

**MINUTES**  
**Community District Education Council 30**  
**Virtual Calendar Meeting**  
**May 11, 2021**

The May Virtual Calendar Meeting of Community District Education Council 30 was held on Tuesday, May 11, 2021, via the Zoom platform.

Robert Cruz, Co-President, explained the format of the meeting.

Mr. Cruz called the Calendar Meeting to order at 6:37 PM.

**Roll Call**

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

Present:

Deborah Alexander  
Roberto Cruz  
Jonathan Greenberg  
Ka-Trina Harris  
Fatima Lakrafl  
Shannon Lee  
Amina Maiza  
Dani Marr  
Nuala O'Doherty  
Chuck Park  
Scott Sharinn  
Preeti Minhas

**New York State Senator Michael Gianaris: Announcement**

Senator Gianaris announced that this year, the State budget fulfills the total Foundation education funding, which will be distributed over the next three years. District 30 will receive 35.5 million dollars over the next three years.

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

The Superintendent's report follows the minutes.

Mr. Park wanted to confirm that all students who apply for Summer Rising will get a seat. Dr. Composto said yes. It may not be in their zoned school.

Ms. O'Doherty requested the data on the number of students opting in and out of testing. She congratulated all those who worked endlessly to get the Campaign for Fiscal Equity money.

Ms. Alexander heard a rumor that schools will end two weeks early. Dr. Composto stated that is false and the last day is a full day.

**Public Agenda and Speaking Time**

Rebecca Forlenza, PS 122, would like to see the added money used for smaller class sizes.

Anna Lee reported that racial comments had been heard in schools. Dr. Composto spoke about the integration grant and training for teachers since January.

Heather Clark asked what percentage of the funding will go to IEP students. Dr. Composto reported that there is no amount yet. Ms. Clark would like to see an ICT class in every school and more funding for special education evaluations and universal screenings.

Meghan Cirrito, Assemblymember Catherin Nolan's office, is available to help parents.

Michelle Moore said there needs to be training on racism and bias for educators.

Councilmember Shannon Lee wants parents to stand up for black and brown children.

Councilmember Ka-Trina Harris stated that children should not be afraid because of the color of their skin.

Lisa Mesulan from the Community Board 3 Education Committee stated that more schools need to be accessible. Children should not have to be bussed because of a wheelchair.

Anne Court asked if there are changes to the Fair Student Funding matrix. She would like the added funds be used for additional ICT classes and smaller classes.

Councilmember Nuala O'Doherty stated that 3-K and more Pre-K classes Will allow for children to be diagnosed earlier.

Juliette Haji, PS 17, would like to see help for students who fell behind because of remote learning.

Mercedes Jennings, Senator Gianaris' office, is pleased about the Foundation funding.

LK Taylor asked if there is a priority for attending Summer Rising in their zoned school and are there any 12-month programs. Dr. Composto stated that D75 offers 12-month programs. Priority is given to attend your zoned school. If full, then you are offered a seat in the next closet program. Ms. Taylor asked what school students attending IS 227 should apply to for Summer Rising. Dr. Composto will look into this.

Councilmember Park asked about advocating as to how Fair Student Funding is used. Dr. Composto stated that the SLT should be discussing this. Mr. Park asked about anti-bias training. Dr. Composto explained that accountability is always in play. Parents should report any incident.

Councilmember Greenberg suggested people attend PEP meetings to advocate. We need more construction to lower class size.

Kelly Craig stated that space is needed, especially for 3K. The Foundation money is not new money. It is money that was owed.

Cecilia Leong stated that if people are not attending the SLT meetings because of the time of the meetings, change the time. The meetings should be convenient for parents.

Marya Papadopoulos asked when the added money would be available. Dr. Composto said the funds would be spread out over three years.

### **Adjournment**

There being no further business, Nuala O'Doherty made a motion to adjourn the meeting. Jonathan Greenberg seconded. All in favor. The motion passed unanimously. The meeting adjourned at 8:11 PM.

Respectfully submitted,

*Shannon Lee*

Shannon Lee  
Secretary

## **Superintendent's Report Community District Education Council CDEC30 May 11, 2021**

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

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

- The DOE has created a [NYC Schools Account Help desk for parents](#) with a toll-free number **833-388-1506** that can be shared with parents for the duration of the CCEC Election from May 1 through May 12.
- **Community School District 30 FY 21-22 Goals Aligned to the Chancellor's Priorities.**  
(Please see the attached Goal Sheet)
- **D30 - Learning Preference Opt-In** – Attached you will find the list of Learning Preference – Newly and current opt-in students by school and by grade.

