. Yes, thank you. I don't know if I heard it incorrectly Mr Harry Did you see that can 95 and 95 can sometimes be less effective or even detrimental compared to cloth masks.

02:00:55.000 --> 02:01:01.000

So, first off what I'm saying is it all depends on the person using the mask.

02:01:01.000 --> 02:01:11.000

There's been lots of studies on folks that had some sort of compromise long deficiency where the restriction actually caused issues.

02:01:11.000 --> 02:01:30.000

What we provide for the general public is three layer maths, which I believe is what the CDC recommends for all folks to well for folks that are in close contact and d 75 d 7979, where they're doing one on ones, they are getting a different type of mass

02:01:30.000 --> 02:01:34.000

nurses are getting the end 95.

02:01:34.000 --> 02:01:52.000

So it's, it's all layered it all, it all depends on the situation but we aren't actually we're providing everything. It's the policies, you know, within the system itself on who gets what, and based on what type of criteria.

02:01:52.000 --> 02:02:00.000

Well, clearly that the Department of Health has decided that the general public should be have access to K and 95 masks.

02:02:00.000 --> 02:02:06.000

They have started distributing them in public I saw tables in Jackson Heights.

02:02:06.000 --> 02:02:16.000

Just this past weekend, handing out can 95 masks to anybody who who passed by. So, I would I would be interested.

02:02:16.000 --> 02:02:39.000

Mr Harry, to, to keep to, to see what studies that you're talking about, because these, these differences are very important. And we want to make sure that we're, we're giving the, the, the most up to date information to our communities.

02:02:39.000 --> 02:02:43.000

Understood. And again, I'm not speaking from the medical side.

02:02:43.000 --> 02:02:49.000

It's guidance has changed and it is changing right girl like.

02:02:49.000 --> 02:02:53.000

We will then adapt to that change and the guidance.

02:02:53.000 --> 02:03:01.000

Okay. And with that, I would like to thank you thank our guests.

02:03:01.000 --> 02:03:02.000

Very much.

02:03:02.000 --> 02:03:21.000



Mr Harry, Miss might have beer and Mr.

02:03:21.000 --> 02:03:22.000

thank you very much.

02:03:22.000 --> 02:03:28.000

And without, we will move on to our next speaker.

02:03:28.000 --> 02:03:39.000

Benjamin Goodman, thank you very much Mr Goodman, and Andrea Bender, thank you both for your patience I know we've, we've had you've been waiting quite some time.

02:03:39.000 --> 02:03:50.000

But I know there are many in our community who are very much looking forward to hearing your presentation on the new high school the design of the new high school on northern Boulevard.

02:03:50.000 --> 02:03:52.000

So thank you very much.

02:03:52.000 --> 02:04:03.000

And thank you, Mr. Greenberg, we do appreciate your time and thank you everyone with cc 30, who's here with us this evening, as the President mentioned I'm Ben Goodman from the SCA.

02:04:03.000 --> 02:04:16.000

I'm joined by Andrew Bender, and we're going to give a brief presentation on the renderings and floor plans for the new high school on northern Boulevard.

02:04:16.000 --> 02:04:19.000

A girl can I share my screen, please.

02:04:19.000 --> 02:04:29.000

I will allow you to share your screen.

02:04:29.000 --> 02:04:59.000

Oh, I my controls have changed as well let me hold on what's.

02:05:04.000 --> 02:05:23.000

Like, Gail and I have no longer have the ability to promote you to to co host Gail Are you still having the same issue. Yes. Okay, I do not know what happened.

02:05:23.000 --> 02:05:36.000

Is there a way that you could send the send the presentation to me and I can, and I can share my screen while you while you speak about it.

02:05:36.000 --> 02:05:39.000

Oh yes, that should work.

02:05:39.000 --> 02:05:42.000

Could you just send me your email, and I can.

02:05:42.000 --> 02:05:51.000  
Yes, send it.

02:05:51.000 --> 02:05:54.000  
The chat so I will have to.

02:05:54.000 --> 02:06:14.000  
Yeah, I mean an email you think I have.

02:06:14.000 --> 02:06:44.000  
I just, I just emailed you and you can reply to that email.

02:07:02.000 --> 02:07:32.000  
Okay, it's on its way.

02:07:44.000 --> 02:07:53.000  
Okay, so thank you again for your help on the new high school we located at 316 on northern Boulevard.

02:07:53.000 --> 02:07:56.000  
Next slide please.

02:07:56.000 --> 02:08:00.000  
So this is the exterior rendering.

02:08:00.000 --> 02:08:07.000  
Looking at the front entrance into the new high school.

02:08:07.000 --> 02:08:10.000  
Next slide.

02:08:10.000 --> 02:08:14.000  
This is the exterior elevation of the North facade.

02:08:14.000 --> 02:08:31.000  
So Ben if I can just add Can we go back to the previous slide, please. I just want folks to note that our design team has taken special care to try to denote the interior use of these large public assembly spaces that are the wings of the building.

02:08:31.000 --> 02:08:44.000  
So on the left, you're seeing the gymnasium, so that that space to the left of the entrance is the gymnasium and to the right sort of toward the end of the building is the auditorium.

02:08:44.000 --> 02:09:01.000  
So, the design teams have have tried to give us a clue about what's going on on the inside of the building by using the architecture of the facade, and I think you'll see a couple slides down from now that there are dedicated entrances for those public

02:09:01.000 --> 02:09:10.000

assembly spaces, so that the community when the community is using those spaces, they can access those spaces without having to go through the rest of the building.

02:09:10.000 --> 02:09:22.000

Sorry, Ben, go ahead. Can I just jump in and ask if you can orient us is this along northern Boulevard. Yes, this is facing northern Boulevard. So behind this building is the long island railroad track.

02:09:22.000 --> 02:09:35.000

To the right of this building is like the Michaels shopping plaza, and on the end of the block is the train station at the intersection of Broadway and northern Boulevard.

02:09:35.000 --> 02:09:38.000

Does that make sense.

02:09:38.000 --> 02:09:43.000

Yes, thank you. Sure.

02:09:43.000 --> 02:09:49.000

Okay. Next slide please.

02:09:49.000 --> 02:09:57.000

So this is another elevation from the north facade.

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Next slide.

02:09:59.000 --> 02:10:08.000

So the towers, the towers that you're seeing or the academic core really the classroom core of the building.

02:10:08.000 --> 02:10:21.000

This is a renderings of the materials joining into textures. We wanted to make sure that everyone gets a sense of kind of like what is going to make up the structure.

02:10:21.000 --> 02:10:34.000

When you're looking at the buildings standing as close as you can you know what you will be saying, Yes, we want you to be able to see the materiality.

02:10:34.000 --> 02:10:38.000

Next slide please.

02:10:38.000 --> 02:10:41.000

So this is the site plan.

02:10:41.000 --> 02:10:58.000

I'm so looking, looking at where we are, there will be a green roof, a PV panel location, as well as to half court basketball

02:10:58.000 --> 02:11:06.000

courts on the outside exterior of the building.

02:11:06.000 --> 02:11:10.000

Next slide please.

02:11:10.000 --> 02:11:19.000

So now we're going to get into the first floor plan on the to green spaces are the two cafeteria spaces.

02:11:19.000 --> 02:11:22.000

There's also on the first floor rooms for chorus.

02:11:22.000 --> 02:11:38.000

In an instrumental music as well as a multi purpose room, and additional spaces, there is the gymnasium and the locker room, as well as the auditorium and stage.

02:11:38.000 --> 02:11:42.000

Next slide please.

02:11:42.000 --> 02:11:46.000

So this is the second for.

02:11:46.000 --> 02:12:00.000

This is the district 75 area as well as the tweak art classrooms, staff and the staff lunch rooms, as well as the library.

02:12:00.000 --> 02:12:07.000

Additionally, here there will also be exercise rooms.

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Next slide please.

02:12:11.000 --> 02:12:24.000

So the third floor is the bulk of the academic area, multiple classrooms, as well as to computer labs.

02:12:24.000 --> 02:12:30.000

Next slide please.

02:12:30.000 --> 02:12:49.000

So here on the fourth floor. We have the science demo rooms as well as the science labs, additional classrooms for special end, and a resource rooms.

02:12:49.000 --> 02:12:56.000

And there's also a supervisory office.

02:12:56.000 --> 02:13:00.000

Next slide.

02:13:00.000 --> 02:13:19.000

Okay, so there is additional science rooms which additional classrooms as well as a two special three special education classrooms and an additional resource room, as well as a supervisory office.

02:13:19.000 --> 02:13:23.000

Next slide please.

02:13:23.000 --> 02:13:42.000

So this is the sixth floor again on additional science rooms. Multiple classrooms, especially in classrooms, as well as a resource room, a supervisory walkers and the boiler room.

02:13:42.000 --> 02:13:46.000

Next slide please.

02:13:46.000 --> 02:13:55.000

So this here is the rendering of the main lobby.

02:13:55.000 --> 02:13:59.000

Next slide please.

02:13:59.000 --> 02:14:11.000

This is looking on into the or outside area of the auditorium, or the lobby area, when you were about to enter that new auditorium.

02:14:11.000 --> 02:14:21.000

With the elevator bangs located nearby.

02:14:21.000 --> 02:14:25.000

Next slide please.

02:14:25.000 --> 02:14:31.000

And this is our gymnasium.

02:14:31.000 --> 02:14:37.000

This is the competition size gymnasium.

02:14:37.000 --> 02:14:41.000

Next slide please.

02:14:41.000 --> 02:15:01.000

And this is a rendering of the auditorium, looking from the stage out into the audience.

02:15:01.000 --> 02:15:16.000

Okay, I believe that brings us to the out there is a couple more slides I'm sorry if it goes to the next slide please. This is the cafeteria.

02:15:16.000 --> 02:15:20.000

And the next slide please.

02:15:20.000 --> 02:15:28.000

And a rendering of the library.

02:15:28.000 --> 02:15:47.000

Okay. So that brings us to the end of the presentation, and we'd be happy to take any questions.

02:15:47.000 --> 02:15:49.000

Okay.

02:15:49.000 --> 02:15:54.000

Again, we will start with questions from the council.

02:15:54.000 --> 02:16:07.000

We will then take questions from the public, and then questions from the q amp a. I just remind everyone. The q amp a.

02:16:07.000 --> 02:16:10.000

If your question is more of a comment.

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We will hear it and we will distribute all of those comments through to all of our members and to anyone else who is as appropriate but we may not read it out loud.

02:16:21.000 --> 02:16:23.000

So Michelle, go ahead.

02:16:23.000 --> 02:16:24.000

All right.

02:16:24.000 --> 02:16:27.000

First up is Deborah.

02:16:27.000 --> 02:16:36.000

Thank you for this first of all, it really looks like a lot of the community feedback was taken into account. Regarding the exterior.

02:16:36.000 --> 02:16:49.000

And that was, that's great. My I guess my first quick question off the top of my head is I think I saw elevators, I just want to double check I know the answer, but this building will be fully accessible especially being six floors and I'll.

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Absolutely. Okay.

02:16:51.000 --> 02:16:57.000

thank you that's, That's it for now.

02:16:57.000 --> 02:17:03.000

Let's see what else can I was council members.

02:17:03.000 --> 02:17:05.000

Jonathan.

02:17:05.000 --> 02:17:09.000

I have you next.

02:17:09.000 --> 02:17:30.000

So, I have a couple of very quick questions. One is, this wasn't in the renderings, but I don't think it would have been are will there be sufficient lockers for 3000, or let's say you know 3000 some odd hundred.

02:17:30.000 --> 02:17:48.000

If an awareness does cause overcrowded students in the, in the building I asked this because my son school is to 30 was built with too few lockers inside the classrooms and for a middle school, it, that's sort of unusable.

02:17:48.000 --> 02:18:03.000

So are their lockers. And the other question that I had was just about the size of the auditorium it seemed from the rendering that it was a fairly small auditorium considering the size of the school.

02:18:03.000 --> 02:18:20.000

So we can get you the seating capacity of the auditorium. As far as the lockers there's a code formula for lockers and this school. Certainly meets that standard I could find out what the exact number of lockers is.

02:18:20.000 --> 02:18:27.000

But there's a formula that we apply for all of our schools, when it comes to provision of lockers.

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It would be great if you could send us that formula as well.

02:18:35.000 --> 02:18:36.000

Okay, great.

02:18:36.000 --> 02:18:44.000

I get seen, I have a question, but I want to see if any other counselors have question I don't see any other hands raised.

