

MINUTES
Community District Education Council 30
Calendar Meeting
October 18, 2021

The October Virtual Calendar Meeting of Community District Education Council 30 was held on Monday, October 18, 2021, via the Zoom platform.

Jonathan Greenberg, President, explained the format of the meeting.

Mr. Greenberg called the Calendar Meeting to order at 6:42 p.m.

Roll Call

Juliette-Noor Haji, Secretary, conducted roll call for the Calendar Meeting.

Present:

Deborah Alexander
Jonathan Greenberg
Juliette-Noor Haji
Fatima Lakrafl
Michelle Moore
Chuck Park
Marisela Santos

Absent and Excused:

Kristina Berrouet (medical)
Kelly Craig (family/school)
Whitney Toussaint (medical)
Esther Verhalle (family)

Resolution #155 In Support of 34th Avenue Open Street

Mr. Greenberg read Resolution #155 In Support of 34th Avenue Open Street.

Mr. Park and Ms. Moore spoke in support of the resolution.

Attendees spoke both in support and opposition of the resolution.

Shannon Keley, Shariff Sadek, Gloria Contreas, Marguerite Savarese, Kathleen Essay, Noah C, Francisco Romero, Vicky Chan, and Julia Passof spoke in opposition, stating that the bicycles are dangerous, it has created a traffic nightmare, creates hazardous conditions, people should use sidewalks, causes traffic delays that force buses to other schools to be late, and teachers must be considered.

Christina Furlong suggested that the Council pause this resolution because the Department of Transportation is presenting a plan at the Community Board meeting.

Brian Whitton, Ian McDermott, Matthew Jones, Amander Vender, James McIntyre, Violeta Morales, Luz Mercado, and Myrna Tinoca spoke in favor of the resolution stating it provides safe space for families, the open street should be extended, it's a safe haven for bicyclists, and there is no longer chaos going to school.

Richard Vagge and Russel Katz support the resolution but said cyclists should be required to dismount.

Ms. Alexander read questions from the Q&A.

Members continued discussion. Michelle Moore made a motion to change the 3rd to last paragraph of the resolution to read:

BE IT FURTHER RESOLVED that the Department of Transportation should devote resources to expanded, inclusive community engagement and design to improve the safety and ease of use of the Open Street for pedestrians, cyclists, and motorists, including teachers and DOE staff at schools in Jackson Heights who commute by car to work;

Mr. Park seconded the motion.

Ms. Haji conducted a roll call vote.

Deborah Alexander	In Favor
Jonathan Greenberg	In Favor
Juliette-Noor Haji	In Favor
Fatima Lakraflı	In Favor
Michelle Moore	In Favor
Chuck Park	In Favor
Marisela Santos	In Favor

The motion passed.

Ms. Alexander suggested that the Council pause this resolution until the DOT presents their plan.

Mr. Greenberg made a motion to consider Resolution #155 as amended. Ms. Haji seconded the motion.

Deborah Alexander	Abstain
Jonathan Greenberg	In Favor
Juliette-Noor Haji	In Favor
Fatima Lakraflı	In Favor
Michelle Moore	In Favor
Chuck Park	In Favor
Marisela Santos	In Favor

Resolution #155 passed.

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

The Superintendent's Report follows the minutes.

Mr. Greenberg made a motion to add discussion of a proposed bylaws change to the agenda. Ms. Alexander seconded the motion. The proposed change was shared and discussed. The members will vote on the proposal at the next Calendar Meeting.

Public Agenda and Speaking

Kathleen Essay asked about middle school applications, state test results, and student data privacy.

Angel Vail spoke about a shortage of staff at P.S. 398.

Meghan Cirrito asked about the status of rezoning.

Mercedes Jennings stated that there is a lack of coordination with OPT. A parent should be permitted to self-quarantine their child without being marked absent.

Marnie Geltman thanked the Council for passing Resolution #155.

Adjournment

There being no further business Fatima Lakraflı made a motion to adjourn the meeting. Chuck Park seconded. All in favor. The motion was passed unanimously. The meeting was adjourned at 9:10 p.m.

Respectfully submitted,

Juliette-Noor Haji
Secretary

The recording of this meeting will be available at cec30.org.