- **NYS Testing Report** – Attached please find a report showing approximately how many in-person and remote students opted in to be tested, and how many in-person and remote students opted not to be testing.
- **P.S. 280 – Name Change**  
The Chancellor approved P.S. 280's name change to "P.S. 280Q: Home of the Lionhearts." The school name change will be effective 7/1/2021.
- **P.S. 384 – Name Change**  
The Chancellor approved P.S. 384's name change to "30Q384 - Hunters Point Elementary School." The school name change will be effective 7/1/2021.

### **NYS Grades 3–8 Mathematics Exam Update**

The New York State (NYS) grades 3–8 mathematics exam will only be administered in-person from **May 3–14**.

### **June Regents Exam Updates**

The New York State (NYS) Regents exams will be administered in-person, from **June 17–24**, for English Language Arts, Living Environment, Physical Setting/Earth Science (written test only), and Algebra I subjects; all other subject exams have been cancelled for the June 2021 administration.

### **Updated Daily Health Screening Questions**

The DOE has updated the questions on the daily health-screening questionnaire to reflect the latest guidance regarding the elimination of mandatory quarantine requirements. As of April 10, asymptomatic travelers entering New York from another country, US state, or territory are no longer required to test for COVID-19 or quarantine. Any symptomatic travelers, even those fully vaccinated, must immediately self-isolate, contact their health care providers, and get tested for COVID-19. All relevant DOE health guidance will be updated in the coming days.

### **Continuation of COVID-19 Random Testing**

In accordance with current Center for Disease Control (CDC) guidance, routine COVID-19 random testing will continue for all staff and students, including those who are fully vaccinated. Routine random testing provides the community with an accurate representation of the prevalence of COVID-19 and helps schools stay safe. As a result, all DOE staff and students (regardless of vaccination status) must continue to participate in COVID-19 random testing.

### **Share COVID-19 Vaccine Interest Survey with Families of Students Aged 16 and Older**

As published in the April 27 edition of Principals Digest, students who are 16 years and older are now eligible for the COVID-19 vaccine. To help the DOE gauge interest in the COVID-19 vaccine and possibly open vaccine hubs for students at DOE schools, principals were asked to distribute this survey to families of students who are 16 years and older as soon as possible.

COVID-19 In-school Vaccine Interest Poll  
Attention families with students ages 16 and above!

This poll is for you. Your children are eligible for the COVID-19 vaccine! Depending on family interest, the City of New York may be able to offer vaccination at select DOE school locations for age 16+ students.

**Please select the option that most accurately describes your interest:**

I am interested in having my child (age 16-18) receive a vaccine at a vaccine site in a NYC DOE school building.

I prefer to have my child (age 16+) vaccinated for COVID-19 by their health care provider or at another vaccination site.

I do not have a preference about the location where my child (age 16+) receives their vaccination.

I am not interested in having my child (age 16+) receive a vaccine for COVID-19.

**Prepare to Administer the 2021 NYC School Survey**

All parents/guardians, students in grades 6–12, support staff, and teachers will be invited to take the annual NYC School Survey on **May 10**; the survey will close on **June 11**.

**City Budget:**

On April 27<sup>th</sup>, Mayor de Blasio released the proposed Executive Budget for the next fiscal year, which begins on July 1. Here is a summary of some of the big, high-impact education investments the DOE plan to make, as announced by the Mayor and what that means for our schools and students:

**Bring Community Schools to Every District: \$10M in FY21, Growing to \$51M in FY 22**

The data is in—Community Schools work. By supporting the whole child, family, and community through partnering schools with community-based organizations, our kids get what they need to succeed. This funding will allow us to bring Community Schools to every district by the 2022-23 school year. This is on top of the 27 new Community Schools we announced in January, and will bring the total number of Community Schools to 406.

**Universal Free 3-K for All: \$377M FY22**

We will roll out Universal 3-K for All so that every family in New York City can access a 3-K seat by September 2023. This expands on our commitment to bring 3-K to every district by fall 2021! This will bring 61,000 free, full-day, high-quality 3-K seats across New York City. Especially now when childcare is so critical, we are thrilled to bring enriching, affirming education to 3-year-olds that will set them on course for kindergarten and beyond.

**Expand Restorative Justice: \$12M FY22**

In schools with Restorative Justice programs, students have felt both safe and welcomed, and student issues are addressed in ways that educate, heal, and keep students in school—resulting in a decrease of 66 percent in school suspensions. This funding allows us to follow through with the second phase and complete the rollout, which was interrupted by COVID.

**Increase Academic Support: \$500M FY22**

We know we need to meet students where they are, and give them the support they need as individuals. Our goal is to use assessment results to provide opportunities to accelerate learning, which could include additional learning time with a focus on Math and ELA, tutoring support, and targeted services for high-need students. We will have more to share on the details and various initiatives involved with this funding in the coming weeks.