02:18:44.000 --> 02:18:50.000

Deborah was your question answered. Do you have another question Is this your hands to let them.

02:18:50.000 --> 02:18:51.000

Okay.

02:18:51.000 --> 02:18:55.000

All right.

02:18:55.000 --> 02:19:02.000

Um, so my, my question is just from walking, I think it's a incredible change from the last rendering we saw on.

02:19:02.000 --> 02:19:16.000

But I see that you had on a rooftop you had a great space, what percentage of that rooftop is a great place It looks so small. This area

has no green space it has not area to attract birds or anything like that.

02:19:16.000 --> 02:19:38.000

And but so this does have ugly space which is nice, but can you tell me what the percentage of the area of that rooftop provides for, you know, I guess I was a green roof for, you know, for project development or how was that decided.

02:19:38.000 --> 02:19:53.000

So I think that the roof tops of the PA spaces and and probably the majority of the building is taken by mechanicals, I saw that there is a PV provided on one of the roofs.

02:19:53.000 --> 02:20:05.000

I believe that there is a small roof access court, a roof courtyard on the second floor that has a little bit of green space, it is a relatively small green space.

02:20:05.000 --> 02:20:16.000

Most of the roof on this building, as most of our buildings is is taken up by mechanical space.

02:20:16.000 --> 02:20:20.000

It's like a lost opportunity for this neighborhood but I understand.

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One other question I

02:20:24.000 --> 02:20:45.000

wondered about I saw you know this, the areas so so traffic congested, and you know this designs, provide more walk around in terms of, and I can't tell by the drawings in terms of spacing in terms of sidewalk in terms of access to students, you know

02:20:45.000 --> 02:21:03.000

to get onto the site, you know I you oriented us in terms of with a train station is relative to this, but I know in the, in the, he is a talked about, you know, one of the problems was the intersection of, you know, the traffic things, how, how the span

02:21:03.000 --> 02:21:17.000

I can't tell by the design, how does a span, provide additional protection to students on this really busy intersection or does it or didn't consider that you know when you did the redo on it.

02:21:17.000 --> 02:21:27.000

Was there any accommodations for that or, or, you know, I don't know how to even get that but the design looks like provides more access for students to get to the site.

02:21:27.000 --> 02:21:31.000

And did you consider how they have to get there.



02:21:31.000 --> 02:21:44.000

In terms of, you know, redoing this is not necessarily as part of the facade redesign but for all of our schools, we're certainly looking at how students are accessing our buildings.

02:21:44.000 --> 02:21:54.000

This location happens to be kind of an ideal location for a high school because it's very transit rich in that area there's multiple train lines lots of buses.

02:21:54.000 --> 02:21:58.000

It's a great location for a high school.

02:21:58.000 --> 02:22:10.000

And we work closely with.on, making changes to the streetscape that can enhance the pedestrian safety of not only the students but all pedestrians, that are using the streetscape.

02:22:10.000 --> 02:22:24.000

Sometimes there are existing conditions that are problematic from a traffic flow perspective that are really do t is responsibility to solve, rather than the SCA and I think some of the intersections that we looked at as part of our study probably fell

02:22:24.000 --> 02:22:38.000

under that existing condition problem, but we do work very closely with.on our sidewalk with on on pedestrian and vehicular flow, just generally.

02:22:38.000 --> 02:22:40.000

Thank you.

02:22:40.000 --> 02:22:56.000

Stuart.

02:22:56.000 --> 02:22:58.000

Can you didn't Michelle.

02:22:58.000 --> 02:23:09.000

I'm sorry. We have all one attendees Laura shepherd who has a question.

02:23:09.000 --> 02:23:15.000

I guess Hi, thanks for letting me ask.

02:23:15.000 --> 02:23:26.000

So on the rendering on northern Boulevard, we can see some open outdoor bike parking spaces.

02:23:26.000 --> 02:23:33.000

Will there be any space allocated for covered secure bike parking.

02:23:33.000 --> 02:23:45.000

I would absolutely anticipate a lot of students and staff members bike commuting to school, all year round, new bike lanes are coming in on northern Boulevard.

02:23:45.000 --> 02:24:01.000

The 34th Avenue Open Street is a is a great route 39,000 us getting a bike Boulevard and Skillman in 43rd Avenue have bike protected bike lanes.

02:24:01.000 --> 02:24:15.000

So I believe that there's a code requirement for indoor bike parking in all of our new schools and I can confirm that we can confirm that for you.

02:24:15.000 --> 02:24:21.000

Okay, so you don't know offhand right now.

02:24:21.000 --> 02:24:29.000

I don't know offhand right now but I believe so, but we can certainly confirm and get back to the, to the council.

02:24:29.000 --> 02:24:33.000

All right. Thank you. Sure.

02:24:33.000 --> 02:24:40.000

Next hand up, is Julie Nyman.

02:24:40.000 --> 02:24:45.000

We can go ahead.

02:24:45.000 --> 02:24:47.000

Hi, can you hear me.

02:24:47.000 --> 02:24:58.000

Yes. Great. Um, first off I want to say thank you for taking a look at the the exterior of the building and taking another pass at it.

02:24:58.000 --> 02:25:09.000

I have a number of concerns about the site design as well as the lack of any meaningful green design in the project.

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It appears to me that there is a most pretty much most of the site is impervious site.

02:25:18.000 --> 02:25:22.000

And I would kind of wonder.

02:25:22.000 --> 02:25:27.000

You know what kind of standards you were you were trying to reach with us.

02:25:27.000 --> 02:25:47.000

You know, as you know, Queens, experienced a tremendous amount of flooding during Hurricane Ida. And we really need to improve our, our water mitigation areas and, you know, we can't really control that in private projects but in a public project like

02:25:47.000 --> 02:25:48.000  
this.

02:25:48.000 --> 02:25:51.000  
I think we need to take whatever measures we can.

02:25:51.000 --> 02:26:05.000  
So I'm kind of curious why we didn't take the effort to reduce impervious space. And, as was discussed before, increase green roofs on the space.

02:26:05.000 --> 02:26:22.000  
I'd like to hear more about what sort of green design measures were taken in the project. It appears to me that the redesign was primarily sort of just a re kind of wash of the exterior doesn't really look like the interior was redesigned at all the site

02:26:22.000 --> 02:26:31.000  
for brand is about the same. And I'm curious about the play yard on the eastern side of the project.

02:26:31.000 --> 02:26:49.000  
It appears from the rendering that I saw that, that's contained by an opaque wall, which doesn't really make it very accessible to neighborhood folks on evenings and weekends or feel accessible, shall we say.

02:26:49.000 --> 02:26:56.000  
So I'd like to hear more about how you would make that allowable from the neighborhood.

02:26:56.000 --> 02:27:06.000  
My last question is, I'd love to know who the architect was for the project. Typically a project of this size would be designed by consulting architecture firm.

02:27:06.000 --> 02:27:15.000  
So I'm really curious to kind of hear who the design team was. Thank you.

02:27:15.000 --> 02:27:28.000  
So there's a lot to unpack here and what I will say is that this school meets, on our green schools guide standards, which we publish on our website and you're more than welcome to read through.

02:27:28.000 --> 02:27:44.000  
We follow all of the requirements that are set forth in our green schools guide which is signed off on by the mayor's office in every project that we ever build we face a tension between maximizing the number of seats that we can provide and dedicating

02:27:44.000 --> 02:28:00.000

spaces to other things, and because of the extreme shortage that we have faced for a number of years in Queens high schools. Specifically, we really did our best, our level best to maximize the number of high school seats that we are providing for the

02:28:00.000 --> 02:28:09.000

borough of Queens because frankly we have had a really difficult time finding appropriate sites that are large enough to provide high schools in Queens.

02:28:09.000 --> 02:28:19.000

And we have been so short on high school seats and Queens for such a long time It forces our kids to travel to other boroughs, it's been a problem for us for a long time.

02:28:19.000 --> 02:28:31.000

Those of you who have been part of some of those high school conversations know and so we really maxed out our ability to provide the number of seats at this location, it's a very large site.

02:28:31.000 --> 02:28:37.000

And that is why we opted to provide the number of seats that we're providing there.

02:28:37.000 --> 02:28:56.000

I think that community use for the play yard is something that we, we would be, we would welcome that's really a deal we decision. I am wondering if the wall that you're speaking about the opaque wall has to do with access to the Long Island Railroad

02:28:56.000 --> 02:29:09.000

railroad that's immediately behind the site our standard fence around the player is typically a chain link fence that you would see were a cast iron fence like you would see around the play yard.

02:29:09.000 --> 02:29:20.000

In most places in the city. I'm wondering if that sense that you're referring to is actually to prevent access to the Long Island Railroad property on the other side of our property.

02:29:20.000 --> 02:29:27.000

I'm trying to think if there was anything else that you asked that I missed.

02:29:27.000 --> 02:29:36.000

I don't think so, but please ask again If so,

02:29:36.000 --> 02:29:48.000

okay, I thought I saw I'm gonna let us doing it she wanted to fall I'm gonna let Julie Nyman talk and see if there was a follow up question So, Julie.

02:29:48.000 --> 02:29:53.000

I mean, if she answered all the questions that you asked.

02:29:53.000 --> 02:30:01.000

Hi, um, yeah, I, you know, I'm a parent of somebody who just went through the high school process so I'm very familiar with.

02:30:01.000 --> 02:30:20.000

Lack of seeds and I, and you know, Jonathan I'm sorry this is more of a comment. I think when discussion that might be held in the future is, you know, creating seats, versus, you know, this building is going to be with us for 10s hundreds of years, who

02:30:20.000 --> 02:30:21.000

knows.

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You know, at what cost, do we create seats to our, you know, environment, um, my question was, who is the architect of the project. Thank you. So, I would very happily disclose that the architect for this project is something that we're incredibly proud

02:30:37.000 --> 02:30:58.000

of because it is our in house architect and engineering team, our in house FCA staff, professional architects and engineers are so proud to have designed this building, which is the largest public school in the history of the school construction authority.

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Thank you. Next up is Mercedes Jenny's

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Mercedes you're unmuted. Yes. Oh thank you again for allowing me to ask the question, and thank you to the school construction authority for taking and listening to the community and making edits and into this project and parents.

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My question or rather I wasn't sure, made it clear so I apologize if I did, is this building compliant for children with disabilities because I heard mentioned of it being a 75 school.

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And just curious because there was no mention of elevators, or accessibility for children with disabilities. We do have a lot of children in Queens that do have disability issues and access to high schools for them is actually much more smaller than the

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rest of students who are applying for high schools and Queens. And my last question is, was that also take into consideration for busing for children with disabilities, they're more likely to take boxing up into

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the building is fully accessible and has to elevator banks.

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You know, that would that would allow the specific district 75 program and our district 25 students in full access to the building.

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Okay.

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Um, I have.

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I have Wait, let's see, is there a panelist to us. Yeah, I'm you know, deputy of a follow up question. Just a quick question I just want to verify I know you had been on track and you said this at the top I'm sorry you missed I missed it.

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You're, are you still on track for 2023 opening.

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and I know this is more of a district planning question but I think you hopefully we'll be able to confirm that the plan is still to how is three high school campuses or three high schools on this campus as well as the D 75 program that's that is all

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of that still accurate.

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Know the anticipated opening date is 2025, and the number of organizations itself is three on to general education organizations, and one district 75 organization, folks who are familiar with the site may be familiar with its current use as a covert testing

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center. So that's the reason why the construction schedule has been pushed back.

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Alright, I have no mo of Jonathan and have you just, and this may not be the essays per view, but, and I think this question has been asked before but I'm curious why there are two general education, organizations, and not one.

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It seems like one one large High School could offer a variety of programs and a variety of options that smaller high schools, can't. And we've, we've, we've sort of been to the various to the small high school movement we've been through it and learned

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a lot from it so I'm curious if you know maybe this is not your perfect.

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Yeah, that's a decision that's made by district planning.

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Okay, we will ask them when they when they come next.

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So, Chuck, I will ask you to move quickly through the to the questions just the ones that you really find important.

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We still have a lot to do in this meeting so I want to I want to move on to our next segment, or Jonathan I'm skipping them for new questions I am looking quickly looks like most of them have been answered some questions on timelines which have been answered.

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I think you answered the final question on the large school versus being chopped into two schools.

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I had one question that that may be new from Nola already know Don Hall, she asks, How can we add more community input what other 20 and positions will there be.

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So we anticipate going into construction on the school, I later this fall. The building has been fully designed and a construction contract has been awarded.

