

**MINUTES**  
**Community District Education Council 30**  
**Virtual Calendar Meeting**  
**June 16, 2020**

The June Virtual Calendar Meeting of Community District Education Council 30 was held on Tuesday, June 16, 2020, via the Zoom platform.

Roberto Cruz, Co-President, called the Calendar Meeting to order at 6:36PM.

**Roll Call**

Shannon Lee, Recording Secretary, conducted roll call for the Calendar Meeting.

Present:

Deborah Alexander  
Roberto Cruz  
Jonathan Greenberg  
Ka-Trina Harris  
Fatima Lakraflī  
Shannon Lee  
Amina Maiza  
Nuala O'Doherty  
Scott Sharinn

Absent and Excused

Gurjeet Kaur (Student Member) (Work)

Mr. Cruz explained the format of the meeting.

**Honoring District 30 Students Receiving CEC Awards for Service to the School Community and Improved Academic Performance.**

Each year, the CEC presents 2 awards to students: SERVICE TO THE SCHOOL COMMUNITY and MOST IMPROVED ACADEMICALLY. Students were congratulated. Each award was shown as the names were read.

**Resolution #143 to Terminate the Contract with the NYPD for the Services of School Safety**

**Agents** (The resolution follows the minutes)

Secretary Shannon Lee read Resolution #143. Council members spoke to the resolution. Parents, educators and community members spoke in favor and in opposition of the resolution. Jonathan Greenberg made a motion to adopt Resolution #143. Nuala O'Doherty seconded. Ms. Lee conducted a roll call vote.

Deborah Alexander	Abstain
Roberto Cruz	Abstain
Jonathan Greenberg	In Favor
Ka-Trina Harris	Opposed
Fatima Lakraflī	In Favor
Shannon Lee	Abstain
Amina Maiza	Opposed
Nuala O'Doherty	In Favor
Scott Sharinn	Opposed

Motion did not pass

**Dr. Philip A. Composto, Community Superintendent’s Report:**

The Superintendent’s report follows the minutes.

**Resolution #144 On the Establishment of a Citywide Community Education Council**

Secretary Shannon Lee read Resolution #144. Council members spoke to the resolution. Parents and community members spoke in favor and in opposition of the resolution. Jonathan Greenberg made a motion to change “designee” to “member”. Deborah Alexander seconded. Ms. Lee conducted a roll call vote.

Deborah Alexander	In Favor
Roberto Cruz	In Favor
Jonathan Greenberg	In Favor
Ka-Trina Harris	In Favor
Fatima Lakraflfi	In Favor
Shannon Lee	In Favor
Amina Maiza	In Favor
Nuala O’Doherty	Opposed
Scott Sharinn	In Favor

Motion passed.

Deborah Alexander made a motion to adopt Resolution #144. Scott Sharinn seconded. Ms. Lee conducted a roll call vote.

Deborah Alexander	In Favor
Roberto Cruz	In Favor
Jonathan Greenberg	Opposed
Ka-Trina Harris	In Favor
Fatima Lakraflfi	In Favor
Shannon Lee	In Favor
Amina Maiza	In Favor
Nuala O’Doherty	Opposed
Scott Sharinn	In Favor

Motion passed.

**Public Agenda and Speaking Time**

No hands were raised.

**Adjournment**

There being no further business Ka-Trina Harris made a motion to adjourn the meeting. Jonathan Greenberg seconded. All in favor. Motion was passed unanimously. The meeting adjourned at 9:45PM.

Respectfully submitted,

*Shannon Lee,*

Shannon Lee  
Secretary

The recording of this meeting is available on the Council's website [cec30.org](http://cec30.org)

## Resolution # 143

### to Terminate the Contract with the NYPD for the Services of School Safety Agents

WHEREAS, the New York City Department of Education is responsible for all interactions students have with adults in our school buildings in order to promote a positive school climate;

WHEREAS, the on September 17, 1998, the New York City Department of Education entered into a Memorandum of Understanding (MOU) to create a joint school security program<sup>1</sup>;

WHEREAS, recent actions of officers in the New York Police Department and it's history of disparate policing based on zip code and racial demographic run directly counter to the Department of Education's vision of Equity and Excellence for All;

WHEREAS, there are over three times as many police officers as social workers in New York City public school buildings, and almost twice as many police officers as guidance counselors<sup>2</sup>;

WHEREAS, the presence of police officers in schools has contributed to the criminalization of young people in New York City;

WHEREAS, the presence of police officers in schools imposes a climate of fear and intimidation in school communities, especially among Black students, that inhibits schools from providing a nurturing, inspiring, and rigorous learning experience<sup>3</sup>;

WHEREAS, many School Safety Agents are valuable members of their school communities;

WHEREAS, the Minneapolis Board of Education voted to terminate its contract with the police department for school resource officers<sup>4</sup>;

WHEREAS, since Mayor Bill de Blasio took office in 2014, the school safety division budget has grown over 25%, according to figures from the Independent Budget Office<sup>5</sup>;

WHEREAS, funding for School Safety is \$427.3 million in the Fiscal 2021 Preliminary Budget, an increase of \$19.7 million from the Fiscal 2020 Adopted Budget. Though this increase is entirely to support the increased cost of existing staff due to collective bargaining agreements and there is no budgeted increase in headcount, a total of \$303.8 million is budgeted to go directly to the NYPD<sup>6</sup>;

WHEREAS, the Mayor has outlined more than \$800 million in cuts to the New York City DOE budget for

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<sup>1</sup> <https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/nypd-doe-mou.pdf>

<sup>2</sup> <https://www.nyclu.org/en/press-releases/new-report-shows-shortage-counselors-over-policing-and-discriminatory-discipline>

<sup>3</sup> <https://www.nydailynews.com/new-york/education/de-blasio-deaf-students-raise-concerns-school-safety-article-1.3864047>

<sup>4</sup> <https://www.startribune.com/mps-school-board-ends-contract-with-police-for-school-resource-officers/570967942/>

<sup>5</sup> <https://ibo.nyc.ny.us/iboreports/education-indicators-budgets-2020.pdf>

<sup>6</sup> <https://council.nyc.gov/budget/wp-content/uploads/sites/54/2020/04/040-DOE.pdf>

Fiscal Year 2021;

WHEREAS, the Fiscal 2021 Preliminary Budget excludes \$1.3 million for Restorative Justice and \$1.8 million for social emotional supports;

THEREFORE, BE IT RESOLVED, that the New York City Department of Education should immediately terminate its contract with the New York City Police Department, and

BE IT RESOLVED, that the budget for and oversight of the Division of School Safety should be returned to the Department of Education, and

BE IT RESOLVED, that additional funding be allocated to retrain School Safety Agents in positive approaches to school climate and discipline, and

BE IT FURTHER RESOLVED, that members of the New York City Police Department, or any other police force, should enter New York City schools only to address threats to physical safety.