**Increase Technology Support: \$2M FY21, \$155M FY22**

This year has shown beyond a shadow of a doubt just how critical technology can be for 21st century education—even once the pandemic is behind us and all students return in person.

These funds build off of our one-stop digital learning hub and will include increased help desk support,

expanded Wi-Fi access at school buildings and the continuation of LTE service for SY21-22 on the more than 500,000 devices purchased for students in response to the pandemic.

**Expand Pre-K for All Special Education: \$22M FY22**

Our youngest students with disabilities need services right when they begin their educational journey. These funds will support the creation of more special class seats where they are needed across the city and help existing 3-k and Pre-K programs better serve children with disabilities in inclusive settings. In total, this funding will add 800 new seats for children with disabilities across the city.

**Increase Special Education Services: \$236M FY22**

This funding increases our ability to provide critical programs and related services to students with disabilities in grades K-12, including physical and speech therapy, and more.

**Restore Funding to programs including Learning to Work and Arts Programming: FY21 \$3M, FY22 \$186M**

This funding will help support restoration of Learning to Work programming, which offers paid internships, student support services, in-depth job readiness and college and career exploration activities for targeted high schools. This funding will also restore the deep investments we've made in arts education over the years, providing students with outlets to express themselves, cultivate social-emotional learning, and develop key skills such as critical thinking and innovation.

**Expand Public Schools Athletic League (PSAL): \$6M in FY22**

PSAL is so important for our students—it builds skills, confidence, and pride. We will increase access to sports programming across the city for high school students, focusing on schools with greatest need.

**100% Fair Student Funding: \$600M FY22**

As recently announced, the administration has made a historic investment to bring 100 percent "Fair Student Funding" (FSF) for all New York City public schools funded by FSF for the first time ever, starting in the 2021-22 school year.

This long-term commitment will help ensure every single school has what it needs to support their students and staff during these challenging times.

**Hold Schools Harmless for Mid-Year Adjustment: \$130M FY21**

As previously announced, a restoration of \$130M in mid-year adjustment funds was made for this school year. This funding can be used to address staffing needs or provide services for students like after-school tutoring and other direct academic services, and purchase supplies and materials. Given the recent allocation of this funding, DOE has allowed schools to rollover \$50M of these funds to SY 21-22. Chancellor Porter stated, "I am so excited to work together to bring these resources to life in our schools and communities, and to work with you and the communities we serve as we continue to shape and refine our plan for how to use these new resources in service of our students.

I thank each and every one of you for the important work you do every day to keep our students safe, healthy, and constantly learning, and am excited to shape the future ahead with you. I appreciate you today, tomorrow, and every day."

**Summer School**

Summer Rising (Summer School) will provide opportunities for young people to learn, to get outside, and engage with peers and caring adults in safe, supervised, and enriching robust programs, readying them for a return to school in September 2021.

For the first time ever, the City will use the Community Schools strategy to integrate the DOE's academic supports and the Department of Youth and Community Development's (DYCD) school-based enrichment programming to create a comprehensive summer program during the most critical summer for New York City students.

Program expectations and experiences will be differentiated by grade level.

- Grades K-8: programs will be in-person and planned and operated collaboratively by school principals and community-based organizations. We will be opening more buildings this summer than in previous summers and all K-8 schools will be in buildings with DYCD-funded CBO partners. Enrollment will be open to any student who wants to participate and will not be limited to students with promotion in doubt or “mandated” students.
- High Schools will have flexibility to design programs that meet the needs of their school communities and are encouraged to seek student input in the planning process. High School programs may be in person or remote based on program area and community need. □

Grade Band	Student Experience	
K-5	7 weeks (7/6- 8/20) M-F, 8am – 6pm	Academic support + SEL + enrichment activities (local field trips to parks, and other outdoor venues)
6-8	6 weeks (7/6- 8/12) M-Th, 8am – 4pm	
<b>Students with 12-month IEPs (all grades)</b>	Academic support + paraprofessional support +SEL for 30 days, M-F, in collaboration with CBOs for part of the day to the extent possible	
<b>High School</b>	Schools are encouraged to create flexible schedules that allow students to engage in summer work opportunities, focus on resolving NX grades, complete graduation requirement courses, or retake any courses failed in a prior year. Schools may offer academic acceleration opportunities and course work of interest to community, as well as college preparation and arts programming. All schools will focus on providing social emotional supports and outreach to students.	