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So we are very much looking forward to inviting all of you to attend the groundbreaking where we put a shovel in the ground. We're super excited about this project.

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As far as adding more green to the building.

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As far as adding more green to the building, um, we've had a request to look into some more like planter type areas that could maybe have some flowers or something in that outdoor area like that courtyard ish area where the bike racks are immediately

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outside of the building.

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We're totally happy to look at that I'm sure we can do something with that. Happy to ask the architecture team, what's possible there.

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But in our experience, unfortunately, do we does not prefer us to include a lot of grass areas in our players because it's very difficult for them to maintain.

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Thanks I think most of the other questions have been answered and substance even though the wording that be slightly different than the q amp A. So with apologies I think I will dismiss the remainder of the questions.

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Okay. Um, well, thank you to the SCA to Ben and Andrea for coming out and again for for your patience while we had our other guests on.

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We really appreciate you coming there were many concerns in our community. And I hope that we will stay in touch, about this project.

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Definitely. Thank you.

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Thank you so much.

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Thank you.

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So next we are going to move on to the superintendent's report so Dr impasto.

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It is your stage. Thank you. Good evening everybody. What a great night plenty of information out there. Thank you.

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So first I want to welcome everybody back to our new school year. We opened up with a bang was an interesting start I know many of you experienced the scan and went down for a health screening.

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You know I'm always proud of our principles I started my day out is 230 and if anybody knows very crowded, you know, block where that is, and they immediately brought our children and I watched him they took our children and they gave him this scan and

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they put them in the cafeteria in the auditorium in the gym so this way we can get them off the street and then organize them. And then when on my way to PS 92 and they will also out they have this listen to all the teachers and principals in a PS parent

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coordinators staff all staff got together and we make sure we get our children in as fast as possible by scanning them and ensuring that they would say first and then getting into classrooms.



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I was over at 141. They did a whole Hawaiian theme was beautiful, they had kids had a good time come in lots of good music and dancing as I went from school to school. So kudos we're off to a good start.

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So come You do know that we have two new school buildings this year opening. We had 384 and Hunters Point.

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They're located at 135 on 57th Avenue was a wonderful opening their two beautiful building It's so nice to walk a brand new building and see all the different amenities that our children will have science.

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Science Lab odd rooms music rooms, beautiful gym great school yard there still some issues as far as building you know because that's in a community that we're building all these high rises.

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So we are still trying to figure that piece out street clothes you know but I think certainly a shout out to our wonderful principle and parents who got together and made it a good, good moment for us.

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In addition, we opened up a brand new extension at IPS to in the story of really beautiful building very nice once again stated the odd watching all the great pieces for our children.

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And the fact that they have this barrier free was wonderful art room science room as well. Great water fountains where they have filters on each one of them was really good PCs two new buildings that we have and it's a good thing.

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talked about many many mental health things tonight so one of the things that we've added is a mental health specialist program, the specialist program will be partnering with the following schools to provide mental health support for the 2122 school

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year. So we have PS is 78 involved PS is 122 involved is 141, is to 35, is to 91 and is 300.

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They will be providing services, such as student centered support for middle and high schools.

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We're going to be product providing psycho educational for our students, our parents and our staff.

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We're going to have links community based resources so pretty much excited about another program. Once again, as several of you pointed out, these are all small pieces.

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But every small piece that we can get is a good thing for our children and yes we need to all come together and work with our politicians to make sure that we have the counseling that we need for our children and I thank all of you for talking about that

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tonight and you support the Situation Room just give you a little bit of information on that they've changed their hours they now open from seven to 330 Saturday their clothes which we are trying to position them to be open because believe it or not,

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we spent a weekend Saturday and Sunday the phone is ringing off the hook, because principles of being notified if a student or a staff member is out, and we're looking for the Situation Room.

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But we do work with them on Sunday and I know that it was this past Sunday was 930 at night and I still was getting cold from the Situation Room as we worked out all these pieces.

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Increased testing for all students I'm, you know, I was ready to push the button early this morning on this and we got a memo from our chancellor informing us they are changing the testing piece.

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Beginning immediately. We will increase testing in all schools from bi weekly to weekly once again all schools will be tested weekly testing will continue to take place for 10% of the unvaccinated students in grades one through 12 consent for testing.

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Please continue to encourage your families to submit consent for testing through the New York City School account was submitting a sign paper consent, as soon as possible.

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Our children will not be penalized if they do not hand in a consent this year. Updated quarantine policy for the elementary school students. We have reviewed our quarantine data from the first week of school carefully with the city's lead doctors and

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have determined together, that we can update our policy to align with the CDC guidelines to ensure that students are learning in person as much as possible while keeping our school community safe.

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Starting Monday, September 27, we will no longer close entire classrooms where there is one positive case in a classroom. We will now follow the CDC guidance, which recommends that unvaccinated students who are masked and at least three feet distance will

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not have to quarantine if they're identified as a close contact. So that's a good piece for us as well I know last, last week we had one of our middle schools, a youngster gets came down and of course it was in the cafeteria, and they will they want it

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to quarantine over 300 children, because of this one child, but we talked to them, and we went back with this situation room and what they did was meet with the child and spoke with the child and his aunt, and they decided that really the kid never got

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up, he really only, we only quarantine I think 43, instead of all of the children, which is an important piece because the children are coming and going and it's important for them to stay as much as possible.

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So from this point on, we will only be quarantine that child or adults with sick.

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So you know the staff vaccine mandate, the most important thing we can do to keep our students safe is for all eligible individuals in our school buildings to be vaccinated.

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As remind all school staff must update proof of that first dose of the DOE back seen portal by next Monday September 27. We are still working with the two unions you have TMC so to see what would be the consequence if our staff members do not get tested,

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or not really tested get the vaccination. They up until the 27th each week they have to show us their testing that everything is okay and they have been doing that discipline and so lead is fulfilling these will be going out, so very shortly, you will

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be receiving our discipline and code from our schools, the guidelines of from the discipline code for grades K two five and six to 12 for the 2019-20 school year remain in effect for the 2020-21 school year, and apply to all students principles are required

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to provide parents and guardians with the information about the discipline code annually by September 30 parents should receive a letter.

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Families and received a notice about Medicare reimbursement for Occupational and physical therapy, as in past years, occupational therapy and occupational therapy and physical therapy services for students with IPS are eligible for Medicaid reimbursement

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to claim reimbursements that deal we must obtain the physicians order or referral, and it's important that we follow up with course that's where our money comes from as well.

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Security changes to the deal with Chromebooks, starting October 4. Any student or staff person using a deal we issued Chromebook will be required to sign into their Chromebook, with a doe account at schools, new.nyc.gov.

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This change will ensure compliance with the children's internet Protection Act by providing web filtering services to all the only issue Chromebooks, regardless of the network they are connected to.

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So we'll be starting that October 4 instructional lunch guidance instruction lunch is a period class with students are programmed to eat lunch. Why simultaneously receiving instruction classes are program that such to meet physical distance and requirements.

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Presently, we have describing go breakfast is in our, in our schools.

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Most of most of like our middle schools and elementary schools are doing social emotional learning at the same time where our children are eating breakfast or it could be an academic depending on the schedule and the school.

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Back to school school community unity pledge week in partnership with the mayor's office for the prevention of hate crimes, the New York City commission of human rights and the New York City youth and community development.

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The deal we invite schools to participate in the back to school community unite pledged for the September 20 to September 24, the campaign helps promote respect, kindness, civility and commitment from all schools, especially in response to concern from

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the Asian American Pacific Islander community and the Muslim community on the 20th anniversary of 911 during this weekend throughout the school year schools will be able to take proactive steps to build community, create a climate and culture of respect,

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facilitate learning about vulnerable students groups and help fight biases.

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Diabetes training for our school staff, each and every school must train that staff member to use the power professional to help deal with our children who have diabetes saved for the college program this is a, This was a district 30 initiative we are

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so proud of your kids rise is now going citywide where every child in New York City will be getting that bank account from New York kids rise up to \$300, but you know if you go and look into our schools, I'm really proud of our community, who's really

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rallied around the New York kids rise, and we have raised thousands and 10s of thousands, literally millions of dollars for our children, for the industry 30, and I hope for the rest of the children in the city that their community will rally around them

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like district 30 has rallied around our children.

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Universal mosaic ebooks and rising voices library collection schools will receive sets of culturally diverse demographically representative trade books and supplement classroom libraries and support independent student reading beginning of the week of

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20 k to five schools will receive a subset of scholastic rising voices collection of books, celebrating black and Latino boys full classroom sets will be delivered at the beginning of October, admission of the essay tea or high schools are expected to

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the essay t in October to any interested 12th grade student as 50% of this year seniors were unable to take the essay T and 11th grade due to the remote instruction, the upcoming full administration of the essay t exam to the impact that group of students

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will increase access for their opportunity.

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We started this I happened to meet the person who brought it over from California six years ago, We started it in District 30 that year I introduced him from some into central and now the entire city does harmony, which is a social emotional learning

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piece for younger grades, and it's very nice. It has a character called z, and it's about respect, it's about respecting everybody no matter who they are, what they look like, or where they're from.

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So that's a really good piece for us as well as we continue to work and don't have all the details I don't have the schools, but I received an email, an email today from UFT.

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And I'm so happy about this. They're the UFC partnered with 14 of our schools with sensory tools for healing schools. And I must tell you we are always moving and shaking about three to five years ago at a group of teachers who did that as a principals

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who brought teachers in, we decided to do some of this. And now the UFT is moving it forward and I'm really happy. So what does that mean so there'll be all different things that the teachers will be trained on and the children will have the opportunity

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to have maybe think of what they call pencil fidgets so you know play with your hands. Sometimes the children just need something like that. They'll be they'll be getting filters on some of their reading it's if it's too bright for them.

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There's lots of being chairs and different kinds of seating for our children. And like I said, we've been experimenting with this throughout the district and we do find that the kids seem to do better, while they get a chance to move around and sit differently

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you know and they get a chance, they have like a rubber band at the bottom of the desk where they can push their feet on, so I'm really happy that the UFC is working with 14 of our schools and will be getting the sensory tools for healing schools.

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And I promise to, I just received that email as I was coming here tonight but I promise you that next month I will be in my report as well. Thank you.

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Questions.

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So we'll take questions first from the council, Michelle, or do you, do you want to handle this or I don't see.

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No problem.

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Okay, So first up is a Juliet.

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Thanks Michelle, and thank you Dr composter I maybe should know the answer to this but I don't so with regard to the vaccination vaccination mandates and I and my understanding is that there may be exemptions under certain conditions and in that case

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a teacher or staff member will need to undergo weekly testing, is that correct, yes but they will not be in our schools, anyone who will have either religious or a medical exemption will come out of the school and be put into a central office.

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If they are not vaccinated, no one will be in the school near our children. Oh, I was totally unaware of that. Yeah, thanks so much for clarifying that and that's as of September.

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The 27th or 28th actually they haven't to the 27th, and then they at this point right now. I know I was at a meeting today and basically what they said is will be getting the list of staff members and it could be administrators who can be teachers or

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power professionals any staff member who put in for either a medical or a religious exemption.

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So parents can be assured that by September, 28 or 27th, that their children will not be in contact with staff members that have not had at least one their first dose.

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Correct, correct. It might be. I don't know maybe the 29th of October 1 but in that within that week Yes, definitely. Thank you so much. Of course.

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Good question.

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next chunk era.

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Shell, and thank you Dr CB report on the same topic of nations.

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And this is before and I'll ask it again so I'm just a data issue but do you have information on vaccination rates district wide or, you know, even better school by school.

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That's one question then another question is, do you have information on the percent of students that have submitted the consent forms for testing.

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So, Those questions we had elevated for you through face, we have not been able to be told, as far as the data on the vaccinations if I get it I will certainly share it.

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But as far as the children being tested the consent piece.

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The good news is, last year, if they didn't sign the consent we put them into the remote, we get, you know, we certainly gave him an opportunity we try to control them we try to figure it out.

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But at the end of the parents said no, we're not going to give you consent for the child to be tested. We put them into remote learning, we will not be doing that this year.

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Okay.

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And then a final question just related, I think this was asked earlier actually. But in terms of outdoor areas. And a lot of our schools who makes the decision about whether those actors can be used for let's say outdoor dining or outdoor instruction

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is that is that a principle by principle this decision is that made at your level of them a higher than you know it's right at the school level it's not only a principles decision is to sell to the session you know and each school that has a different

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depending where you know they're located so for example I was also visiting last week, PS 149, and boy we enjoying that 34th Avenue is a great day that street was close it was wonderful to see the kids and everybody out there, having a good time using

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it so it depends you know some of our schools like 230 has a very small school yeah maybe I explained to you it's all sidewalks, we had to get them right into the building.