**Superintendent's Report
Community District Education Council CDEC30
October 18, 2021**

In Support of the Framework for Great Schools under Supportive Environment

Dr. Philip A. Composto

- **CAPPING:
Capping Criteria**

In order for a capping request to be approved, all of the following conditions must be met:

- All classes in a given grade have the contractual maximum amount of children physically enrolled and attending that school in that class:
 - K = 25
 - Grades 1-5 = 32
 - Grades 6-8 Title I = 30/Non-Title I = 33

Capping as of 10-1-21

Sending School	Receiving School	Grade Level	Number of Students
30Q078/30Q384	30Q111	K	1
30Q078/30Q384	30Q111	K	1
30Q145	30Q235	7 th grade	10
30Q145	30Q235	8 th grade	12
30Q084	30Q002	5 th grade	1

Brilliant NYC

On October 8th, Mayor Bill de Blasio and School's Chancellor Meisha Porter announced "Brilliant NYC," a blueprint for accelerated learning for all elementary students in New York City and a 32 district engagement plan to solicit community feedback. Starting with Kindergarten in September 2022, accelerated learning will be offered to 65,000 kindergarteners compared to 2,500 kindergarteners that the current Gifted & Talented (G&T) model serves.

Students currently in G&T will remain in their programming so there is no disruption to their learning. Brilliant NYC will be phased in for grades one through three.

The use of a single measure created barriers for students, especially those from underserved communities, and this announcement marks the end to a single test and the segregation of students if they're labeled as "gifted."

All students will be universally screened in second grade by subject area to determine where their strengths lie in order to tailor accelerated instruction.

Accelerated Instruction

Beginning in fall 2022, all 800 elementary schools will offer an instructional model that promotes project-based learning, group work, enrichment opportunities, and theme-based instruction. The DOE will invest in training for all 4,000 kindergarten teachers so they can create rich learning environments in their classrooms, provide age-appropriate project opportunities, and learn to observe and identify students' strengths. This framework ensures that students are taught in the same classroom at different instructional levels and taps into their interests and builds on them.

Seven borough-wide teams of accelerated instruction experts will work with schools to support implementation. Additional teachers will be hired in neighborhoods that historically had little to no G&T programming.

Engagement

Throughout October and November, community conversations will be held in all 32 community districts across the city to solicit feedback on the Brilliant NYC blueprint and bring families into the planning and rollout process. An expert panel will offer a citywide opportunity to discuss what accelerated instruction looks like in classrooms. Through November senior DOE leaders will convene district-based forums to provide information on Brilliant NYC and how it can be implemented in their neighborhood schools.

The proposed changes will help expand the number of children who receive accelerated instruction and reduce segregation in NYC schools.

Social Emotional Learning (SEL) Screeners

As shared in the Mayoral and Chancellor announcement in December 2020, the NYCDOE is planning for the implementation of a strengths-based, Social-Emotional Learning (SEL) screener in the 2021-2022 school year.

The screener is a tool to advance implementation of Multi-Tiered Social Emotional and Mental Health support in schools. By administering the screener and analyzing corresponding screener data, schools will be able to identify students' social-emotional competencies, identify students who may benefit from additional support, and identify opportunities to strengthen the foundational support provided to all students, including through SEL-Academic Integration.

Expansion of SEL programs like Harmony, Ruler, Restorative Practices, and Health Education, along with hiring of social workers and expansion of programs providing Tier 2 and 3 supports, create a strong foundation from which schools can leverage SEL data to support students.

Social emotional learning (SEL) screeners build on the incredible foundational investments in social-emotional learning and mental health that our schools, BCOs, and central offices have made over the past several years. We are excited to strengthen that foundation by using the DESSA SEL screening tool to further enhance our systems and supports for young people.

Schools will share a family-facing letter that provides details about the social-emotional screeners that will be used in schools this year, including instructions for any families that want to opt-out.

Special Education Recovery Services

Letter sent to parents regarding Special Education Recovery Services

Dear Parents and Guardians,

As the school year begins, we know that many of you are concerned about the return to full-time in-person learning. We have strived to keep students engaged and progressing, but know that all students have experienced some learning disruption during the pandemic. We are writing to share our plans for meeting the needs of students with Individualized Education Programs (IEPs).