Host School	Geo District	Affiliated School(s)
30Q010	30	Q010, Q011(gr 6)
30Q011	30	Q011, Q150, Q361 (tent)
30Q078	30	Q078, Q384
30Q111	30	Q111
30Q122	30	Q122, Q002
30Q126	30	Q126, Q300 (MS)
30Q127	30	Q127 ,Q329
30Q141	30	Q141
30Q145	30	Q145
30Q149	30	Q149, Q148, Q092, Q228

		Q227(5th gr)
30Q151	30	Q151
30Q152	30	Q152, Q398 (tent)
30Q166	30	Q166, Q112, Q076 (tent.)
30Q204	30	Q204
30Q212	30	Q212, Q069, Q222
30Q227	30	Q227
30Q230	30	Q230
30Q234	30	Q234, Q017, Q070 Q84, Q85, Q171, Q300 (ES)
30Q235	30	Q235
30Q280	30	Q280
<b>30Q291</b>	<b>30</b>	<b>Q291, Q150 (6th gr)</b>
<b>30Q361</b>	<b>30</b>	<b>Q361</b>

### **Guidance on Supporting Students Observing Ramadan**

Ramadan began on **April 12** and ends with the celebration of Eid al-Fitr on **May 13**. During this religious period, some Muslim students may choose to observe Ramadan by fasting from sunrise to sunset and will go without eating or drinking throughout the school day. It is important for schools to provide a supportive environment for Ramadan-observing students during this period. The Chancellor’s Regulation A-630 addresses the DOE’s obligations with respect to religious-observance accommodations. Per Chancellor’s Regulation A-630, in-person students who fast should be allowed to sit separately during meals if they so desire. Please review the DOE In-School Meal Service guidance for further information.

In addition, schools may share this instructional guide on Eid al-Fitr with staff, which includes lessons for all grade levels, to provide opportunities for recognizing and celebrating Eid al-Fitr with students.

### **Hydroponic Lab**

Councilman Constantinides granted a hydroponic lab for our Pre-K center (397 – Astoria). The **lab** includes **hydroponic** growing systems, a composting-station, a germination rack, and an integrated pest management station for pesticide-free maintenance.

## **D30 School Highlights**

### **Q111**

#### ***Community School 111Q Cultural Fest***

Community School 111 scholars worked with Leap teaching artist Brigid Turner and classroom



teachers to create a performance entitled "I Have The Power! Scholars showed that they have the power to be individuals and be proud of who they are. The performance took place in the school yard for family members and classmates to view. It was also shown on Zoom to enable additional family members to view the performance. The performance opened by scholars sharing information about Cinco de Mayo. Next, scholars shared what love, peace and equality means to them. Each scholar created masks with the selected Peace, Love or Equality to be written on it. The performance continued with dancing that even the teachers got involved in. Each scholar was awarded a certificate from the Principal, Mrs. Jaggon for their participation and scholars had a celebration of cultural food afterwards.

### **Oratory Concert**

CS 111Q Speech club is excited to have selected our third and fourth grade scholars who are developing presentation skills and building their self-confidence as they prepare to represent our school in a Citywide Oratory competition sponsored by Dr. Adelaide Sanford. Scholars have been working tirelessly to prepare their speeches. Good luck to our wonderful scholars!!!!

### **Family Engagement**

Here at CS111Q we take pride in supporting our families. Family engagement to us means utilizing most of our events to connect with our families, building greater relationships and building a stronger community. Over the break, we have hosted an event in which we took a community trip with our families to the American Museum of Natural History, and previously hosted a terrific grab & go where families were able to get several resources including food, coats, books, and handouts with multiple resources. You can visit their school website at PS111Q.org to see more highlights of this memorable school year.

### **Q145**

I.S.145Q is proud to announce that they have been awarded *The Mouse Design League Grant*. The grant is designed to teach students how to utilize technology to help the community. Students interviewed members of their school community as well as the neighborhood to find ways that their phone apps can help.

Here is a student sample of an app designed to help students and the cafeteria staff at I.S.145Q:

[https://docs.google.com/presentation/u/0/d/1eP3U2b71jRHBWpvJgMpyDaX\\_t1-c6WR9\\_OB705W32ZM/edit?usp=drive\\_web](https://docs.google.com/presentation/u/0/d/1eP3U2b71jRHBWpvJgMpyDaX_t1-c6WR9_OB705W32ZM/edit?usp=drive_web)

### **Q384**

- Students learned to sign 'You Are My Sunshine' in ASL to commemorate Deaf History Month! They culminated with a shared video across their in-person and remote students! (see attached video).
- Students are doing origami during lunch, and a student made a 'how-to' video so that children at home can try!
- Students have been participating in the PTA Sponsored Read-A-Thon! Some 1<sup>st</sup> and 2<sup>nd</sup> graders have logged over 500 minutes!
- The school has been hosting Virtual Reading and Writing Celebrations!