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A lot of our schools do not have schoolyards.

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We do have schools that are connected to private parks and I know last year several of the schools had discussions with families, and they would not interested in going into these public parks because of the fact the community would be there, along with

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the children. So it all depends on the school, the school leadership team. They had a lot of wonderful pieces that she has several of our schools, took the opportunity to close the street.

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I heard someone talk about the outdoor tables and stuff some of our principles were talking about purchasing. The problem is with the outdoor cafeteria tables, they heavy.

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They have to be brought in, breathe out. Breathe in, breathe out, so it's a little bit of a hindrance, but it is a school by school decision.

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Okay, thank you. So yeah, 34 that is spectacular. Yeah, but uh, so to confirm, it's up to each SLT to figure out what works best for their school. Okay.

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Next up is Jonathan.

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Thanks for sure. Um, so I have a few questions. One is about those children who are vaccinated, or who have deemed to be have been mast and distance sufficiently when there is a case in their classroom or, you know, a close contact.

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The rule has been they're not required to to quarantine.

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But my question is if they decide to quarantine. Will they be given the same opportunities as other children do, will they be given remote work to do.

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Will they be marked as not being marked as absent from from school. You know, I guess, I guess the related question is will they be informed that there was a case in their in their classroom if, if they're if they're vaccinated, or if they have been sufficiently

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distance and mask in school. So, now, as of today, literally, like I said I stopped the report and we changed it but as of today. Any, any child who gets the virus is the only child or adult, that, that will be back, that will be asked to quarantine the

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rest of the children in the class will no longer so it's a whole new ballgame now. So, only that particular child or staff member who was sick will quarantine then the rest will still could come into school.

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So now for parents and so I said well I want us to quarantine my child that sorter on them. That's not, you know, because children on locked absent. So, as far as the work, we're going to always help our parents and give them work for you know we even

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do that when the kids are out sick with a cold. we try to give them work to do.

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I'd have to check legally, as far as us walking them attendance because if they made the decision to stay at home. My first inclination is that they're going to be mocked absent, we can still give them work but there's still going to be mocked apps and

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but I will check that out.

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If that occurs. Okay, so.

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Okay.

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My next question is, do you have data on enrollment at our schools and attendance, I know this would be preliminary but do you have an idea about how many children, how fuller our schools are and about how many children are coming to school, versus previous

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years. Right, so I last time I looked at the attendance was anywhere between 85 and 91% depending on the school.

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We really don't have that data till October 31.

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I know that I've been talking to principals individually in some of our schools, especially in the Jackson Heights area, took a nice bump 20 511 school that 40 some odd children coming right what we call register over the counter, they came to the school

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and registered, but I will get you that data I can give him you know all the principles and try to get you a little bit of rough data, but the real numbers being crunched will be after October 31, but we can give you a sense.

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Okay, I just, I just want to go. Just quickly back to my previous question, which had to do with quarantining because I'm now thinking about this and I'm confused about the decision that came out of City Hall today, because it said that if children were

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three feet three feet distance, and were mask, then they wouldn't have to quarantine, but no children are masked all day. They're all taking off their masks to eat lunch.

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So how I don't understand how that how that works. Once again you know I didn't make that decision but I do think it might be a good decision I know my son was telling me he lives on Long Island and that's what they've been doing all along, only that

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one child or staff member who's sick. That's what the CDC regulation states and I guess we're moving now on to that to try how that works for us. So we'll see I don't know, I don't, I don't know, I have to be honest.

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Thanks.

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Okay. Next up is Deborah, Jonathan to your point, the city did come out yesterday with school by school attendance data for the first week I can send you the, the link, like Dr.

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Foster said it's, you know, preliminary, no one's given us the denominator, as people have said so we don't know what that's exactly, out of, you know what they're using as registers we won't know that until the end of October, but they do have it school

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by school, I will email that to you that link dash capacity oh I have two quick questions.

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One is about out doors.

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I know last year the kids were able to have mask breaks outdoors and they've changed the rules that even outdoors kids believe cannot take their masks off unless they're eating, and I both of my kids when they has been very hot have had issues wearing

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a mask, all day long. I love masks we should mask I'm not saying that I'm saying, Is there an opportunity that we can find during the day, to give

the kids a quick mask break in, somehow, if it's even if it's individual or if they go to the bathroom and

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are allowed to take it down to somehow integrate, just a breather for them, even if they go stand by the window for a second. I don't know how to do it but last year it was really really great just for five or 10 minutes to be able to breathe some fresh

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air, when they weren't eating.

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When we all agreed that we're going to continue the mass breaks that's an important piece because I think that only the children the adults to need. We all need to breathe once in a while so yes we will have those maths breaks.

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That's fantastic. And then the second pertains to movement in the classroom, particularly for the younger kids but also for the middle schoolers who would have been changing classes but now might be plotted in one class.

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The sitting in one spot for, you know, all day is really not ideal, especially for the little kids.

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But, and I know all of the hardships and why they why it's difficult to do that. A lot of schools are moved to improve schools which is great but if we could sort of maybe nudge the principles hey let them stand up let them, you know, because, like I

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have a sixth grader who would have been changing classes and getting up and moving in between those classes and now isn't, let's integrate that into our into their days where they touch their toes, walk around their desk something to get them out of the

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seat a little bit would be a good goal. I think that's very fair and I must tell you that I am proud to say that every school district 13, the move to improve so we will continue to do our move to improve, and I've had this conversation with our middle

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school principals because I've had some calls from parents and I, when I visited the kids felt the same way they need to move we agree so we're trying to figure it out.

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Even if we can get them outside to run a little bit today. So that's our intent Yes, and then just sort of meshing the two questions. If middle

school kids are not really going to get up out of their desks, the way that a kindergarten child would so how

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I'm assuming that the we're still having some circle times some, you know, kids, some movement in the classroom for the younger little guys, how are they determining a three foot contact with kids, sort of all around a classroom.

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So we're trying to get them to stretch out your arms stretch out your arms and we're trying to get them to do that and just keep going back to that piece.

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Matter of fact, tomorrow. One of the things on my agenda is to talk to the principals for them to share, because I'm as I'm moving around I see some good things happening you know like I felt a little concerned a couple of times when I passed in the schoolyard

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to see the kids are even if they have the mask on them, you know they're close to each other, you know, and it's hard to monitor that because you know like that data, it's hard to hear what the master get even closer, but I think it is important that

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we continue that and I think social distancing in that hand thing is probably the best way we can you know have sort of a built in measure sort of what three feet looks like for us, you know, finger to finger type thing so that's what we've been trying

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to do two things like that. Thank you.

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Okay, um, any other council members like to ask a question I don't see any hands raised.

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With that, I'm going to go to the attendees. So first Michelle I just want to just say, this is now, we're now going to start our official public comment period probably should have started before the, the CC members spoke, but I'm just going to repeat

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quickly. The guidelines here we're going to call on public members of the public who raise their hand in the zoom with the zoom raise hand feature first.

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Then we are going to see if there are any, any members of the public who called in who wants to speak, and any members who are using the Spanish interpretation.

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So, I will now hand it back to Michelle Jonathan we're actually going to order on the agenda. I don't know if you know, public coming after the. So, you're right, you're right.

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I were going to wait for public comment, until after we are have discussed the resolution 154, so please stay in the meeting those of you who had comments, general comments, and we will move on to the next portion of our meeting which is Resolution Number

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154.

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I would like to just add we had one one public comment though, to the superintendent's presentation. Do you want to hear that. No, we'll, we'll do that during public comment.

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We'll do that later drink public on it. So number one, please.

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So, I

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would, I So, normally the secretary reads the resolution.

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Dead Would you like to read this resolution.

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I don't mind at all. I don't want to take away the joy Juliet would have to get resolution, but I enjoyed it.

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I'm happy for you to read it. Okay. It's a quick one it's fast. So, resolution number one five for requesting, do we engage families. Prior to instituting changes to GMT program.

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Whereas Mayor de Blasio announced on January 11 2021 forthcoming changes to the gifted and talented or GMT program.

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The mayor stated the city needs to engage with the community to decide the way forward promising quote from this point through, through to the end of the summer, we'll go through that engagement process for a new vision and we'll have that formula by

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September, and then will act on it in September. And whereas, the panel for educational policy declined to renew the g&t testing contract. On

January, 27 2021, the mayor reiterated his commitment to family engagement.

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And whereas Chancellor Porter committed to family engagement on GMT when she took office. And whereas at a July 15 2021 press conference, the mayor recognized that family engagement was essential to the reimagining of the GMT program, saying quote we've

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learned from times when we did things well in terms of that engagement, we've learned from times we didn't do that engagement well enough.

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And whereas, 10s of thousands of families annually submit applications to the GMT program and district 30 currently houses for district GMT programs, and one citywide program, all of which have long wait lists for students who do not receive seats, demonstrating

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local interest in these programs. And whereas, to date, there has been no engagement of parents and guardians, or district 30 principals, teachers PTA is LTS regarding changes to the GMT program instead being decided entirely without their input as promised

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by the mayor and do we, be it resolved that the city wide, and that the community, it should be the Community Education Council for district 30 urges Chancellor Porter and other do we officials to meet with parents, educators and stakeholders in an open

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public meeting to solicit community input prior to the announcement and implementation of any changes to the GMT program.

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I'm happy to speak to it, or people can comment or ask questions, however you want to work it.

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Go ahead, why don't why don't you speak yeah it's it's pretty basic.

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as the resolution states we have five GMT programs in our district out of our 40 schools.

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We have a long waitlist for those programs.

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Just to say that we have a lot of interest in an investment in this program, one way or another, the mayor has promised engagement, the mayor has not delivered engagement.

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This is, again, is a resolution about holding public engagement, and that's it. I think we should hold him to his word.

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Are there any comments from the council.

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I see one hand raised. Jonathan, I see with me.

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I think Kelly is also Kelly are you raising your hand. Yes. Okay.

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Okay.

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So, Let's have Whitney and then Kelly funds.

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Let's have Whitney and then Kelly phones.

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Whitney you're muted. Thank you. Okay, so I have a question. Are we going to quantify, I guess the public meetings are I mean, maybe that POC POC qualified, like, Is it going to be in person remote, is there a way that we can.

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I guess kind of spell out to the type of meetings that will be healed so I know there are parents that are probably interested. That might not be able to attend an in person meeting, but they would attend remotely.

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So I would like to gauge meant to be as equitable as possible.

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I would love to add that we can we can absolutely add in both virtual and in person, or in hybrid format to maximize engagement. Absolutely.

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Kelly, you're up next.

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Whitney sort of said half of what I wanted to say as well. It's, um, you know, People have very strong opinions on gifted and talented.

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I don't necessarily understand, nor do I believe that all the children better on waitlist are necessarily gifted and talented and so I think that that system needs to be reviewed in general but I do think that if an American or a chancellor for anyone

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says if they're going to do meaningful engagement on a topic that they have to do it. and to piggyback off of what what he was saying.

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Most definitely.

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We should make it as equitable as possible as accessible as possible to have these conversations because this isn't the only thing that they should be applied to, we're going to talk about zoning committees, we're going to talk about other issues a special

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education, these things we should have engagement. So I think that this is something that I'm in for passing, we should set a precedent of, we're going to hold people to it, if they're going to say that we're going to engage the public let's engage the

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public.

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Thank you.

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Juliet, you're up next.

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Thanks Michelle So, um, I think, and I hope that all of us would agree that community engagement is vital to any, any conversation about what a gifted and talented program or something similar to it is going to look like going forward.

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But I do have a couple of concerns. One of them is something that I think when he kind of touched upon but just to expand on that a little further.

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You know, a lot of concern that parents have about the inequities that are created with a gifted and talented program, you know, those inequities could potentially arise with there's a real risk of them are rising when it comes to engagement.

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And I know it was mentioned that you know not all families will have access to come in person or to have access to the Internet, and I have a tremendous concern about what actual community engagement is going to look like.

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And so that that's my that's my first concern and kind of tied into that is the fact that we're still in the midst of a global pandemic.

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The GOP has had many many challenges, and, and, you know, giving access to education quality access to education to children from different socioeconomic and ethnic backgrounds, given all the kind of inequities that arise with like schooling our children's

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pandemic. I think that one of the biggest issues that that many communities of color are facing with regards to education right now is the, the need for a remote option.

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And so while I think that community engagement.