**NOTE APPROVED: June 16, 2020**

## **RESOLUTION #144**

### **ON THE ESTABLISHMENT OF A CITYWIDE COMMUNITY EDUCATION COUNCIL**

**WHEREAS**, the thirty-two Community Education Councils (“CECs”) established by State Law and governed by Chancellor’s regulations since 2003, exist to formally include parents in the promotion of student achievement, solicit parent advice on educational policies, approve zoning lines, evaluate Superintendents, and provide input to the Chancellor and Panel for Educational Policy (“PEP”)<sup>7</sup>; and

**WHEREAS**, members of the thirty-two District CECs represent families with students in pre-K through 8<sup>th</sup> grade and are subject to Open Meetings Laws; and

**WHEREAS**, District CECs consist of nine elected parents, two members appointed by the Borough President, and one student member selected by the District Superintendent. With the exception of the student member, all members are voting members. The Chancellor meets with each CEC once every two years; and

**WHEREAS**, in addition to the thirty-two District CECs, there are several Citywide Councils: the Citywide Council for High Schools (“CCHS”) in each borough, the Citywide Council for English Language Learners (“CCELL”), the Citywide Council for Special Education (“CCSE”) and the District 75 Council; and

**WHEREAS**, Education Law 2590-e requires that councils “[h]old public meetings at least every month with the superintendent during which the public may speak so that parents and the community have a voice and a public forum to air their concerns”; and

**WHEREAS**, elections for all Community and Citywide Education Councils (“CCECs”) are conducted by the DOE and all results are public; and

**WHEREAS**, there is no formal DOE supported body which allows CCECs to meet, collaborate, share best practices, develop policy proposals on a citywide level, advocate for the role of parent leaders in school governance or address common systemic issues that affect every council; and

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<sup>7</sup> NYS Education Law Section 2590-e and Section 2590-b.

**WHEREAS**, a formal CCEC body, created by State Law, governed by Chancellor’s Regulations, and supported by the DOE would allow for, encourage, and facilitate city-wide collaboration among Community and Citywide Education Councils; and

**WHEREAS**, city-wide collaboration is necessary to assess and provide feedback on city-wide proposals such as the expansion of Multilingual and Dual Language programs, the establishment of universal Dyslexia screening, the adoption and implementation of Culturally Responsive Sustaining Education (“CRSE”) practices, conflicting proposals to either eliminate or expand G&T programs and screened academic programs, and many others; and

**WHEREAS**, previously, a private advocacy group called the Education Council Consortium (“ECC”) served in a quasi-CCEC function, but in May 2020, the ECC changed its mission statement to align with the advocacy for which it had become known. The new mission lists several core values, none of which mention education.

**WHEREAS**, the ECC is opposed to holding public meetings. In an effort to maintain closed door meetings, the ECC sought and obtained an advisory opinion from the Committee on Open Government (“COG”) which stated that “In our opinion, the Consortium [ECCC] **does not constitute a public body** as it does not require a quorum to perform its functions and **it does not perform a governmental function for the New York City Department of Education.**”

**WHEREAS**, a formal Community and Citywide Council would provide a welcoming and supportive environment for all parents regardless of race, socio-economic status, or belief where differing views and opinions are tolerated, parents could share their own lived experiences regardless of their children’s educational needs, and promote their ideas for how to best improve the schools and systems which educate their children; and

**WHEREAS**, precedent exists for an organization of this type in the Chancellor’s Parent Advisory Committee (“CPAC”). CPAC is comprised of the presidents of each President’s Council. Per the DOE, “CPAC meets with the Chancellor and other divisions monthly so they can share information to better support their constituents and be prepared in their advisory role to the Chancellor. CPAC meetings are open to the public.”<sup>8</sup>

**THEREFORE, BE IT RESOLVED**, that the Community District Education Council for District 30 asks the NYS Legislature to establish a formal Community and Citywide Education Council at which Community and Citywide Council designees will meet monthly with the Chancellor or Chancellor’s designee to promote systemic solutions to issues that affect all councils and students throughout the school system.

**BE IT FURTHER RESOLVED**, that, once codified in State Law, the DOE formalize the relationship between this citywide council and the Chancellor within Chancellor’s Regulations.

**BE IT FURTHER RESOLVED**, that all CCEC meetings will be subject to Open Meetings Law.

**VOTED AND APPROVED: June 16, 2020**

### **Superintendent’s Report**

#### **Community District Education Council CDEC30 Meeting**

#### **In support of the Framework for Great Schools under Supportive Environment**

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<sup>8</sup> <https://www.schools.nyc.gov/get-involved/families/parent-associations>

## **Dr. Philip A. Composto**

District 30 is committed to ensuring that its students, families, school staff and community are given all the proper remote tools needed for them to use from their homes during these difficult times. Thank you team members, for your continued input, support and dedication.

- Remote Learning Status:  
District 30 devices requested: 11,810 - Devices on hold/invalid addresses: 06  
(as of 6-15-2020)

### **Address Confirmation Required to Reship Returned iPads**

Please note that some Centrally distributed iPad devices were returned to the DOE after three delivery attempts. The DOE's shipping partners have made multiple attempts to reach families, but have been unable to reach some of them. These devices are marked "return" on the Remote Learning Device Report, and will be reshipped pending updated address confirmation. Principals or their designees were asked for support in confirming shipping addresses by reaching out to families or submitting cancellation requests for families who no longer need devices.