### **Encourage Graduating Seniors to Complete DOE Google File Transfer**

Beginning **May 3**, DIIT will begin emailing graduating seniors

from GoogleFileTransfer@groups.schools.nyc, reminding them of the opportunity to transfer their Google files to a personal Google account before graduation, but no later than **September 30**. The DIIT email will provide instructions for making the transfer process easier by using Transfer Your Content, a G Suite



for Education tool. Students will receive a total of five reminder emails—one in May, June, July, and twice in August.

It is important that graduating seniors follow the instructions in these emails before **September 30**; after this date DIIT will deactivate all Google accounts of seniors who have graduated. Please note that once an account is deactivated, it cannot be restored.

### **Updates to Chancellor's Regulation D-130**

To clarify and reflect changes to the rules governing the conduct of candidates for Community or Citywide Education Council with respect to political campaigns and elections, note that Chancellor's Regulation D-130 (Use of School Buildings by Candidates, Elected Officials and Political Organizations, and Conduct of School Employees and Officers with Respect to Political Campaigns and Elections) has been updated as follows:

- Clarifying the rules governing the conduct of members of a Community or Citywide Education Council and candidates for Community or Citywide Education Councils; and
- Providing that candidates for Community or Citywide Education Councils are prohibited from spending more than \$500 on their campaign in any given election year, and that candidates must keep records of their spending.

### **Updates to Chancellor's Regulations D-140, D-150, D-160, and D-170**

The Chancellor's Regulations (CR) have been updated to change the number of votes that can be cast per eligible student by parents in the upcoming Community Education Council and Citywide Council elections. The following updated regulations provide that three votes per eligible student may be cast instead of only one vote per eligible student:

- CR D-140 (Process for the Nomination and Selection of Members of the Community Education Councils Including Filling Vacancies);
- CR D-150 (Process for the Selection of Members of the Citywide Council on Special Education and the Citywide District 75 Council);
- CR D-160 (Process for the Nomination and Selection of Members of the Citywide Council on High Schools Including Filling Vacancies); and
- CR D-170 (Process for the Nomination and Selection of Members of the Citywide Council on English Language Learners Including Filling Vacancies).

You can view the updated Chancellor's Regulations on InfoHub.

### **Student Access to Unofficial Transcripts in TeachHub**

Eleventh- and twelfth-grade students will be able to access their unofficial transcripts in TeachHub by clicking on the "Student Documents" icon located in the TeachHub application. Unofficial transcripts will be available through August.

## **Extended Deadline to Nominate Students for Gifted and Talented Programming**

The deadline to nominate students for Gifted and Talented (G&T) programming has been extended to **May 14** (previously May 11). School officials were advised that they should use the Gifted & Talented Program Nomination app to review the program nomination form, and make final nominations for each student whose family submitted an application.

## **Participation in June Graduation Ceremonies**

In accordance with DOE policy, high school students must meet graduation requirements in order to participate in their school's commencement ceremony. Students with disabilities, who earn commencement credentials, are also entitled to participate in graduation ceremonies with their peers and may not be excluded from participating solely because they earned these credentials. Students who have not yet met the requirements outlined in the attached cards, at the time of the ceremony, may not participate.



### **NYC Department of Education School Year Calendar**

**2021–2022**

This is the 2021–22 school year calendar for all K–12 NYCDOE public schools. If your child attends a private, parochial, or charter school, please contact your child's school for information about their calendar. Please note the following reminders:

- November 2, Election Day, will be a fully remote, asynchronous instructional day for all students.
- On "Snow days" or days when school buildings are closed due to an emergency, all students and families should plan on participating in remote learning.
- Parent-teacher conference dates are the citywide defaults; individual school dates might differ from those below. Your child's teacher will work with you to schedule your conference.

DATE	WEEKDAY	EVENT
September 13	Monday	First day of school for students
September 16	Thursday	Yom Kippur, schools closed
October 11	Monday	Italian Heritage Day/Indigenous Peoples' Day, schools closed
November 2	Tuesday	Election Day, fully remote, asynchronous instructional day
November 3	Wednesday	Evening parent-teacher conferences for elementary schools and K–8 schools.
November 4	Thursday	Afternoon parent-teacher conferences for elementary schools and K–8 schools; students in these schools dismissed three hours early.
November 10	Wednesday	Evening parent-teacher conferences for high schools, K–12, and 6–12 schools.
November 11	Thursday	Veterans Day, schools closed
November 12	Friday	Afternoon parent-teacher conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early.
November 17	Wednesday	Evening parent-teacher conferences for middle schools and District 75 school programs.
November 18	Thursday	Afternoon Conferences for middle schools and District 75 school programs; students in these schools dismissed three hours early.
November 23–26	Thursday–Friday	Thanksgiving Recess, schools closed
December 24–31	Friday–Friday	Winter Recess, schools closed
January 17	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
January 25–28	Tuesday–Friday	Regents Administration