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When it comes to what a gifted and talented, like in the future is is definitely vital and I don't want to stand against it in any way shape or form. My personal opinion is that now is not the time because we have a lot of other major pressing issues

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that that we really need to do to focus on. So, that's my take.

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Sorry. There we go. There's my unmute Chuck you're up next.

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Sure, so I've to echo some of Juliet's points I think community engagement first of all is is fantastic and we should as Kelly said hold the mayor.

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The chancellor and doe to account on so many important issues regarding our schools and education in our district and beyond.

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My concern is, you know, what does commune engagement mean in this particular context of g amp t programs in that.

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There are so many families that are just already shut out of that system that don't have access that would not be able to access. I'm sorry, let me rephrase that.

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There's so many families who first of all would not be able to attend.

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Such a meeting or such a session so I want to make sure that we, if you know if we're going to even think about past summarization like this that it includes specific language regarding accepting input asynchronously.

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You know, not just from from people who can show up to a zoom meeting or an in person meeting.

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But also I think that the the language of this resolution

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is, is, is written in such a way that restrict this to a discussion of just GMT and not to broader questions of inequity and segregation in our schools.

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They restricts us to a small smaller discussion that it needs to be.

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So, in order to to support this resolution I think we need some some major changes.

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And I have to think about what those are, but I don't think I can support this resolution as Rachel.

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Kelly, you're up next, did you did, are you, your hands to raise or it's been erased yeah but a follow up.

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Yes. Thank you Michelle. Um, I think just to touch base and what Chuck was saying.

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I have my own personal feelings and gifted and talented but this conversation isn't about my feelings I'm gifted and talented, and when we hopefully open this up to public engagement, I plan on using my voice to say it there.

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But what we are doing is setting a standard. I know that I feel very strongly about opening up public engagement to rezoning issues. I feel like it should be in person and a drop show, we should we should also have a zoom option for that.

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What I would feel really uncomfortable with is if this council starts cherry picking what we give access to the public to have a voice on. So, this issue specifically by not necessarily be something again, you'll hear my voice on it whenever we speak

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to it, but I'm not okay with saying with, oh well we don't need to engage people, their voice on this issue of we'll just pick which ones that we think if we have to hold them accountable, we have to proceed as uniformed system of the way that we handle

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these things, and I just, you know, I understand this is a hot topic issue but I think most of the things that we're going to have to have public engagement from our hot topic issues, so I just would hope that we don't set a system of cherry picking based

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on agendas. Thank you.

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Okay, Deborah have no other hands up in the last. So, um, so yeah, it would be great if we had lots of time for this. The whole point is that the mayor is set to announce this there there is no time to wait on this September is, is the time.

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If we don't act on this now, we lose any opportunity. Again, this is a non binding resolution, but it will be muted by the mayor's announcement that is impending in the next few weeks.

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This is a resolution purely on GMT engagement, it is not on any other topic, other than something that affects thousands of our D 30, folks. So, again, like Kelly said this is not, this doesn't qualify how anyone feels on it.

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It's just that these are five of our five of our schools are directly impacted by this, and will be within the next few weeks. In addition, the, the, it has to be now because next year's applications season is about to start.

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So this is not something that can be pushed off and the parents can just hold off on because this stuff is about to be impacting parents. So, again, either.

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Either we say, you know, the mayor said he do a thing we're asking him to to engage parents, or we're not we can have a whole discussion about other things were other thing is the mayor has said or what we think about GMT another time.

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This is an issue that affects thousands of our parents in our district. It affects them in the next few weeks. So we either we either try to give them a voice, and the voice can be like Kelly said once we get that platform, the voice can be all of the

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things that you're saying, but we can't do that without, without a platform.

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I would suggest to folks points earlier changing to be it resolved to that champion, or just Chancellor Porter and other do, do we officials to hold equitably facilitated meetings, both in person and remote with parents, educators and stakeholders to

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address that point. I Jonathan, I have you and Marcella, the rest to upsell Jonathan your next.

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Um, so I, I, I think that Chuck's and Juliet's comments were were very relevant they were not on another topic.

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This, this decision affects doesn't just affect families who are in GMT programs that affects all families.

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And because, it, it, we have a system, we have an interdependent system where some kids don't go to their zone school, they go to a different school, and it affects the population of the zone school that's how that's one of the ways in which segregation

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works.

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So this is a, this is an issue that affects all virtually all students. The in the whole system.

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And I have never seen the deal we provide equitable and culturally responsive outreach to on any issue like this.

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That really that really got the the input of all, you know, all kinds of families across the across the, the, the system. Nevermind, do it in a couple of weeks.

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So, this, you know, I was excited when the mayor promised engagement. Originally, I thought that they were going to do it in a, in a robust way that maybe would include all kinds of methods of engagement, some of them which would be public events and

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some of them which wouldn't.

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But at this point, I don't think that, you know, calling for something that we know that the deal we can't do, and that has no intention of doing will is, is the right thing to do.

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Okay, Marisela.

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You're unmuted.

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Can you hear me.

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Yes.

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Need a little volume.

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Say that again.

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I think we need a little volume Can you turn your mic up a little bit.

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Maybe we'll just turn off our stuff. Go ahead.

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I can hear you. We can hear you.

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I do agree with all of you. But there is something that for me is one of the biggest concern right now is that the OE right now is not working with the parents, especially with the passing.

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We have a lot of issue with the bus.

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Another thing is with the account.

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We are talking about getting the community to engage the community and do it in the mayor stuff like that, we have to concentrate with the remote option.

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With the passing. When people complain about IP and stuff like that.

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We have a big community with special education here district. They also need our help. They don't practically they don't have a voice. Right now, in district.

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I haven't heard anyone talking about issues like that.

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And I think there's time to do it now because it's why we should wait.

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I don't know, that's what I want to mention.

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But for me, working with the mayor, or over the theory, it will be a waste of time. Thank you.

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I'm Deborah your hands up but I'm gonna I'm gonna go to Esther, so that you can get her comments first.

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Is that okay

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so Esther.

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Thank you Michelle.

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Um, and thanks that for for writing the resolution and having us pay attention to this, that I was

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it. It's what it seems to be or what I would want to try to explain here is to speak both to, to, to Kelly to Jonathan to to chuck.

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There seemed to be like two values at play here on the one hand, you know we we value the mean freedom of speech the freedom of engagement of of the public, very highly, but it's, it's not something that is absolute there's also the value what are the

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consequences if we do that and there's the value of the situation of inequity.

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And so, I just wanted to say and I what others have said to it's not that as Juliet said it's not that I do not want engagement, and I'm very concerned and very worried about engagement, but I'm also worried about the quality of the engagement itself,

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and the consequences of specific kinds of engagement. So, either a resolution would have to be completely rewarded to basically pay attention to, to these issues, or it will not work as it currently stands for me the value that it creates a situation

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of of inequity for people in our districts are not just the people who are currently on waitlist or who are interested in GMT but just for the wider community for to for district 30 as a whole and and that weighs heavier just trying to explain here.

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And that weighs heavier just trying to explain here. Why I have a problem, currently as it is in the in the current reading to support the resolution.

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I guess if you allow me also never to make it I guess I'm a comment. Also, I, I, you know, I, my, my professional career has the last 20 years, dealt with outreach and engagement, and my cup my, my engagement to communities, usually communities that are

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underrepresented had to be focused on providing them the best and the ultimate opportunity to interact with a state agency.

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And when I looked at this resolution. What I saw was that it promoted engagement for a targeted specific way, that is looked at in the deal we environment as elitist and limiting.

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And I didn't see how I think if it was a resolution that spoke to engagement across the board, and spoke to do we about how it does engagement and including that mayor, we want to look at GMT and look at its reform and how it's enhancement, as a part

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that general overall outreach. I think that's something that I could support, but the way that is presented to this group, regardless of whether the, the mayor and the Chancellor make commitments, the way that you want us to support it to go to specific

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you know that say engagement, but to specifically identify this single program I think is really limiting and would isolate and eliminate a lot of folks from participating in it.

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I think it needs some work. And I think there's probably still time to, they can be worked on it that you can still get it to, to meet those conference that you were looking at.

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Um, but, and I think that it has to speak to the broader

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outreach approach by the agency, and, and, and how it goes to all these populations that have been isolated by this program.



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Those are just my

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you muted yourself Michelle, but I think you were done. Yes.

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Yeah, so, um, so I just want to remind this council that at our last meeting we had a resolution to put 1.1 million schoolchildren give them the opportunity to have a complete remote school school opportunity to go room to have the remote option.

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I was the one at the time who said, that's very difficult to make happen in three weeks, but everyone said we should we should have that resolution go forward, because it's a non binding resolution.

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It shows the values of our council and shows that we think that this this topic is important.

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So whether or not it's actually possible or not resolutions.

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Resolution resolutions to note the values of our council. This is not about public engagement it's not about engagement overall it is quite very specifically about engagement on a program that's going to change all of New York City.

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That was promised. It was a very narrow promise, it was a promise for engagement on this program. It's an opportunity to reshape this program in a, in a more equitable way without that engagement.

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We have no idea what do we is going to come up with without that engagement we cannot address all of the things that everyone is talking about.

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And without this without engaging in the next three weeks not saying this, this resolution will force engagement, but without engaging in the next few weeks, we lose that opportunity, because the promise was broken because multiple promises were broken

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this has been promised on camera by the mayor, since before January.

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So if we don't value, a mayor's promise to solicit engagement, and it's not written towards targeting any group it as written it says, public engagement, and I can change it to say equitable in person hybrid public engagement, it's for everyone.

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It's not for as as someone maybe Jonathan said, this is for pre k parents, this is for kindergarten parents those parents who are in the system are in the system.

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This is for all our new parents.

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For everyone who wants to see the system changed and revamped. This is the opportunity we missed that opportunity do we decides, but whether or not we value the mayor keeping a promise to the city.

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It happens to be a promise that effect district 30 families, all of them, but certainly those schools themselves as a whole.

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If we don't want to do that, then, then that's what our council stands for despite having actually taken the exact opposite approach, a month ago.

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So that's I guess the last I have to say about it.

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I do here, I do see, I'm Kelly what makes them Johnson, is this going to be the last comment, we'll hear from Kelly

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Kelly, are you can you hear me

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again.

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I actually want to reiterate again that I really think it's important that we're understanding the fact that this isn't us questioning whether or not it's an equitable institution that we have, do we regarding GMT, it's giving people the option to have

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a voice of the matter. And again, I'm not necessarily in favor of GMT I have no desire to have my son, go to as you and to school test for GMT school again I've never met so many allegedly gifted and talented children.

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New York City must be incredibly special, but I do think that the definition of equity is that we treat things fairly and equally. So we have to equally and fairly offer public commentary and this is something that was promised to parents.

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Now it might not be important to me and, to be quite honest, this isn't one of my top issues that I'm focused on. However, I do respect and I will always fight for other people's rights to have their voices heard and to open up conversations.

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And again, we're we open up the conversation of zoning of rezoning lines to parents and commentators that aren't that you know have children at the affected schools.

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So, we do like it doesn't have to be just GNC people that have this voice we're not putting their voice and their students above other people, and the same way that we open all of the rezoning conversation to people that aren't affected by those that

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affects five or six schools, this might only affect 1100 1200 people, and district 30 I'm not quite sure what the total is. But the point is is that we should have when it comes to rezoning, we should certainly have access to in person, and virtual commentary

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to speak on the matter. And I don't understand why I think all of us are in agreement on that. And we're not saying Oh did you we can't do it the American to it.

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There's no point in reaching out to them, so I don't understand why we can't also extend to this.

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It has nothing to do with me, whether or not you're for or against GMT programming existing it's allowing a voice for people to speak on it and on other things that we bring to the council.

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Okay, and Juliet, your up.

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Thanks Michelle.

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This is much deeper than a word equitable and a resolution.

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Kelly when you say giving a voice to people. I think it comes it. That is a very complicated question that we have to answer ourselves before we can present a resolution, who are we giving a voice to, how are we going about giving a voice to those people.

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It's not you know simply opening up something to community engagement.

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It doesn't mean that you're, you're, you're giving equitable access to the community to actually engage meaningfully. And so, you know, I'll speak for myself, I am not expressing an opinion about the GMT program so I'm not sure why we keep coming back

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to a conversation about who's in favor or against GMC programs. What I want to say is what I said from the beginning, which is that I'm happy for the community to engage, but I want our entire community to engage and so I'm happy for that solution like

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this to be passed. I'm happy to spend time redrafting it and working on it. But the way that it's been drafted makes it clear to me that or you know the views that that our council would be representing if this resolution were draft as we're past as its

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it's draft drafted, is to represent those families that are on the waitlist or those families that are currently in the GMT program, that to me is my reading of it and so that's why i'm not in favor of passing it as it's drafted but, again, our job is

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to engage with each other as well so I'm happy to continue a conversation about it.