### **How do you return an iPad?**

A family might need to return the iPad for several reasons- moving, purchased/received their own device, did not request in the first place. Families can now request a pickup for the iPad through the [Technical Support for Families form](#) (iPad Delivery → I'd like to return my iPad/cancel my iPad request). While waiting to hear from the DOE Help Desk on next steps, please keep the iPad in the box a secure space.

### **Continuous Improvement During Remote Learning**

The DOE is offering streamlined guidance for teachers and teacher teams to continuously improve the delivery of remote and blended learning. Since the pandemic, new teaching platforms, tools, and seismic changes to student engagement have resulted in teachers achieving significantly improved outreach to students; continuous learning tools can help increase and spread the impact.

### **Update on 2020-21 School Year – letter from Chancellor Carranza**

Dear Colleagues,

I hope you and your families are safe and healthy. At this moment you are serving our students, families, and colleagues not only in the face of the COVID-19 pandemic, but as we mourn anew the senseless loss of Black men and women at the hands of police, and confront the institutional racism from which it springs. I remain amazed and humbled by your commitment and perseverance.

It is my job to be an anchor for you and provide as much support, leadership, and guidance as possible during these difficult and unpredictable times. Today I am writing with an important update about how the reopening of school buildings in the fall.

We started planning for this return the moment that we closed buildings in March. While there are still significant uncertainties with respect to COVID-19 and its impact on New York City in the months ahead, one thing is for sure: it will take all of us working together to rise to the occasion to support student learning, address the trauma of COVID-19 disruption and loss, and keep our children on a path to success.

Since we cannot yet predict what September will look like, we can—and we must—be prepared for a range of possibilities. Our job is to be ready and nimble.

That is why we are looking at all aspects of our academic programs and school operations, and have

developed what we are calling the Fall Framework, consisting of 8 key areas outlined below. That framework reflects our discussions with labor partners and an advisory group of seasoned principals, and is guiding our planning and organization at a citywide level. It spans a universe of areas we must consider.

Similar considerations around health and safety will guide when and how we return to office buildings. As noted previously, right now we anticipate that most staff will continue to work from home until at least the end of June. We are working with our City agency partners on guidance for office locations not just for DOE, but across the city, and will let you know as soon as we have more information.

In the meantime, I want to ensure you are aware of these key planning considerations:

1. **Enhanced Health Measures:** This is priority #1 for a clear reason: we need to ensure that schools and other office buildings are well-equipped to manage the enhanced health requirements that are necessary to protect against COVID-19 infection. This includes PPE and other equipment, supplies, social distancing protocols, and monitoring of health indicators required to protect our children, teachers, and staff. While we continue to assess guidance to determine the specific protocols that will be implemented, we are confident we will need enhanced safety measures as we return to our buildings, and are continuing to work with the Health Department on what those look like.
2. **Trauma-Informed Transition Back to School:** The start of the 2020-2021 school year will be unlike any other that we've experienced. We know students and staff alike are experiencing a lack of closure from physically being out of school buildings since March of the current school year. We know that we must have a thoughtful process to reacclimate children, parents, and staff to being back in school buildings. This means we must focus on the social-emotional needs of school communities while implementing trauma-informed approaches to teaching and learning.
3. **Blended Learning:** Our schools have done a tremendous job adapting to remote learning over the past three months. We know that this has helped to close the digital divide, and we are incredibly proud and grateful for the heroic work of our students, families, and educators in keeping learning going amidst these unprecedented conditions. Even when we return to a traditional school day, we can prepare for a restart in the fall by leveraging approaches of both in-person and remote instruction—what I refer to as blended learning—to support our transition from remote learning and maximize both face-to-face and online instruction.
4. **School Start Date:** We are wholeheartedly working towards a September start date, while working closely with DOHMH to monitor health indicators to ensure that it is safe to return to school buildings and offices.
5. **Rolling/Phased Starts:** Traditionally, all staff and students begin their respective school years at the same time. We are seeing so far that other countries are modifying schedules, and/or starting groups of students in person at different times. This year for us, the timing of return to buildings, and under what circumstances buildings might be closed or have limited access, will be established in close coordination with NYC Health and based on health and safety indicators.
6. **Social Distancing and Split Schedules:** Based on health protocols, we must assess how social distancing could be implemented. Building capacity will need to be adjusted to reflect what the CDC, State, and City determine to be best for health and safety. We can't predict what will be true in September, but as of now we are anticipating that social distancing will remain in effect. This means we may need to limit the number of students and staff in our buildings and we will need to

think creatively about schedules.

7. **Building Operations:** Building operations also need to be adjusted to ensure that schools and other DOE work settings are safe, healthy places for students and staff. Building procedures will need to allow for limitations to movement of students and staff into, out of, and within the building, and for facilitation of enhanced cleaning and sanitation protocols.
8. **School Support Services:** School busing and school food operations will also need to be adjusted to accommodate health and safety operations. This complex area will be carefully analyzed and approached in the coming days and weeks.

In each of the above areas, we must prioritize **equity, excellence, and resilience**. Equity means that we will account for the disproportionate impacts of this pandemic across New York City communities and neighborhoods over the past several months, and the different physical spaces we share. Excellence ensures we are laser-focused on providing the best, highest-quality instruction for our children regardless of where that learning is taking place. Resilience means that we are adaptive and nimble for an uncertain future. We will be engaging with families, parent leaders, community partners, students, and staff in the coming weeks to learn more about what they would like to see reflected in reopening plans.

### **Return to School Survey - For families**

The DOE launched the Return to School Survey on June 12. The survey is designed to gather feedback from students and families about the most important considerations in returning to school in the fall. This feedback, along with guidance from public health experts, will help the DOE explore and plan various options for re-opening school buildings in the 2020–21 school year. All students in grades 6–12, and parents/guardians of students in grades 3–K through 12, were able to participate in this anonymous online survey. To capture feedback from as many voices as possible, schools were supported in ensuring that all families and students in their communities are aware of the survey.

### **Citywide Graduation and End-of-Year Activities Updates**

We are committed to supporting schools in finding meaningful and creative ways to celebrate the class of 2020 in these unprecedented times. Please see updated guidance below regarding end-of-year celebrations.