Beginning this fall, every DOE school will offer an afterschool or Saturday program (or a combination of the two) to deliver Special Education Recovery Services. Special Education Recovery Services are specialized instruction and related services, targeted to each student's individual needs.

These services will be provided to students with IEPs in addition to their regular school day. They offer the opportunity for your child to receive additional services as soon as possible, without any need for you to make a request or wait through an administrative process.

As we welcome students back, schools will be closely monitoring your child's progress toward IEP goals. We also value your input about your child's progress and needs at any point during the school year. By mid-November, your child's teacher or related service provider will reach out to you, and based on your input and any scheduling preferences, will develop a plan for your child's Special Education Recovery Services.

For most students, Special Education Recovery Services will begin in November or December. Accepting these services does not waive any rights your child may have to additional services, including compensatory services. We will contact you later in the school year to discuss whether further services will be needed, taking into account your child's progress and services that have been provided from March 2020 on.

We are committed to partnering with you to best support your child to learn and grow this school year.

To learn more about Special Education Recovery Services, please join us on October 5, 2021, at 7:30 PM, for a live virtual information session for families, or visit our website. You can also contact your child's school, email specialeducation@schools.nyc.gov, or call 311.

Warmly,

Christina Foti

Deputy Chief Academic Officer
Division of Specialized Instruction and Student Support
New York City Department of Education

Updated COVID-19 School Health Policy

Consistent with CDC guidance, the DOE has updated the COVID-19 School Health Policy, first shared in Chancellor Porter's August 26 letter, "Homecoming Health and Safety Guide." The school health policy revisions include:

- A student who is exposed to an infected student in the classroom will not have to quarantine, if both students were properly wearing a face covering and maintained at least three feet of distance from one another.
- All unvaccinated students who are designated as close contacts and who remain asymptomatic during quarantine may return to school eight (8) days after the last day of exposure with a lab-confirmed negative COVID result from a test taken five (5) days or later, after exposure.

Distribute CUNY Application Fee Waivers

- The DOE, in partnership with the City University of New York (CUNY), provides application fee waivers for all eligible low-income students applying to CUNY colleges.

Opportunity to Participate in the Respect For All Essay and Poster Contest

October is National Anti-Bullying Month, and the DOE's Respect for All initiative. Students will write essays and design posters for the Respect for All essay and poster contest. The contest gives students an opportunity to raise awareness about bullying through their writing and artwork.

Complete Social-Emotional and Developmental Screenings for Early Childhood Programs

The DOE requires all early childhood programs to use a valid and reliable developmental screening tool to identify potential developmental and language support needs. All children must be screened using an approved developmental screening tool within 45 calendar days of enrollment.

Situation Room Updates: Extended Hours and Close Contact Report

The Situation Room weekday hours have been extended an additional hour, effective **October 12**:

Italian Heritage/Indigenous Peoples, Monday, **October 11** (holiday hours): 11:00 a.m.–3:30 p.m.

Weekdays: From 7:00 a.m.–4:30 p.m. (new)

Saturday: closed

Sunday: From 11:00 a.m.–3:30 p.m.

In addition, if the Situation Room notifies schools that there is a confirmed positive case in their building, and Test and Trace (T2) request the list of all close contacts of the confirmed case, principals and authorized school staff will have access to a report which identifies all students in proximity to confirmed positive COVID-19 cases.

The purpose of this tool is to assist schools as they provide close-contact details to the Situation Room.

Reach Out to Every Absent Student, Every Day

In accordance with the 2021–22 attendance policy, schools should be following up with every absent student, every day. They should log reasons for student absences. Outreach to families may include phone calls, text messages, postcards, and where possible, home visits; outreach must be consistent, daily, and remain positive.

Backpack Home Emergency Broadband Benefit Informational Flyer

The Federal Communications Commission (FCC) has launched a short-term Emergency Broadband Benefit (EBB) program, which provides broadband internet service for eligible New York City households, at a reduced cost, during the COVID-19 pandemic. Please see the informational flyer and translations that will be sent home with your child. All families with a student enrolled in a DOE school

or program are eligible for this benefit. Families can confirm their eligibility, apply for the program, and find participating broadband providers via the USAC website. There are two types of benefits available to eligible households:

- **Monthly Benefit:** A discount of up to \$50/month for broadband service, equipment, and device rentals; or
- **One-time Device Discount:** A one-time discount of up to \$100 for a laptop, tablet, or desktop computer (with a co-payment of \$10-\$50), where available.