DATE	WEEKDAY	EVENT
January 31	Monday	Professional Development day for 9–12 and 6–12 schools, students in these schools do not attend
February 1	Tuesday	Lunar New Year, schools closed
February 2	Wednesday	Spring Term begins for semester-based schools
February 21–25	Monday–Friday	Midwinter Recess, schools closed
March 2	Wednesday	Evening parent-teacher conferences for elementary schools and K–8 schools.
March 3	Thursday	Afternoon parent-teacher conferences for elementary schools and K–8 schools; students in these schools dismissed three hours early.
March 9	Wednesday	Evening parent-teacher conferences for middle schools and district 75 schools and programs.
March 10	Thursday	Afternoon parent-teacher conferences for middle schools and district 75 schools and programs; students in these schools dismissed three hours early.
March 16	Wednesday	Evening parent-teacher conferences for high schools, K–12, and 6–12 schools.
March 18	Friday	Afternoon parent-teacher conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early.
March 29–31	Tuesday–Thursday	3–8 ELA Assessment administration
April 15–22	Friday–Friday	Spring Recess (includes Good Friday and Passover), schools closed
April 26–28	Tuesday–Thursday	3–8 Math Assessment administration
May 2	Monday	Eid al-Fitr, schools closed
May 30	Monday	Memorial Day, schools closed
June 7	Tuesday	Clerical Day, K–5, K–6, 6–8, and K–12 schools and D75 programs, students in these schools do not attend
June 9	Thursday	Anniversary Day, Chancellor’s Conference Day for staff development, students do not attend
June 13–24	Wednesday–Friday	Regents Administration
June 20	Monday	Juneteenth (observed), schools closed
June 27	Monday	Last day of school for students



## Community School District 30 2021 - 2022 Goals

Aligned to the Chancellor's Priorities



**DISTRICT LOOK FORs:** To provide gifted opportunities for all, teachers will provide explicit learning targets to make expectations clear, scaffold instruction to support all students, increase opportunities for student discourse, use authentic projects with student choice, integrate technology, and conduct checks for understanding within lessons.

*By June 2022, the Superintendent's team working in collaboration with the Queens North Borough Office will assist schools in:*



### Advancing Equity Now

**Accelerating Learning & Instruction** by examining implicit biases in policies and decision and applying culturally responsive and sustaining teaching strategies, along with a shared and inclusive curriculum that affirms students' culturally authentic experiences to increase student achievement and engagement. Student data will be analyzed to identify disparate progress and provide increased interventions to increase student growth. This will enable equitable access to higher level courses and gifted and talented opportunities.

**Partnering with Communities** by engaging in cycles of conversations and workshops with families regarding diversity and culture; and collaborating to share ideas of how we can best support our students.

**Developing People** by using cycles of professional learning for staff to engage in courageous conversations about racial justice, equity, and further building upon their consistent use of social emotional learning strategies for in person learning and remote learning.



### Supportive Environment

**Accelerating Learning & Instruction** by evaluating systems, structures, and relationships to reduce the number of students who are chronically absent from school which reflects low student engagement levels during remote learning. Schools will leverage social-emotional and relationship building programs to support students.

**Partnering with Communities** in K-5 schools, school staff will support families enrolled in the Save for College Program in activating and maintaining their NYC Scholarship Account. In 6-12 schools, students and families will be supported with college and career readiness planning.

**Developing People** by using cycles of professional learning for staff to build awareness and to mediate the impact of mental models and implicit biases that affect decision-making. This will include reexamining structures, policies, opportunities, treatments, and supports for every student/family to ensure we meet the needs of all students and narrow/close opportunity gaps.



### English Language Arts

**Accelerating Learning and Instruction** by continuing to strengthen Pre-K through 12th grade students' advanced literacy skills through the Instructional Leadership Framework Pathways, and strategies learned from the implementation of New York State Integration Project Professional Learning Committee (NYSIP-PLC) workshops, embedding culturally responsive practices into lessons and units, scaffolding instruction, and increasing authenticity and rigor in student learning experiences. Using data driven practices, teachers will implement a shared curriculum that integrates curricular materials and instructional protocols to enhance student discourse. Teachers will strengthen core instruction by identifying high leverage standards, adjusting curriculum to incorporate the Hallmarks of advanced literacies, and infusing consistent checks for understanding. Emphasis will be placed on addressing the needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress.

**Partnering with Communities** by providing families with workshops from district partners aligned to the ELA Next Generation Learning Standards (NGLS) that demonstrate how families can support students with strengthening current ELA practices using an awareness of implicit biases, social emotional learning, and an inclusive, rigorous, and culturally responsive curriculum and practices.