**Citywide Graduation:** A citywide spirit week to celebrate high school seniors will take place the week of June 15, including a citywide virtual prom/graduation party on June 19. The citywide virtual graduation ceremony will be held on June 22. Additional details about the event and information you can share with families on how they can participate.

**Chancellor’s Messages:** Chancellor Carranza and other City leaders are looking forward to sharing a special video and written messages to be delivered as part of virtual graduations, or otherwise shared with the school communities to celebrate commencements.

**Delivery of Graduation Items to Students and Families:** In order to support schools in preparing for virtual graduation and moving-up ceremonies, schools can use their discretionary tax levy funding or General School Funding (GSF) to deliver items to students’ homes. Schools must package the graduation items themselves and have the courier service pick up packages from a DOE location or take the packages to the post office.

### **Virtual Ceremonies:**

Schools may work with vendors/organizations from the DOE-approved list, which includes both free and paid options, to design and host virtual ceremonies.

### **Drive-in and Drive-Through Ceremonies:**



Schools may consider drive-in and drive-through graduations. All drive-in and drive-through graduations are subject to strict adherence to all Department of Health (DOH) and DOE guidelines. Final approval of all school plans by superintendents and executive superintendents is required before proceeding.

Schools should review the June 4 state guidelines carefully and consult with your SLT prior to submitting the survey to apply for approval. In particular, you should note the following requirements:

- These events will require precise scheduling and traffic control. Multiple ceremonies may be needed depending on the class size.
- Students and families without vehicles would need to be provided alternative accommodations and transportation that complies with social-distancing requirements.
- Students, staff, or family members cannot attend if they display symptoms consistent with COVID-19, have tested positive for COVID-19 within 14 days prior to the date of the ceremony, or were in close or proximate contact of an individual who had symptoms of COVID-19 or tested positive for COVID-19.
- All staff facilitating the event must follow social-distancing guidance, remaining six feet apart and wearing face masks at all times.

#### In-Person Ceremonies:

**In-person graduation ceremonies may not be conducted at this time.**

#### Student Performances for Virtual Stepping Up and Graduation Ceremonies

As part of virtual stepping-up and graduation ceremonies, the DOE is providing a selection of dance, jazz, Latin, and vocal performances by New York City middle and high school students. The music and video performances by the All-City High School music program, the Summer Arts Institute, and other citywide programs are indexed with links in the attached folder. A performance of "Pomp and Circumstance" by the United States Marine Corps band is also included in the folder. We encourage you to also consider using archived video from your own school chorus, band, or ensembles. Note that student performances can only be used in closed-circuit school networks or websites, and not posted to the internet. Please credit the ensemble when using any of the performance tracks.

#### **Submit Valedictorian Speeches for Year-End Celebration**

This year, the text of high school valedictorians' graduation speeches will be featured on the DOE's website and submitted to the New York Daily News as part of the celebration of the 2020 graduating class. To support this effort, principals were asked to submit the text of their valedictorian's graduation speech by June 12.

#### **End-of-Year Activities Updates**

School-Based Ceremonies: Schools may work with vendors/organizations from the DOE-approved list, which includes both free and paid options, to design and host virtual ceremonies, provided those purchases are in alignment with DOE Standard Operating Procedures for procurement.

#### **SAT Weekend Updates: Fee-Reduction Benefits for SAT School Day Now Available**

Students who registered for the June SAT administration and those rising high school seniors in the class of 2021, who do not have SAT scores, will have early access to register for the August, September, and October SAT weekend administrations. On May 28, the College Board began to communicate with students, specifically students in the class of 2021, about fall SAT registration.

Please note the following updates:

- Students who have not previously taken a SAT exam (in the class of 2021) will be given priority to register for the August, September, and October SAT administrations, starting on May 28.
- Registration for the November and December administrations will open for all students starting on May 28.
- On June 3, registration for all test dates will be open to all students for next school year's national SAT administrations (August 29, September 26, October 3, November 7, December 5).
- The March, May and June 2021 administration dates will also be available for registration. Electronic fee-waiver codes have now been uploaded to the K-12 Score Reporting Portal to all schools who administered the SAT School Day exam on March 4.

- If a school knows, or suspects, that a student or family is currently experiencing financial hardship, the student should be considered eligible for a fee waiver. As families' situations may be changing, it is understandable that schools may not be able to access the same level of student/family details in ATS that they normally would, and/or the data available in ATS may not reflect the student/family's current situation. For these reasons, schools should use their best judgment to determine whether a student should be considered eligible for the fee waiver.
- **Review Updated Guidance and Timelines on Regents Exam Waivers**

The Regents Exam Waiver Guidance has been updated, and provides information and updated timelines for the STARS Regents waiver process. Due to the cancellation of June Regents, certain students became eligible for June 2020 Regents exam waivers. Schools must use the email template included in the updated guidance to inform parents/guardians of their right to decline Regents exemptions. Schools needed to notify families of their right to decline the waivers by **June 3**, and families had to inform schools of their decision by **June 9**.

### **The ReStart Academy**

The ReStart Academy is an NYC Department of Education, District 79 program that provides quality educational services. **ReStart @ Channel View School for Research** is for 8th-grade students who are over-age for the grade level and struggling to meet promotion requirements. They provide small classes with rigorous curricula aligned to Next Generation Learning Standards. Students are provided with an array of support services that help them successfully transition to high school.

#### **KEY FEATURES:**

- Small class sizes
- Rigorous standards
- Transition planning
- Individual and group counseling
- Support in High School application process & with Summer Youth Employment applications
- Extensive academic support

#### **ELIGIBILITY REQUIREMENTS and ADMISSIONS**

- New York City resident
- **Currently enrolled in 8th Grade**
- 15 - 17 years of age
- Student and parent/guardian required to attend VIRTUAL Interview
- Rolling admissions policy accepting students throughout the school year

Parents that are interested must **complete the Virtual Intake form and submit- they will need to select three tentative appointment dates prior to submitting the form: Click on link <https://forms.gle/gSD4miAsU9FrDhti6> Interviews conducted by appointment only and virtually!** Please feel free to contact the Community Associate, Lizzette Sierra at 315-757-0706 if any questions arise.