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That, that's my, that's what I have to say, Can I ask you a question, if, if, the reason that I put in that language about who it affects was really more by letting everybody know that this is a deal it's not only a city wide issue it's a district 30

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issues specifically just because we have such a large number of programs, there are there are districts that don't have any programs so I put that in there, would you feel more comfortable if I just took that whole paragraph out and it was straight up

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about engagement.

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Again we don't control the engagement.

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This is coming from the city we're asking them to put a process in place, like the promised and we're just asking them to do what they promised.

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You know, similar to how we said, create a remote program, you know we didn't tell them exactly how to do that and to do it equitably and here's

how we just said this is something that we think is important to do so  
would you would you be more comfortable

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if that if that clause was removed.

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I mean I think that's a start, but I think that we as a cc would have to  
put our heads together and figure out what we wanted it to look like  
exactly, we don't we don't want i mean i don't want to speak for myself,  
I don't want the DMV to just send out

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a link and say here, join and you can come in at 6:30pm, to talk about  
the GMT program at such and such school when you know I'm a single mom, I  
can't, I can't grab a babysitter at the last minute and I you know I only  
work one job but I'm sure there

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are single parents that work too, and that it would just be impossible  
for them to attend. There are families that don't have access, you know,  
reliable access to the internet yet so it's like it's it's way bigger  
than anything that like taking a paragraph

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or two out of a resolution right now is, is going I don't think that  
that's going to be able to be answered right now but like I said I'm  
happy to open up a discussion, so we can put our heads together and  
figure out what community engagement would really

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look like because we need to figure that out first before we go ask the  
DOE for it. I think you're sure I totally hear that we just, we didn't do  
that for remote learning which arguably is sort of a bigger thing, you  
know we just said this is what we

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stand for this is what we want to do.

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And that was okay last month.

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But, you know, the, the other thing is the timing. We don't have the time  
for this to go back, we just, it's not there.

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So we either we either ask that the do we engage parents, and hope that  
they do the kind of engagement that they actually have been successful at  
like when the middle school and high school admission tour went, they had  
borrow wide engagement sessions

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that were quite well attended.

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This is, this is an opportunity for the exact voices that you are speaking about to be less marginalized on this issue because it will be open to everyone.

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But we have, it's not it's now, October, it's too late, or October meeting to pass this is too late.

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I see, I'm going to hand is up.

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Thank you Michelle again.

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So we've all everyone was on it. Everyone saw, so we all had chances to draft language we did that, and I know that people that are watching this right now.

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They don't see we're on our personal email chain of things that we talked about, but how it happens on the council is that we send to the entire email list.

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A copy of the Proposed resolution to give us a chance to change language and verbiage and we actually did that with the resolution that we passed on our previous meeting, and the only people that replied were myself and Fatimah I believe that weighed

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in. So and I asked, multiple questions about it.

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But no one else weighed in so we certainly had time and Julie, I completely understand, I'm a single mom too I think we have several single moms on this council and I have a full time job I get it I the hustle is real and I mean I know what it's like

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to feel like exhausted and multitasking I'm sure all of us are multitasking and behind the scenes putting kids to bed and everything so I just want you to know that I find that completely relatable.

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Okay, let's see here this down.

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Just checking on Fatima, that someone's hand is up recommend.

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Hi everyone, thank you that for drafting dirty solution. And as Jonathan says, This is not fixing all the parents for kids are annoyed this for GMT, this is affecting also parents that are zoned for schools.

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And yet, that gets need to go to another school because the school it's only designed for GMT. I'm one of the parents, that's my kids need to walk almost a mile 0.98 mile, instead of a school that is one minutes away from our house.

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I mean, opening engagement with their parents and what's the mayor says it doesn't hurt, it doesn't make any harm on anything. And I am on the idea of open ended engagements right now before it's time to take decisions because last parents are taking

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decisions regarding like, which school is good for their kids.

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And if we're talking about like wording already solutions. I think the pastor solution for remote learning is good example.

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That's really kind of ignoring our resolutions, and yet we still didn't have any answer why all most of the council's and most of the city wide councils they pass the same resolution and yet we did not hear an answer from the DOEY remote option.

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cancels agree to not effective. I mean opening conversation and engagement, it does hurt in any way. that's my opinion.

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Okay, so, oh wait I see no worries, let me just check.

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Okay, Whitney.

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I have you.

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Hi, I don't want to belabor a point either, but this is, I really just have to say this one thing I did ask for more equitable engagement on this because I do believe in equitable engagement.

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I've always asked about that.

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One of the reasons why I ran, we need to add more outreach and more equitable engagement make sure we include all parents and information.

Well, one thing I cannot listen to, is the comparison of this to the remote learning revolution, I don't agree with

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that i think that's completely unjust unfair. Remote learning is a public health concern.

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This is not a public health concern, though I don't agree with, placing the same language around values for this, and remote learning, especially when we're in the middle of a pandemic.

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So moving forward, I would appreciate if we do not do that again.

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I just said, I cannot, that's not

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an answer to that since, since I said it I didn't equate the resolutions I equated the process and the process was that we would we we we needed to pass something last month because it was a time issue.

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And so this is a time issue, and we weren't specific in that resolution, but we somehow need to be more specific in this resolution and it wasn't it last month it was supposed to be something that we didn't we weren't going to figure out the details of

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it was something for the DMV to figure out again what is public health. This is not sure if you're not content and say how you feel about that that's fine I'm feeling, how I feel about it.

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Absolutely. I don't agree with the completion of the two at all whatsoever. Completely different priority.

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Okay, with that I'm going to we have to

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public comments, I'm going to go first to Nolan Nolan your hands been up for a while so if I'm calling you for the wrong segment, please let me know but you're free to speak.

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And if you have no comment and I'll put your hand up later than fine we'll, we'll put you back in the queue.

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No Dougherty.

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You can unmute yourself.

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Not sure she's, she's there. Maybe she's not there. Okay, so sorry so move to the next, maybe show yell at us later. Next I have Alexander Malik.

03:46:16.000 --> 03:46:36.000

Hi. Yes, so I'm kind of in disbelief, at what I'm hearing, I'm hearing the attempt to block a call for public engagement from a console from a body that is all about public engagement about fostering public engagement, and you're looking for all sorts

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of reasons to block it where you should be all about fostering and promoting it in every way on every topic about every group of students and parents.

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Immigrants illegal immigrants disadvantaged students and community service students. I am sure if a different resolution that had to do with a different group of people, similar to call for engagement for you that was promised to all of us.

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explicitly.

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If that was an agenda, you would not be looking for the same reasons to block it.

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I find that unbelievably hypercritical.

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Thank you very much.

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Next, we have Michelle Lee

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Hi, can you hear me.

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Great, Thank you.

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And thank you, Debra for bringing this up.

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You know I really appreciated Kelly's comments just in regards to thinking about this more broadly about being able to engage with parents and holding the duty accountable for that irrespective of what your position is for myself, I have a child who is

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in a GMT program I live in Long Island City, and she was a she had a lot of sensory issues and and frankly, she just could not handle a Gen Ed environment well at all.

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It was not meeting her at her level and we had to move her to actually a private programs and deal with some of these issues. And luckily we did get her tested into first grade into a GMT program.

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So, so to say that is an elitist program that deserves no attention no discussion is, is, is really disappointed to hear from someone who has a child who's had some of these issues.

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I think that the important thing is, how do we increase access, how do we increase equity. What are ways for us to bring more of these programs into the classrooms more broadly across district 30.

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I think that is important to discuss it'd be great to get everybody's feedback on that from folks who don't agree with it to folks who do agree with it.

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And I think for the families who are in the programs who will be really negatively impacted. And for the fact that admissions is coming up this is not a decision that can be delayed.

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So I think I appreciate those who, despite your position and even if you oppose it. You know I want us to all talk about it because I think that's the point of the CC that's the point of these discussions, How can we talk about together.

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How can we make better solutions. Thank you so much.

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Up next is key.

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I'm sorry.

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Hello, good evening, my name is Kate swear engine I live in District 30, I'm the parent of a first grader ACU 300.

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I want to speak in favor of the resolution and really the main reason is I think it's important to hold this mayor, and any future Mayor to their promise.

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Thank you for your time tonight.

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Okay. And with that, Jonathan I don't have any more, where he's tan on the panel or in the public cloud.

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Okay.

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I. If there is, there are no more comments with someone like to make a motion to to adopt resolution 154.

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Yeah.

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I have a question.

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Ever. Are you going to amend the language to include the asynchronous in person and option. I would be happy time as well as any other language that anyone wants to include this evening.

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Thank.

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Are we supposed to like raise our hands now i'm sorry i'm a little bit lost about what the next step of the way. I'd like to.

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Well, I mean, so if somebody would like to amend the resolution there needs to be a motion and we need to vote on that motion. Otherwise, there is art there's already a motion on the floor to vote on the resolution as it stands.

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And

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so if we do not want to amend the resolution, and we can take a vote on the resolution as it stands. So, so, do you want me to amend the language or just say as amended with the language that I said someone, someone needs to make a motion to amend it

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with particular language.

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So I'll make emotionally or.

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Okay, just the language, the only language that I that I added was to hold equitably facilitated meetings, both in person and remote.

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So I would like to make a motion to amend the resolution, as stated and adopted as amended.

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So, Julia Can you can you.

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Oh, so I can you take a roll call vote, this is Gail unfortunately is having trouble joining the meeting so I'm just gonna have to use my second first.

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Oh, a second Yes.

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Kelly Kelly is a second.

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So Julia. Can you take a roll call vote on the two things amending this end for the resolution to pass so didn't have no want to do that in one round.

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I don't know that they were allowed to do that in one around. Okay, so let's do them separately, Deborah.

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I'm not sure what we're voting on, are we vote we're voting on a language change to a resolution we haven't.

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Yes, normally, there's a motion if there's a moment as if there's a resolution on the floor. And we want to make any language changes, they need to be voted on each of the language changes need to be voted on separately and then we can read it, then we

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can vote on the new resolution as amended.

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Okay, so I will then I will vote on the language change and I vote in favor.

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Can you can you.

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Yes, sure. So we're gonna do a vote first on the language change Yes.

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Okay. Um, for all those who are in favor of changing the language of resolution 154.

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Deborah Alexander in favor.

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Christina berlet Kelly crag in favor.

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Jonathan Greenberg abstain Juliet nor Haji abstain Fatimah like roughly in favor.

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Michelle more

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sin.

03:54:16.000 --> 03:54:21.000

Chuck Park

03:54:21.000 --> 03:54:26.000

masala Santos,

03:54:26.000 --> 03:54:34.000

and favor.

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in favor.

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So, stay tuned.

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Okay, and we will now take a vote on whether or not we are in favor of passing the resolution. Yes, so did that did that.

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So, okay, the language did not pass, so the language change that did it how many, how many voted in favor of the other language change.

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Julia,

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believe it was fourth. Okay, so language seems to not past. Do we have a motion to vote on the resolution.

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as it stood when it was implemented.

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Or I thought it was five.

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Five, it needs it give me.

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Oh, sorry. Okay.

03:55:26.000 --> 03:55:38.000

Is there another way we can, uh, is there another amendment, we can do for the language, you can bring those yeah from other language change yeah I propose another amendment.

03:55:38.000 --> 03:55:52.000

I know that we say it before you know, remote in person. I would also like a synchronous that would that would be the language that I would prefer to add.

03:55:52.000 --> 03:56:03.000

So, okay, so I will add hold equity equitably facilitate meetings in person remote and asynchronously.

03:56:03.000 --> 03:56:09.000

Also, one more question, huh. Could we add to the resolution.

03:56:09.000 --> 03:56:11.000

I guess a time period.

03:56:11.000 --> 03:56:22.000

Prior to the changes being implemented for engagement I mean I know but you know if the change is coming, you know, within the coming weeks.

03:56:22.000 --> 03:56:26.000

I just know that's smart.

03:56:26.000 --> 03:56:29.000

So then I would add.

03:56:29.000 --> 03:56:34.000

Instead, let's see to solicit community input.

03:56:34.000 --> 03:56:38.000

Within the next four weeks.

03:56:38.000 --> 03:56:44.000

Comma prior to the announcement, if that works.