Families can visit the FCC's EBB webpage and view this FAQ to learn more about the EBB program. Translated materials are available via the following links: Spanish, Arabic, Amharic, Burmese, Chinese, French, Haitian Creole, Korean, Portuguese, Russian, Somali, Tagalog, and Vietnamese.

Educate Students in Appropriate Online Behavior

In accordance with federal and state regulations, school officials must educate students annually about appropriate online behavior.

Programming NYS Charter School Transfer Students

Middle and high schools must review transcripts of students transferring from all New York State (NYS) charter schools (including charter schools in NYC), to determine appropriate course placement, especially in Regents-culminating courses. These students cannot be required to retake courses they previously passed at the NYS charter school. If you do not already have the student's transcript, you must request it directly from the NYS charter school.

SHSAT for Fall 2022 Admissions

Test dates and locations are now available for the Specialized High Schools Admissions Test (SHSAT), the exam that determines admission to the eight testing Specialized High Schools.

All current 8th grade and first-time 9th grade students who live in New York City can apply to high school *and* test and/or audition to apply to the Specialized High Schools during the 2021-2022 school year. Welcome letters will be available for current 8th and/or 9th grade students with details on how parents/guardians can access their MySchools account. School staff and families will be notified by email when welcome letters become available and when SHSAT registration opens.

SHSAT Timeline:

- **Welcome Letters:** Welcome letters will become available for school staff and families. As of today (October 13) welcome letters are ***not yet available*** for families or school staff.

Each student's personalized welcome letter will include details on how to access their MySchools account, participate in admissions, and register for the SHSAT. When welcome letters become available, school staff will be able to access their current students' welcome letter in the school-facing MySchools site, printed welcome letters will be mailed to public school 8th grade families, and families can request a copy of their child's welcome letter from their current school counselor.

- **Registration for the SHSAT** will open *after* welcome letters are available for current 8th and 9th grade students.
 - As of today (October 13), registration for the SHSAT ***is not yet open*** for families or school staff.
 - Families will be able to register their child in the family-facing MySchools site (myschools.nyc)
 - Like last year, families or school staff will indicate each child's preference order for the testing Specialized High Schools when they submit their SHSAT registration in MySchools.
 - The deadline to register for the SHSAT is **November 15, 2021**.
- **Test Dates and Locations:**
 - Registered 8th grade students who attend a public DOE middle school will test at their current school during the school day on **Thursday, December 2**.
 - Registered 8th grade students who attend charter, private, parochial, or independent schools, or who are homeschooled will test at a central DOE location on **Sunday, December 5, or Saturday, December 11**.
 - All registered 9th grade students will test at a central DOE location on **Saturday, December 11 or Sunday, December 12**.

Updates to Chancellor's Regulations A-831 and A-832 and New Resources for Parents and Students

Please note that Chancellor's Regulations A-831 (Student-to-Student Sexual Harassment) and A-832 (Student-to-Student Discrimination, Harassment, Intimidation, and/or Bullying) have been amended. There are also two new student and parent resources to support schools regarding Chancellor's Regulations A-832 and A-831.

- **New Student and Parent Complaint/Reporting Form:** This new reporting form has been developed for parents and students to use when making reports of A-831 and/or A-832 incidents.

Students or parents who request a complaint form must be provided with this new form. Completed forms may be submitted to any school staff member.

- Parents and students are not required to file a complaint form and may continue to report incidents verbally, electronically, or in writing. Staff must continue to use the existing complaint reporting A-831 form and A-832 form linked in the regulations when reporting incidents.
- **Frequently Asked Questions (FAQ):** This new resource for parents and students includes helpful information about how to report A-831 and/or A-832 incidents, the investigation process, and follow-up actions that are required under the regulations to prevent and address student-to-student sexual harassment and student-to-student gender-based harassment, bullying, intimidation, and/or discrimination.