#### **Balance of FY'20 Title I Funds for Parent and Family Engagement**

The DOE's Division of Finance has arranged for all Title I schools to receive an increased allocation of Title I Parent and Family Engagement funding based on the balance of their unencumbered FY'20 funds for use in FY'21. The unencumbered FY'20 funds will be added to each school's allocation of Title I 1% Parent and Family Engagement set-aside funds when initial FY'21 school-based budgets are released. Note that FY 2021 allocations will be adjusted downward for any spending that occurs in FY 2020 after the data is pulled for the initial allocation. FY'20 Title I set-aside funding can also be

expended through the end of June for allowable activities. This information is to be shared with the chairperson of the school's Title I Parent Advisory Council (PAC) and your School Leadership Team (SLT).

### **CONFIRMED: Panel for Educational Policy Meeting**

Date: Thursday June 18, 2020

Location: <https://learndoe.org/pep/june18/>

Panel arrival at 5:30 p.m. Meeting begins at 6:00 p.m. **Accessing the Meeting and Signing Up For Public**

**Comment** This meeting will be held via teleconference, and will begin promptly at 6:00PM. If you would like to access this meeting via computer, please visit <https://learndoe.org/pep/june18/>

### **Optional Tutoring Resource Available through Public Libraries**

The City of New York's three public library systems—Brooklyn Public Library, New York Public Library, and Queens Public Library—are providing free access to Brainfuse, which is an online tutoring platform for families and students. This resource is available seven days a week, from 2:00–11:00 p.m., and provides support to all grade levels in the following areas:

- **Homework Help:** Interact with live tutors in math, science, reading/writing, social studies, PSAT/SAT, ACT, AP and state standardized tests.
- **Skills-Building:** Choose your topic to receive real-time help.
- **Personalized eLearning Tools:** My File Sharing, My Session Replay, My Tutoring Archive, My Tests Archive, and more.
- **24-Hour Writing Lab:** Submit essays and other kinds of writing for constructive feedback.
- **Homework Questions:** Submit homework questions for expert guidance.
- **Adult Learning Center:** Access a library of rich, adult-learning content (GED), and live, professional assistance in resume/cover letter writing, U.S. citizenship prep, MS Office Essential Skills series, and more.
- **Foreign Language Lab/Spanish-Speaking Support.**

To access Brainfuse, New York State residents must sign up for a free library card in one of the three library systems. See below for information about how school communities in all five boroughs can obtain library cards at any of the three public library systems:

- **Brooklyn Public Library:** To obtain a Brooklyn Public Library eCard, fill out this [form](#). Families and students may [access Brainfuse](#) using their Brooklyn Public Library eCard.
- **New York Public Library:** To obtain a New York Public Library eCard, download and use the SimplyE app. Please note that this app has been uploaded to all iPads issued by the DOE. For instructions on how to apply using the SimplyE app, please visit [NYPL.org](http://NYPL.org). Families and students may [access Brainfuse](#) using their New York Public Library eCard.
- **Queens Public Library:** To obtain a Queen Public Library eCard, fill out this [form](#). Families and students may [access Brainfuse](#) using their Queens Public Library eCard.

For questions, please contact Brooklyn Public Library, New York Public Library, or Queens Public Library.

### **Updated Guidance on Graduation for Current Exemptions for Students with IEPs**

As outlined in the New York State Education Department (NYSED) memorandum issued on May 27, Parental Right to Decline Examination Waivers, if a student with an IEP is eligible to graduate this year, because of the exemptions currently in place under COVID-19, and the student had been planning to continue school in the fall for a fifth or sixth year, the parent must agree to the exemptions in order for the student to graduate. If the parent cannot be reached, or the parent does not agree to the exemptions, schools must plan for the return of the student for the 2020-21 school year. As previously noted in Principals Digest, you may use the email template Updated Guidance and Timelines on Regents Exam Waivers to communicate with all parents of students with IEPs, where the student is eligible to graduate because of the current waivers that are in effect. If a survey or email response is not received by June 9, outreach must continue until a response is received.

### **Fun at Home Campaign**

The DOE has partnered with other city agencies, including the Mayor's Office of Economic Opportunity, the Office of Criminal Justice, the Young Men's Initiative, and NYC Children's Cabinet on the Fun at Home campaign.

Fun at Home addresses the social impact of teenagers' inability to congregate with their peers as a result of COVID-19.

In order to encourage youth to stay-at-home and to continue practicing social distancing, Fun at Home provides free resources, such as virtual fitness classes, online media subscriptions, and learning opportunities. Middle and high school students can visit the page directly, or subscribe via text messages for regular updates.

#### **Dial-A-Teacher Now Available for Grades K-5**

The UFT has re-opened its Dial-A-Teacher program, a homework help line for students, run by classroom teachers. This resource is available from 4:00–7:00 p.m., Monday through Thursday, for students in grades K–5. Due to limitations caused by school building closures, the help line is currently only available for ELA and math homework from teachers speaking English.

The UFT is hoping to expand to other subjects, grades, and languages soon. Please share this optional resource with your school community.

#### **Unoccupied Buildings Energy Curtailment**

In an effort to curtail energy usage throughout the City, measures to reduce energy consumption at unoccupied DOE buildings have been amplified. Custodian engineers (CEs) are engaged in activities to reduce energy use to the greatest extent possible in DOE buildings, by implementing the DOE Unoccupied Facility Energy Curtailment (Load Management) Guidelines. The guidelines provide information on how to reduce energy usage including heating and cooling systems, equipment schedules, lighting, and electronics at all DOE buildings, and reinforce Chancellor's Regulation A-850 to unplug unused refrigerators, personal appliances, computers, and other equipment.

#### **Review Promotion Guidance for Remote Learning**

The Promotion Guidance for Remote Learning provides guidance on the DOE's promotion policy, as defined in Chancellor's Regulation A-501, including updated expectations on the preparation of promotion portfolios and the communication of promotion decisions for students who may be far below grade level. As in prior years, promotion decisions will continue to be based on a holistic review of a student's entire body of work. Decisions must not be based on a student's level of engagement in remote learning.