**Developing People** by providing school leaders, teachers, and other staff members with cycles of professional learning that support a robust implementation of vocabulary development to foster the growth of advanced literacy skills that incorporate culturally responsive teaching and learning. District 30 in collaboration with our partners, will develop school leaders, teachers, and other staff members in identifying students' academic and personal behaviors to provide students with gifted opportunities. Teachers will provide clear learning targets and support the needs of individual students with appropriate resources, scaffolds and will assess student understanding within lessons.



### Mathematics

**Accelerating Learning and Instruction** by continuing to strengthen Pre-K through 12th grade students' problem-solving skills by leveraging the Instructional Leadership Pathways and using strategies from the NYSIP-PLC grant and Algebra for All workshops. All students will be provided with rigorous, inquiry-based learning to deepen conceptual understanding through the use of mathematical practices that allow students to become critical thinkers. Students will look for and make use of structures, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others across all mathematical domains. Emphasis will be placed on addressing the needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress.

**Partnering with Communities** by providing families with workshops from District 30 and professional learning partners designed to increase parental understanding of the NGLS mathematical practices, standards and how they contribute to deepening students' conceptual understanding.

**Developing People** by providing opportunities for teachers and school leaders to engage in cycles of Professional Learning to support the integration of culturally responsive practices that increase student access to school-wide mathematics curriculum. The teaching of mathematical practices will incorporate structures, develop reasoning, and construct viable arguments, using concepts, culturally responsive appropriate tools, visual models, manipulatives and technology to solve real-world problems involving all domains.



### Science

**Accelerating Learning and Instruction** by continuing to strengthen Pre-K through 12th grade students' scientific investigation skills through hands-on investigations, literacy-rich activities, interactive digital tools to empower students to think, read, write, and argue as scientists and engineers. Students and teachers will understand the Disciplinary Core Ideas (DCI) and cross-cutting concepts and performance expectations of the NGLS. Schools will continue to leverage the Instructional Leadership Pathways to improve student outcomes for all students. Emphasis will be placed on addressing the needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress.

**Partnering with Communities** by providing families with workshops that assist in understanding the investigations process, strategies, and tools that they can use to support their children at home.

**Developing People** by providing teachers and school leaders with cycles of professional learning that will increase their understanding of the "Principles of Learning" when addressing the Next Generation Learning Standards for Science, the investigations process, and how to create an environment to support student inquiry through culturally responsive teaching practices



## Health Screening Questionnaire

ALL DOE employees, visitors, and families must complete a health screening before entering DOE facilities. This health screening must be completed on each day of arrival. Upon entering the facility, if you have not already completed the health screen you will be asked to provide responses to the questions below.

1. Have you experienced any symptoms of COVID-19, including a fever of 100.0 degrees F or greater, a new cough, new loss of taste or smell or shortness of breath within the past 10 days?

- No. Go to the next question.
- Yes. No further screening is needed. The employee/guest may not enter the building.

2. In the past 10 days, have you gotten a positive result from a COVID-19 test that tested saliva or used a nose or throat swab? (not a blood test)

- No. Go to the next question.
- Yes. No further screening is needed. The employee/guest may not enter the building.

3. To the best of your knowledge, in the past 14 days, have you been in close contact (within 6 feet for at least 10 minutes) with anyone who tested positive for COVID-19 or who has or had symptoms of COVID-19?

- No. Go to the next question.
- Yes. No further screening is needed. The employee/guest may not enter the building.

4. Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#) in the past 14 days?

- No. The employee/guest may enter the building.
- Yes. No further screening is needed. The employee/guest may not enter the building.

The NY C Department of Education may change recommendations as the situation evolves.

9.4.2





# GRADUATION REQUIREMENTS

As of September 2019

## Earning a Diploma in NYC

In New York City public schools, students can earn three types of diplomas: a local diploma, a Regents diploma, or an advanced Regents diploma. All of these diplomas are valid high school diplomas and can be used to demonstrate graduation or enroll in programs after high school, like college and the military. To earn a diploma, students must earn specific course credits (see table to the right) and pass specific Regents exams (see table on the reserve side).

## Minimum Credit Requirements

All students must earn 44 total credits across specific subject areas in order to graduate. Subject-area requirements vary by the type of diploma and may also vary if a student earns an endorsement. Ask your school counselor for more information about credit requirements.

## Diploma Endorsements

Students may also earn endorsements to their diplomas. Endorsements recognize the successful completion of additional courses and exams in particular subject areas. Ask your school about the requirements for the following endorsements: Arts, Seal of Biliteracy, Career Development and Occupational Studies (CDOS), Career and Technical Education (CTE), Honors Designation, Mastery in Math, Mastery in Science, and the Service Seal.