03:56:44.000 --> 03:56:48.000

or anything you'd like.

03:56:48.000 --> 03:56:53.000

I'm just, yeah, brainstorming here it's.

03:56:53.000 --> 03:56:55.000

I understand is coming soon.

03:56:55.000 --> 03:56:59.000  
I just, I have a lot of questions.

03:56:59.000 --> 03:57:02.000  
And I know we're short on time.

03:57:02.000 --> 03:57:05.000  
Thanks Vinny.

03:57:05.000 --> 03:57:22.000  
So then I will make a motion to change the language and the resolution to read to hold equitably facilitate meetings in person and remote but as in person comma remote comma and asynchronously with parents, educators and stakeholders in an open public

03:57:22.000 --> 03:57:31.000  
meeting to solicit community input within the next four weeks or prior to the announcement and implementation of any changes

03:57:31.000 --> 03:57:35.000  
to add a second.

03:57:35.000 --> 03:57:44.000  
A second

03:57:44.000 --> 03:57:47.000  
code on this amendment.

03:57:47.000 --> 03:57:51.000  
Everyone's clear on the language.

03:57:51.000 --> 03:57:58.000  
Okay, let's take a vote on the amendment of the language, sorry. Can I  
Can I ask one question.

03:57:58.000 --> 03:58:09.000  
I'm sorry so that prior, the when it comes to engagement, prior to any announcement of the changes.

03:58:09.000 --> 03:58:26.000  
But isn't one of the issues here that if there is an announcement of changes that these changes have gone without any input or engagement by the public.

03:58:26.000 --> 03:58:32.000  
I'm not sure I understand you yes if the changes come before engagement then, right. I'm not sure I'm understanding you.

03:58:32.000 --> 03:58:40.000  
Well, the new language in the resolution you say it. I mean, correct me if I'm wrong here.

03:58:40.000 --> 03:58:43.000

But the.

03:58:43.000 --> 03:58:46.000

I mean, the different forms of engagement.

03:58:46.000 --> 03:58:55.000

Within the next four weeks or prior to any announcement of the changes.  
Yes.

03:58:55.000 --> 03:59:14.000

Okay. I can suggest me something else if it's not clear, like I could say as soon as possible. Prior to the announcement or preferably in the next four weeks, but not later than the announcement

03:59:14.000 --> 03:59:23.000

No we didn't know we didn't know if its proprietary any announcement, then it basically captures

03:59:23.000 --> 03:59:34.000

a lot of the concerns I have about the quality of engagement. So, before there can be any announcement that announcement can be theoretically, in the year.

03:59:34.000 --> 03:59:36.000

2040.

03:59:36.000 --> 03:59:41.000

Oh, that's how I hear what you're saying, and I hear what you're saying.

03:59:41.000 --> 03:59:54.000

I mean, the mayor said he's announcing in September. So, now not that he would announce but but something has to be in place because we don't have an update cancelled the GMT tests, and there's no way to see children right now so they have to before this

03:59:54.000 --> 04:00:04.000

admission cycle begins. But if you would prefer. I could take out prior to, I can take that out.

04:00:04.000 --> 04:00:22.000

No, I prefer today. Oh, you prefer that in, do you want the next four weeks out is that, um, well, I mean it. I don't, I don't mind having it there okay just prior to any announcement opens it up.

04:00:22.000 --> 04:00:35.000

And yeah and you prefer that. Yes. Got it. Okay, so I'll just reiterate the, the language in person remote and asynchronously to solicit community input.

04:00:35.000 --> 04:00:41.000

Within the next four weeks or prior to the announcement and implementation of any changes.



04:00:41.000 --> 04:00:48.000  
Yes, Thanks. Okay.

04:00:48.000 --> 04:00:53.000  
Are we ready to take a vote on that proposed amendment.

04:00:53.000 --> 04:00:56.000  
Deborah Alexander in favor.

04:00:56.000 --> 04:01:01.000  
Christina berlet Kelly Craig.

04:01:01.000 --> 04:01:03.000  
In favor.

04:01:03.000 --> 04:01:06.000  
Jonathan Greenberg esteem.

04:01:06.000 --> 04:01:13.000  
Juliet nor Hajj abstain Fatimah like roughly in favor.

04:01:13.000 --> 04:01:16.000  
Michelle more staying.

04:01:16.000 --> 04:01:20.000  
Chuck Park abstain.

04:01:20.000 --> 04:01:24.000  
My seller Santos,

04:01:24.000 --> 04:01:26.000  
and favor.

04:01:26.000 --> 04:01:29.000  
Whitney to son.

04:01:29.000 --> 04:01:40.000  
Favorite Sarah Hall in favor.

04:01:40.000 --> 04:01:51.000  
Um, I think we have six.

04:01:51.000 --> 04:02:01.000  
Right, then I will make a second motion to adopt a resolution 154 as amended.

04:02:01.000 --> 04:02:07.000  
Their second.

04:02:07.000 --> 04:02:12.000  
Can you please read the entire resolution.

04:02:12.000 --> 04:02:15.000  
Sure.

04:02:15.000 --> 04:02:24.000

Whereas, Mayor de Blasio announced on January 11 2021 forthcoming changes to the gifted and talented GMT program.

04:02:24.000 --> 04:02:37.000

The mayor stated the city needs to engage with the community to decide the way forward promising quote from this point through to the end of the summer, we'll go through that engagement process for a new vision, and we'll have that formula by September,

04:02:37.000 --> 04:02:51.000

and then will act on it in September, and quote. And whereas the panel for educational policy declined to renew the g&t testing contract on January 27 2021, the mayor reiterated his commitment to family engagement.

04:02:51.000 --> 04:03:07.000

And whereas Chancellor Porter committed to family engagement on GMT when she took office, whereas at a July 15 2021 press conference, the mayor recognize that family engagement was essential to the reimagining of the GMT program saying what we've learned

04:03:07.000 --> 04:03:14.000

from times when we did things well in terms of that engagement, we've learned from times we didn't do that engagement well enough.

04:03:14.000 --> 04:03:28.000

And whereas 10s of thousands of families annually submit applications to the GMT program and district 30 currently houses for district GMT programs in one city wide program, all of which have long wait lists for students who do not receive seats demonstrating

04:03:28.000 --> 04:03:30.000

local interest in these programs.

04:03:30.000 --> 04:03:45.000

And whereas, to date, there has been no engagement of parents and guardians or district 30 principals, teachers PTA is LTS regarding changes to the GMT program instead being decided entirely without their input as promised by the mayor and doing, be it

04:03:45.000 --> 04:04:00.000

resolved, that the Community Education Council for district 30 urges Chancellor Porter, and other GOP officials to hold equitably facilitated meetings in person, remote and asynchronously with parents, educators and stakeholders in an open public meeting

04:04:00.000 --> 04:04:15.000

to solicit community input within the next four weeks or prior to the announcement and implementation of any changes to GMT programs.

04:04:15.000 --> 04:04:24.000

Thank you.

04:04:24.000 --> 04:04:37.000

Can we take two minutes because I I actually want to drop some language, so that we can maybe get to a point where there's some more consensus

04:04:37.000 --> 04:04:40.000

happy to do that.

04:04:40.000 --> 04:04:41.000

Or is this.

04:04:41.000 --> 04:05:01.000

Jonathan, let me know. Um, I just want to comment this is extremely long, and we have some family responsibilities that we need to get to, I don't want to, you know, the blockage to anything but time is an issue here us daily.

04:05:01.000 --> 04:05:03.000

Yeah, I am.

04:05:03.000 --> 04:05:20.000

I this it's already very late we have public comment, and our business meeting yet to conduct in this meeting, and I, I'm, I think I'm going to push us to, to, to vote.

04:05:20.000 --> 04:05:25.000

Okay.

04:05:25.000 --> 04:05:28.000

So let's take a vote

04:05:28.000 --> 04:05:36.000

on resolution one five for this amendments that we've previously voted on. Deborah Alexander in favor.

04:05:36.000 --> 04:05:42.000

Christina berlet Kelly Craig in favor.

04:05:42.000 --> 04:05:46.000

Jonathan Greenberg opposed.

04:05:46.000 --> 04:05:53.000

Juliet nor Haji oppose Fatimah like roughly in favor.

04:05:53.000 --> 04:05:56.000

Michelle more host.

04:05:56.000 --> 04:06:04.000

Chuck Park opposed varicella Santos.

04:06:04.000 --> 04:06:10.000

In favor, but need to sign

04:06:10.000 --> 04:06:16.000

in favor of server hell and saver.

04:06:16.000 --> 04:06:22.000  
So we have a total of six votes in favor.

04:06:22.000 --> 04:06:26.000  
The resolution passes.

04:06:26.000 --> 04:06:34.000  
Thank you for all for the discussion, both council members and public.

04:06:34.000 --> 04:06:42.000  
We will now move on to our public comment period.

04:06:42.000 --> 04:06:53.000  
So I'll remind everyone. If you would like to speak, you can raise your hand with the zoom raise hand feature.

04:06:53.000 --> 04:07:06.000  
You will have two minutes to speak. If you need interpretation, you will have four minutes we will give you a Whitney will give you a 32nd warning and then tell you when your time is up.

04:07:06.000 --> 04:07:11.000  
If you are joining us by phone.

04:07:11.000 --> 04:07:13.000  
There's no one on the phone.

04:07:13.000 --> 04:07:20.000  
So we will also ask for potential questions or comments from the interpreter interpreters.

04:07:20.000 --> 04:07:22.000  
Michelle.

04:07:22.000 --> 04:07:38.000  
Okay, I'm going to ask if Lula Doherty is still in the audience, because I had still been raised all this time, so new, are you here.

04:07:38.000 --> 04:07:46.000  
No response will go to the next which is a Mercedes Jennings,

04:07:46.000 --> 04:08:04.000  
say, thank you so much again this is again Mercedes Jennings parents from district 30, and also community liaison for Senator Mike generis. I just had a quick question about something that Dr composter you brought up in your report.

04:08:04.000 --> 04:08:24.000  
I had quite a few parents contacting our office about possibly doing open streets near their schools to promote recess because some schools, I guess they're not getting enough time for kids to have mask breaks is, and I know you mentioned SLT is that

04:08:24.000 --> 04:08:38.000

still a possibility just so our office can provide support and assistance to those schools, always a possibility. We can work to the police department and do to open up us to close our streets down.

04:08:38.000 --> 04:08:47.000

So yes, thank you.

04:08:47.000 --> 04:09:01.000

If there's anyone in attendance anywhere the public would like to make a comment now's the time to raise your hand.

04:09:01.000 --> 04:09:16.000

Jonathan I have no hand raise. There's no one else wants to talk. Wait, wait a minute. I see no keeps coming in and out i don't know maybe she's having problems with her phone maybe move on, are you there.

04:09:16.000 --> 04:09:24.000

Maybe we can try to unmute her and see if she responds.

04:09:24.000 --> 04:09:30.000

Michelle I don't want to throw up this Julia she typed something in the chat that she's having difficulty I'm muting.

04:09:30.000 --> 04:09:39.000

Oh, can you unmute herself now I see her little mute button is up.

04:09:39.000 --> 04:09:54.000

Can you can you type your question in the chat then if you're unable to unmute yourself.

04:09:54.000 --> 04:09:59.000

I do see a question from her typed earlier

04:09:59.000 --> 04:10:04.000

in the this. Okay. Yeah regarding this Yeah.

04:10:04.000 --> 04:10:14.000

Chuck Do you mind if we leave that to later maybe you can, yeah I think I'd like to be respectful of the order of receipt of the questions but definitely does have a couple of questions in the queue.

04:10:14.000 --> 04:10:27.000

Okay. So is there anyone else, new I guess we'll get to your questions in the chat and. Okay, I see hand raise I see how the Clark, ever.

04:10:27.000 --> 04:10:38.000

You can unmute yourself.

04:10:38.000 --> 04:10:50.000

Sorry. Your, your volume is very low.

04:10:50.000 --> 04:10:57.000

Maybe we have to raise our voices and boom, you know cells and we can hear you better.

04:10:57.000 --> 04:11:20.000  
Try again.

04:11:20.000 --> 04:11:35.000  
My question is, with our very overcrowded schools here in District 30 for unvaccinated elementary school students who I happen to know are really not able to keep three feet apart.

04:11:35.000 --> 04:11:40.000  
I see this I see this I'm in District 30 schools myself all the time.

04:11:40.000 --> 04:11:54.000  
And I know from what my own students, my own child is telling me and pictures I'm seeing what happens when we as parents elect to keep our kids home. And so we can test them to make sure they don't have coded.