- Promotion portfolios will be adapted for remote learning, with revised guidance for identifying and scoring student work samples.
- School staff must share decisions to retain students in June with parents and guardians via email using the templates provided in the Promotion Guidance for Remote Learning. Parents can access detailed information about the subject areas in which their child needs additional support via New York City Schools Accounts (NYCSA).

#### **Encourage Families to Complete the 2020 Census**

As we grapple with COVID-19, completing the 2020 Census is even more important now than ever. The number of New Yorkers who are counted will determine how much funding we receive for our schools and public services over the next 10 years. City schools receive more than \$781 million every year in Title I funding, based on census data. In addition, the census helps determine funding for early learning centers, in-school and afterschool youth programs, childcare programs, and other services that support our school communities.

One can play an active role in ensuring an accurate count by urging staff and families to complete the census online at [my2020census.gov](http://my2020census.gov), or by calling 844-330-2020, and completing the brief survey, which is open until October 31. Principals were also asked to share this information with staff including parent coordinators and families by June 26.

#### **Required HIV/AIDS Lessons: Remote Learning Guidance**

Required HIV/AIDS Lessons: Remote Learning Guidance State law requires annual HIV/AIDS instruction for every student in grades K–12. Schools must report the number of lessons administered by the revised deadline of June 26 (extended from June 12). Guidance on adapting HIV/AIDS lessons for remote learning, including how to send and save parent notification and opt-out letters, will be available on TeachHub beginning June 1.

During remote learning, schools must continue to send each parent/guardian a notification letter prior to their student receiving HIV/AIDS lessons.

The DOE permits parents/guardians to opt out of certain HIV/AIDS lessons that teach about methods of HIV prevention. They cannot opt out of lessons about abstinence as a means of preventing HIV or any other lessons.

### **Spring Website Accessibility Scores Released**

This report measures the school's website's accessibility compliance, as per the agreement between the DOE and the US Department of Education's Office for Civil Rights that requires all DOE sites to be accessible to people with disabilities by 2020. By **July 15**, all principals should send staff to an accessibility workshop to learn how to improve their school's website accessibility score. By **December 31, 2020**, all websites must be accessible with a score of "5."

### **Launch of DOE All Stars: Recognizing Employees, Celebrating People**

Throughout the past several weeks, DOE colleagues have embraced the many challenges brought on by recent events. This new norm has brought out the best in our colleagues who continue to show courage, perseverance, and teamwork in abundance. In light of these accomplishments, the DOE has created the first organization-wide recognition and appreciation platform—DOE ALL STARS. The DOE ALL STARS site is an online platform created to recognize and show appreciation for staff throughout the DOE. The innovative, fully accessible, platform provides immediate recognition with the option for anyone to create a personalized message and/or provide in-the-moment 'shoutouts'.

DOE ALL STARS allows you to:

- Engage and inspire employees at all levels;
- Recognize and express gratitude for extra effort, great work and accomplishments;
- Show appreciation and gratitude for going above and beyond the call of duty;
- Contribute to a healthy workplace culture;
- Fuel positive momentum in times of crisis while boosting morale;
- Create a culture where celebrating workplace triumphs becomes an everyday way of life; and
- Share accomplishments and deepen connection to organizational purpose and goals

- (i.e. Chancellor's Priorities, DOE Leadership Core Values, divisional goals, etc.)

We invite you to join in recognizing and appreciating your fellow staff members and/or colleagues who continue to go above and beyond each and every day.

### **Complete MetroCard Data Entry**

To ensure that your school receives the correct number of student MetroCards in the fall, schools must review their MetroCard inventory data and complete MetroCard data entry in ATS by June 26. This task was originally due on March 6 and is part of the usual preparations for the upcoming school year. It must be completed by the end of this school year, so that eligible students have transportation in the fall.

### **Functioning in the Virtual Environment: Guidance for PA/PTAs and Presidents' Councils Guidance for PA/PTAs and Presidents' Councils**

Elections are extended until October 31, 2020. Those individuals who will no longer have a child in the school will finish their term on the last day of school. The positions can be possibly filled by a co-officer or by succession.

Attached please find a copy of the PA/PTAs and Presidents' Council's Guidance for your review.

### **Collection and Return of Student Items at End-of-Year**

The DOE understands that with the quick closure of school buildings in March, students may have left items behind that need to be returned to them, such as medications, student work, and other student belongings. There may also be items that you will need to collect from transitioning students (e.g., eighth graders, graduating seniors, etc.), such as books, musical instruments, sports equipment, and electronic devices. Given the current state of the pandemic, we cannot allow all transitioning students to return to school buildings in June for these purposes. Future guidance will be shared so that transitioning students may return and collect items, including guidance for students returning iPads and collecting diplomas for graduating seniors, at a time when it is safe to do so.

### **Distribute Updated Letter to Families Regarding Multisystem Inflammatory Syndrome**

The DOE is committed to keeping families informed about recent developments regarding Multisystem Inflammatory Syndrome in Children (MIS-C). MIS-C is like other serious inflammatory conditions, such as Kawasaki disease and toxic shock syndrome. Since children with MIS-C may become seriously ill, it is important that families know the signs and symptoms their children may experience, so they can get help right away. Please distribute this updated letter, via email or through your communication platforms, from the Chancellor to families. Translated versions will be available at the same link beginning **June 15**.

### **Preparing for School Reopening: Powerpoint**

School Building Re-Opening Preliminary Planning Overview PowerPoint

### **Preparing for School Reopening: School Capacity Estimates**

The capacity is calculated based on the room information in the Principal Annual Space Survey (PASS) and assumes approximately 65 square feet per person. Capacities are assigned for all rooms currently allocated to each school (including full size, half-size, and administrative rooms), as well as any known changes planned for 2020 implementation. Additional details on the capacity calculations are below for your reference.