## Commencement Credentials

Students can earn two types of commencement credentials, which are not diplomas: the CDOS commencement credential and the Skills and Achievement commencement credential. Students who receive commencement credentials may continue to attend school until they earn a high school diploma or until the end of the school year in which they turn 21 (whichever occurs first). Ask your school counselor for more information about commencement credentials.

Career Development & Occupational Studies (CDOS) Credential	Skills & Achievement Commencement Credential
This credential recognizes students' preparation for entry-level work through mastery of the CDOS learning standards. Students complete a career plan, employability profile, and 216 hours of career preparation experiences, including at least 34 hours of school-supported work-based learning. The CDOS may be awarded as a sole exiting credential, earned as an endorsement to a diploma, or used to fulfill the +1 option.	This credential recognizes students' skills and achievements in academic, career development, and other foundations needed for post-school living, learning, and working. This credential may only be awarded to students with severe cognitive disabilities who participate in the New York State Alternate Assessment (NYSAA).



Subject Area	Minimum Credit Requirements	
English Language Arts (ELA)	8	
Social Studies	Global History	4
	U.S. History	2
	Participation in Government	1
	Economics	1
Math	Including at least 2 credits of advanced math, such as Geometry or Algebra II	
	6	
Science (including labs)	Life Science	2
	Physical Science	2
	Additional Life or Physical Science	
	2	
Language Other Than English (LOTE)	2 for local and Regents diplomas	6 for advanced Regents diploma
Visual Art, Music, Dance, and/or Theater	2	
Physical Education	Consistently throughout high school	
	4	
Health	1	
Electives	7 for local and Regents diplomas	3 for advanced Regents diploma
<b>Total Credits</b>	<b>44</b>	

# GRADUATION REQUIREMENTS

As of September 2019

## Minimum Exam Requirements

All students must pass at least five Regents exams or State-approved alternatives to Regents exams in order to graduate. Subject-area requirements for exams vary by diploma type and endorsement (see table on the right). All students can earn a Regents or advanced Regents diploma. Some students, including students with disabilities, can graduate with a local diploma by earning different exam scores. Speak to your school counselor to learn more about Regents exams, State-approved alternatives, and these other exam flexibilities for students who meet specific eligibility requirements:

- Appeals to graduate with low scores on Regents exams
- Safety Net flexibilities for students with disabilities
- Exam waivers for transfer students
- Performance-Based Assessment Tasks (PBATs) for students at State-approved schools

## Toward College & Career Readiness

Coursework, exam scores, and activities outside the classroom can support students in working towards their goals for after high school.

### Coursework

Students can prepare for college-level work by taking higher-level courses in high school. These courses may include:

- B-credit course sequence in math, including Algebra I, Geometry, and Algebra II
- B-credit course sequence in science, including Living Environment, Chemistry, and Physics
- Advanced Placement (AP), International Baccalaureate (IB), and Honors courses
- Courses for college credit, such as College Now or CUNY Early College

### Exams

High exam scores can help students avoid taking remedial classes in college. For CUNY, students may meet the college readiness requirement based on certain test scores. See the CUNY Testing FAQs (<http://bit.ly/CUNYReady>) to learn more.

Reading and Writing	Math
<ul style="list-style-type: none"> <li>• English Regents score of 75+</li> <li>• SAT I Verbal score of 480+</li> <li>• SAT Critical Reading score of 480+</li> <li>• SAT Evidence-Based Reading &amp; Writing score of 480+</li> <li>• ACT English score of 20+</li> </ul>	<ul style="list-style-type: none"> <li>• Common Core-aligned Algebra I or Geometry Regents exam score of 70+ or Algebra II/Trigonometry exam score of 63+</li> <li>• Any math Regents exam score of 80+ and a passing grade in Algebra II/Trigonometry or a higher-level math course</li> <li>• Math SAT score of 300+ or SAT Math Section (March 2016 and later) score of 530+</li> <li>• ACT Math score of 21+</li> </ul>

Regents Exam	Local diploma (eligible students only)	Regents diploma	Advanced Regents diploma
English Language Arts (ELA)	55+	65+	65+
Social Studies	55+ on one social studies exam	65+ on one social studies exam	65+ on one social studies exam
Math	55+ on one math exam	65+ on one math exam	65+ on all three math exams
	55+ on one science exam	65+ on one science exam	65+ on Living Environment and one other science exam
	55+ on one science exam	65+ on one science exam	65+ on Living Environment and one other science exam
Language Other Than English (LOTE)	Not Required	Not Required	65+ on one LOTE exam
+1 option	Requirements vary	Requirements vary	Requirements vary
<b>Total Exams</b>	<b>5</b>	<b>5</b>	<b>9</b>