04:11:54.000 --> 04:12:00.000  
Are we able to engage in the remote schooling, will they be marked absence.

04:12:00.000 --> 04:12:11.000  
Are they going to be penalized. So that's sort of like three questions and one that I'm concerned about with this new relaxation of the standards.

04:12:11.000 --> 04:12:28.000  
I'm not really interested in about any kind of like, CDC guidance nonsense because the fact is it's three feet, where possible, which when the reality is it's not possible, and the aerosol droplets of delta, are there in the air right even after the infected

04:12:28.000 --> 04:12:38.000  
people leave. And most of the kids are not wearing good up, and they're not keeping it on consistently. So what happens when we as parents decide to keep our kids home.

04:12:38.000 --> 04:12:41.000  
And so we can make sure that they do not have coded.

04:12:41.000 --> 04:12:42.000  
Thank you.

04:12:42.000 --> 04:12:58.000  
So I guess that's questions for me, but we're not i'm not sure I'm gonna I'm gonna, I am going to lift that up. So what I hear you saying is that under the new rules as a mom, dad, grandma you decide that you want to leave your child home because you're

04:12:58.000 --> 04:13:04.000  
concerned. Will he or she be penalized with their absence, I will find out for you. I'm not sure.

04:13:04.000 --> 04:13:13.000

And can we engage. Thank you Dr composter and also can we can that child participate in the remote schooling while the other child is quarantined.

04:13:13.000 --> 04:13:24.000

Well if we have remote for the class, certainly, that I can answer yes, every child is going to have the opportunity if we, if, if that classes or there's a few children in the class on quarantine.

04:13:24.000 --> 04:13:39.000

We promise to even just one by the way child was warranting, we will do the asynchronous work so any other parent who's available will put that mode I can say yes, I can answer the attendance, that I have to find out from Central, but we will help every

04:13:39.000 --> 04:13:46.000

child who wants to learn.

04:13:46.000 --> 04:13:48.000

Thank you.

04:13:48.000 --> 04:13:50.000

You're welcome.

04:13:50.000 --> 04:13:56.000

I see, I see no, well I did just on the was image up on our screen.

04:13:56.000 --> 04:14:01.000

I guess she's having problems again and I think that was me.

04:14:01.000 --> 04:14:10.000

It was promoted and I, Id demoted her. So, okay, but we can't we still can't.

04:14:10.000 --> 04:14:22.000

Yeah, well, we'll get to your question and. OK, we have the I don't see any other hands raised in the chat.

04:14:22.000 --> 04:14:26.000

Last call.

04:14:26.000 --> 04:14:33.000

That's cool. That's it, there's, I have no other public commenters.

04:14:33.000 --> 04:14:34.000

So, Chuck.

04:14:34.000 --> 04:14:45.000

Are there comments from the queue. Comments or questions from the q amp a that you would like to raise in for these people in the, in the public comment period.

04:14:45.000 --> 04:14:51.000

If so, please just give their name and read their, their comment or question.

04:14:51.000 --> 04:15:02.000

Sure. So again I'm going to respect the order of receipt of these comments and some people send comments way earlier in this meeting that they were holding for this particular period so I'll start with those and I will read them verbatim so starting with

04:15:02.000 --> 04:15:16.000

Vivian seggerman I apologize for the pronunciation of I did it incorrectly. She writes, I cannot stay on my comment is that the safety protocols are not being implemented schools are simply too crowded, the windows are never opened in my granddaughter's

04:15:16.000 --> 04:15:26.000

fourth grade class three feet are not between children when they walk in the halls or stairways, there are no individual desks in a classroom children sit at tables face each other.

04:15:26.000 --> 04:15:39.000

That's how they eat their daily snacks, she tells me children walk around with their masks below their noses. These are the issues, children will be getting sick, there should be a remote option, moving to the next comment in order to receive.

04:15:39.000 --> 04:15:44.000

We had an earlier question from Nola.

04:15:44.000 --> 04:16:03.000

It's in Spanish called transit real quick, new students are being asked to submit forms, when they register that are notarized, even though they don't have to be notarized, how can how can we ensure that schools, update the forms they're using so I'm

04:16:03.000 --> 04:16:05.000

guessing that might be a question for Dr.

04:16:05.000 --> 04:16:19.000

Yes, and so Nola sent me that email a week ago and I immediately send it to all principals and remind them that we are not to notarized anything so if she or anybody else does have a principal doing that or a school doing and not necessarily a principal,

04:16:19.000 --> 04:16:33.000

please let me know and I'll speak to them, but principles were notified of the new forms and we sent it to them so I think we're okay. But if somebody knows would not feel free to email me or call me into that data, Master.

04:16:33.000 --> 04:16:36.000

Next time we have Susan Stewart, a question.

04:16:36.000 --> 04:16:47.000



She writes, that's wonderful about the sensory tools which are the 14 schools, you have T is working.

04:16:47.000 --> 04:16:50.000

So you have to stay tuned I only got that message.

04:16:50.000 --> 04:17:01.000

Oh I got the message I was leaving the office to come here so I do have them here if I can read them to you and I will promise to give them to the CC and writing.

04:17:01.000 --> 04:17:31.000

So, 11 111 127 145 149 151 51 152, to 12, to 28, to 35 329 450 which is Long Island City High School and 555 which is a new comments High School, as I said I will be putting that in the next report I just received it, but those are our 14 schools composter.

04:17:40.000 --> 04:17:44.000

Moving on we have two questions from Heather Clark.

04:17:44.000 --> 04:17:54.000

Since there are so many overcrowded schools in our district and kids are not really not able to maintain three feet distance or parents be notified if there's a child that has covered in their class.

04:17:54.000 --> 04:18:05.000

Additionally, if there's a parent that wants to quarantine if there's a case of code in their class can that family participate in remote learning.

04:18:05.000 --> 04:18:19.000

So I can answer yes that we will always take any child for remote learning to help them. I just have to find out, will that child be legally absent, if the Guardian decides that they want to keep the child home.

04:18:19.000 --> 04:18:23.000

But yes, we will let them participate at all times.

04:18:23.000 --> 04:18:41.000

And the three foot distance rule. You know, it says in the CDC where applicable. We have worked really hard to to maintain that I know that is. Today I was in a school with the cafeteria we made sure that all the children were facing one way.

04:18:41.000 --> 04:18:56.000

So, what I see sometimes is kids are excited they get, you know, the happy to see their friend and I was watching one young man kept sliding a little bit over at a time and you know I reminded him just try to stay in his spot but yes, we are doing our

04:18:56.000 --> 04:19:01.000

very very best to keep three foot bro.

04:19:01.000 --> 04:19:05.000

Thank you, compost next question I think it's also for you from Amanda vendor.

04:19:05.000 --> 04:19:15.000

Will the district 30 Superintendent provide guidance and directives to principles to actively use outdoor space. Now, when it's nice out and we have the Open Street in some areas.

04:19:15.000 --> 04:19:24.000

And if parents have something in writing from the superintendent, then we can follow up, otherwise principles just tell us know they won't use outdoor space.

04:19:24.000 --> 04:19:31.000

Well, we certainly encourage pull out to a space to be used. So if you have a school that's not.

04:19:31.000 --> 04:19:44.000

First of all, please understand the first week, it's been very difficult for our principles and staff, our teachers to get through this. It's been really difficult and one of the things that we have to do that first week is teach routines and rituals,

04:19:44.000 --> 04:19:57.000

you think about 500 children in a cafeteria we're not just going to open up the door and say okay, go outside we have to we have to talk to them and work with them that they understand as they go out one class at a time.

04:19:57.000 --> 04:20:13.000

whole social distancing must be completely understood by everybody. And our children, our children. I'm telling you this week a few times now I'm having a principal meaning, and that's the number one item on my list that I did see that myself and the

04:20:13.000 --> 04:20:25.000

kids and get out in the schoolyard, they're just so happy to be outside and I can't blame them. But we have to keep reminding them to try to social distance.

04:20:25.000 --> 04:20:31.000

Thank you. And now we have the questions I think New Left probably wanted to ask but you can unmute.

04:20:31.000 --> 04:20:45.000

There are three questions are fairly long, and the written in the q&a, if you lose track of what I'm asking. But first of all, she writes, I just want to express my outrage at the fact that the SCA presented the plan for this new school and said that

04:20:45.000 --> 04:20:57.000

the public had no input, I know there has been a pandemic But why was a community given no opportunity to comment. When the initial design came

out over a year ago, it was publicly panned, and they were told to go back to the drawing board and large headlines.

04:20:57.000 --> 04:21:14.000

When was the public schools to comment this design will affect the community for the next hundred years, never should have, have a chance to provide input number to repeatedly again today.

04:21:14.000 --> 04:21:39.000

Question number three. Clearly there's a need for more outdoor space, especially during a pandemic. I think this is actually related to open space again so I think you've already addressed that question as well so just the first question.

04:21:39.000 --> 04:21:56.000

But we can ask that question to them and get back to New Look, I don't have the answer to that I apologize, I don't know why. And to be fair. This is a high school, it's not actually something that is really in the purview of our council, but because

04:21:56.000 --> 04:22:13.000

we represent this area. It's something that our constituents really care about. And so that's why we invited them to this to this meeting I should say we also invited cc HS the city wide Council on high schools to this meeting, as well, because it is

04:22:13.000 --> 04:22:15.000

their purview.

04:22:15.000 --> 04:22:33.000

And, you know, the, I don't know why they didn't present it to them either so there's a lot of questions there, but this is not something that can impasto usually deals with this as a high school.

04:22:33.000 --> 04:22:46.000

Thanks accuracy and Jonathan, I'm skimming the rest of the q amp a box it looks like it's mostly just comment.

04:22:46.000 --> 04:22:52.000

I think I think all the issues have been addressed, so thank you.

04:22:52.000 --> 04:23:08.000

Okay, um, I would like to, to make a motion to to adjourn our calendar meeting.

04:23:08.000 --> 04:23:10.000

Okay.

04:23:10.000 --> 04:23:13.000

Okay.

04:23:13.000 --> 04:23:18.000

The calendar meeting has been adjourned is quite late.

04:23:18.000 --> 04:23:38.000

And I would like to raise the option of us tabling our business meeting and scheduling a special business meeting for some time at least a week away so we could give the public notice.

04:23:38.000 --> 04:23:54.000

I am also happy to have the business meeting starting now it's 1054, it's not my preference but I'm certainly willing to do it we have a bunch of things on the business meeting and I think they would benefit from some discussion and not us being exhausted

04:23:54.000 --> 04:23:56.000

and rush to finish.

04:23:56.000 --> 04:24:03.000

Are there any comments on on the, on this topic.

04:24:03.000 --> 04:24:07.000

I second tabling

04:24:07.000 --> 04:24:10.000

Whitney, are you.

04:24:10.000 --> 04:24:23.000

You're just a question just the question. So if we're going to regard table it, give it totally. Thank you. But is there a way to add something to the agenda or is it going to be as you know we can totally add it to the agenda.

04:24:23.000 --> 04:24:34.000

Basically, we take all the things that are on this agenda, we schedule a special business meeting right when we get off I'll send around a doodle poll to find a good time for everybody.

04:24:34.000 --> 04:24:51.000

And we, we can add things, add things to it as we as we want to thank you. Okay. So, um, I'm going to make a motion of we're not in a meeting. Right now we're like, outside of the meeting, but can you just take a hands.

04:24:51.000 --> 04:24:56.000

Hand vote by hands, who wants to postpone.

04:24:56.000 --> 04:24:59.000

And it has to.

04:24:59.000 --> 04:25:02.000

Okay.

04:25:02.000 --> 04:25:08.000

Like glazed on my eyes and I everyone's fuzzy I can see.

04:25:08.000 --> 04:25:16.000

Thank you, thank you all for for hanging on. This is a long meeting. It was a very packed and eventful meeting.

04:25:16.000 --> 04:25:30.000

So thank you all for for your patience, thank you so much to the interpreters for for staying on and for your for your work on. And as I said, I will be in touch.

04:25:30.000 --> 04:25:37.000

Either tonight or tomorrow to find a better time for our business meeting.

04:25:37.000 --> 04:25:42.000

Good night everyone, thank you john Thank you everybody. Good night. Good night guys.

04:25:42.000 --> 04:25:44.000

Thank you all for your good work.

04:25:44.000 --> 04:25:46.000

Good evening.

04:25:46.000 --> 04:26:10.000

Thank you have a nice night.