- The student capacity of each room assumes one adult per room for grades K-12 and two adults for 3K and PK.
- Full-size rooms are at least 500 square feet; half-size rooms are 240-499 square feet.
- Instructional spaces include any rooms currently used for instruction or students support services.
- Administrative spaces include all offices, as well as teachers' and parents' rooms; it excludes storage and building support rooms, as well as quarter-sized rooms (<240 square feet).
- Total school-level capacity calculations (in Column L) assume that 100% of full-size instructional rooms will be used for instruction, and that 50% of full-size administrative space could be repurposed for instruction.
- These preliminary total capacity calculations do not assume use of half-size rooms for regular instruction.
- School-level capacity does not include public assembly space at this stage. However, these spaces may be able to be repurposed for instruction as necessary.

### **Summer School**

**Students in grades 3–8 who are not promoted in June will be required to attend summer school. Students who are promoted can also be recommended for summer school by their teacher for additional academic support.**

Students will participate in six weeks of remote instruction from Monday, July 6–Tuesday, August 11. Students who are enrolled in summer school and who attend RECs would engage in remote learning at the REC site, similar to how they are currently engaging in school-year remote learning at RECs. Remote instruction for Summer School 2020 will include daily synchronous instruction complemented with asynchronous activities

**Summer School - Teacher Time**

Summer in the City (SITC) teachers work a four-hour work day four days a week. At the teacher’s discretion, in consultation with the site supervisor, 1 synchronous instruction as defined above will occur in a teacher’s daily schedule for a minimum of 75 minutes and a maximum of 2 hours of each workday.

Grades 3-5

The following synchronous activities will occur daily for the specified times:

Daily Community Building/Social Emotional Learning (SEL) activities: 15-30 minutes per day

Instruction in ELA: 20-30 minutes per day of whole and small group instruction and individualized student support

Instruction in Math: 20-30 minutes per day of whole and small group instruction and individualized student support

Other remote learning duties (social and emotional wellness or work progress check-ins, conferences with families, office hours): 20-30 minutes per day

Please note, if departmentalized, grades 3-5 can follow the times specified for grades 6-8.

Grades 6-8

The following synchronous activities will occur daily for the specified times:

Community Building/SEL activities: 5-10 minutes per class three times a week

Total instruction across classes: 40-60 minutes per day of whole and small group instruction and individualized student support

Total other remote learning duties (social and emotional wellness or work progress check-ins, conferences with families, office hours): 30-50 minutes per day

Grades 9-12

The following synchronous activities will occur daily for the specified times:

Community Building/SEL activities: 5-10 minutes per course three times a week

Total instruction across sections/courses: 40-60 minutes per day of whole and small group instruction and individualized student support

Total other remote learning duties (social and emotional wellness or work progress check-ins, conferences with families, office hours): 30-50 minutes per day

**School Food Meals**

Citywide, School Food and Nutrition is serving close to 600,000 meals daily.

Data for District 30:



5/25/2020	Total	5/26/2020	Total	5/27/2020	Total	5/28/2020	Total	5/29/2020	Total	Average Per Week	
30	Q002	344	Q002	603	Q002	637	Q002	673	Q002	694	590.2

30	Q069	3,489	Q069	4,686	Q069	4,097	Q069	4,222	Q069	4,570	4,212.8
30	Q085	753	Q085	1,051	Q085	1,038	Q085	837	Q085	1,088	953.4
30	Q092	1,124	Q092	1,495	Q092	1,852	Q092	1,620	Q092	1,744	1,567.0
30	Q111	212	Q111	657	Q111	519	Q111	574	Q111	552	502.8
30	Q122	810	Q122	737	Q122	999	Q122	706	Q122	889	828.2
30	Q126	177	Q126	305	Q126	295	Q126	309	Q126	337	284.6
30	Q141	243	Q141	379	Q141	468	Q141	416	Q141	445	390.2
30	Q148	1,274	Q148	2,249	Q148	2,434	Q148	2,399	Q148	1,618	1,994.8
30	Q149	2,378	Q149	3,580	Q149	3,143	Q149	3,114	Q149	3,118	3,066.6
30	Q150	1,472	Q150	2,360	Q150	2,435	Q150	2,195	Q150	2,593	2,211.0
30	Q152	150	Q152	247	Q152	266	Q152	288	Q152	330	256.2
30	Q166	543	Q166	922	Q166	1,019	Q166	970	Q166	981	887.0
30	Q234	665	Q234	1,070	Q234	1,100	Q234	1,263	Q234	1,285	1,076.6
30	Q904	508	Q904	1,137	Q904	1,133	Q904	963	Q904	1,252	998.6
30	Q445	1,169	Q445	1,878	Q445	1,836	Q445	1,672	Q445	1,775	1,666.0
30	Q610	434	Q610	491	Q610	502	Q610	544	Q610	503	494.8
		15,745	23,847		23,773		22,765		23,774		21,980.8



6/1/2020	Total	6/2/2020	Total	6/3/2020	Total	6/4/2020	Total	6/5/2020	Total	Average Per Week	
30	Q002	713	Q002	592	Q002	524	Q002	644	Q002	709	636.4
30	Q069	4,194	Q069	3,968	Q069	4,194	Q069	3,949	Q069	3,086	3,878.2
30	Q085	1,104	Q085	1,071	Q085	1,020	Q085	958	Q085	1,298	1,090.2
30	Q092	1,552	Q092	1,717	Q092	1,490	Q092	1,299	Q092	1,649	1,541.4
30	Q111	541	Q111	451	Q111	579	Q111	704	Q111	511	557.2
30	Q122	840	Q122	852	Q122	798	Q122	810	Q122	957	851.4
30	Q126	294	Q126	294	Q126	307	Q126	301	Q126	271	293.4
30	Q141	506	Q141	449	Q141	371	Q141	351	Q141	406	416.6
30	Q148	2,337	Q148	2,250	Q148	2,262	Q148	2,290	Q148	2,163	2,260.4
30	Q149	3,018	Q149	3,052	Q149	2,934	Q149	3,043	Q149	3,131	3,035.6
30	Q150	2,555	Q150	2,192	Q150	2,320	Q150	1,986	Q150	2,425	2,295.6



30	Q152	242	Q152	270	Q152	365	Q152	269	Q152	343	297.8
30	Q166	1,011	Q166	970	Q166	982	Q166	1,010	Q166	1,149	1,024.4
30	Q234	1,225	Q234	1,029	Q234	970	Q234	931	Q234	948	1,020.6
30	Q904	1,160	Q904	1,117	Q904	1,056	Q904	1,169	Q904	1,220	1,144.4
30	Q445	1,799	Q445	1,615	Q445	1,814	Q445	1,506	Q445	1,675	1,681.8
30	Q610	546	Q610	511	Q610	489	Q610	527	Q610	496	513.8
		<u>23,637</u>		<u>22,400</u>		<u>22,475</u>		<u>21,747</u>		<u>22,437</u>	22,539.2

### **Capping**

Students who were zoned to a school for the 2019–20 school year, but were not offered placement due to a capping plan, have the right to return to their zoned school in September, if there are available seats. According to Chancellor's Regulation A-101, on admission, readmission, transfers, and list notices for all students, if a school could not accommodate all zoned kindergarten applicants for the 2019-20 school year, or if the DOE capped enrollment for any grade in the school during the 2019–20 school year, a letter must be sent to the families of students who were overflowed to other schools by end of the school year, to allow them to indicate interest in returning to the school.

### **Distribution of Internet-Enabled Remote Learning Devices for Summer School**

To keep students connected and enable them to learn from home, the DOE has loaned students 300,000 internet-enabled iPads since school buildings closed in March, and students transitioned to remote learning. In order to meet additional demand for summer school, the DOE has ordered 10,000 more iPads, which will be distributed to families who have requested them, on a rolling basis, beginning **June 8**. If families in a school needs an internet-enabled device for remote learning, school officials were asked to work with them to request one using the Remote Learning Device Request form. The DOE will prioritize device-distribution for students who will be participating in summer school.

**REC Sites** - the attendance at the sites in District 30 has increased. Currently the attendance averages are:

Q011 - 70 students

Q397 - 10 students

### **Current Events/Social Response**

In District 30 we foster racial justice and equal opportunities for all our children. District 30 has begun to address understanding the social response of current events in the following ways:

1. Incorporating the NY Times video series; *The Conversation: A series of short films about race in America*, into professional learning opportunities for principals, assistant principals and guidance counselors. This video series will also be a part of the professional learning for school staff.
2. Donna Brailsford, QN Director of Student Services, is conducting training for District 30 staff on "Trauma Informed Instruction".
3. A steering committee with guidance staff has been formed to plan how to, collectively and individually, support staff, students and families with engaging in reflective discussions that allow them to share their stories, express their emotions, process their feelings and move their feelings to unified action.

### **Summary of Chancellor's email to the school community regarding the start of the 2020-21 School Year**

The Chancellor informed the school community of the changes that will happen for the upcoming school year. The following areas were discussed:

1. **Enhanced Health Measures**
  - a. We need to ensure that schools and other office buildings are well-equipped to manage the enhanced health requirements that are necessary to protect against COVID-19 infection
2. **Trauma-Informed Transition Back to School**
  - a. We must have a thoughtful process to re-acclimate children, parents, and staff to being back in school buildings.
3. **Blended Learning**
  - a. We can prepare for a restart in the fall by leveraging approaches of both in-person and remote instruction.
4. **School Start Date**
  - a. We are wholeheartedly working towards a September start date, while working closely with DOHMH to monitor health indicators to ensure that it is safe to return to school buildings and offices.
5. **Rolling/Phased Starts**
  - a. The timing of return to buildings, and under what circumstances buildings might be closed or have limited access, will be established in close coordination with NYC Health and based on health and safety indicators.
6. **Social Distancing and Split Schedules**
  - a. We are anticipating that social distancing will remain in effect. This means we may need to limit the number of students and staff in our buildings and we will need to think creatively about schedules.
7. **Building Operations**
  - a. Building procedures will need to allow for limitations to movement of students and staff into, out of, and within the building, and for facilitation of enhanced cleaning and sanitation protocols.
8. **School Support Services**
  - a. School busing and school food operations will also need to be adjusted to accommodate health and safety operations.

### **Number of DOE employees who have died from COVID-19**

According to the NYC DOE website, as of **June 5 , 2020** we have lost 78 DOE employees:

- 74 school-based employees
  - 30 are teachers
  - 28 are paraprofessionals
  - 5 are food service staffers
  - 3 are guidance counselors
  - 2 are administrators
  - 2 are facilities staff
  - 2 are school aides
  - 1 is a parent coordinator
  - 1 is a School Computer Technology Specialist
- 4 central office employees

### **JUNE 2020 CALENDAR**

**Mon, Jun 01, 2020**The Remote Learning Plan 7:30 PM - 8:30 PM

This is part of a series of online workshops and trainings, focuses on providing families of children with disabilities tools and strategies to support their child at home through remote learning.

**Thu, Jun 18, 2020**

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NYU Autism Spectrum Disorder Parent Support Workshops Series 7-8 p.m.

**Thu, Jun 18, 2020**

Transition Planning for Students with Physical Accessibility Needs

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3:00 PM - 4:00 PM

In this workshop families will identify transition planning services and supports for young people with physical accessibility needs. An advocate will also join the workshop for a discussion with families. [Register here](#) (Open external link)

**Thu, Jun 18, 2020**

Queens Transition and College Access Center Open Office Hours

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5:00 PM - 6:00 PM

Open office hours are for families of students with IEPs to ask questions about transitioning to life after high school during remote learning. Topics will include college applications, virtual access to adult services, and graduation and certificate requirements. [Register here.](#)

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**Thu, Jun 18, 2020**

Panel on Educational Policy (PEP) Monthly Meeting (June)

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5:30 PM - 6:30 PM [HS for Fashion Industries](#)(Open external link)

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**Mon, Jun 22, 2020**

NYC Second Language Proficiency (SLP)

**Thu, Jun 25, 2020**

NYU's Nest Support Project Team Parent Workshop Session IV - Spanish

**Thu, Jun 25, 2020 Queens Transition and College Access Center Open Office Hours**

5:00 PM - 6:00 PM

**Fri, Jun 26, 2020**

LAST DAY OF SCHOOL FOR ALL STUDENTS (Early dismissal)

**WISHING YOU A SAFE AND HEALTHY SUMMER!**