

WEBVTT

00:00:00.000 --> 00:00:27.000

So they have, No, Okay, We don't have the spread of their. 69.

00:00:27.000 --> 00:00:38.000

Alright, good evening, everyone. Thank you for being here. I am now going to call the meeting to order at, 6 35 PM.

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

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

00:00:47.000 --> 00:01:04.000

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

00:01:04.000 --> 00:01:26.000

Good thing the following message is going to be in Spanish or putting interpretation services. Well, not What Let us say, S.

00:01:26.000 --> 00:01:52.000

Okay. Might get a different benefit. What See, For Thank you very much.

00:01:52.000 --> 00:01:57.000

Thank you so much, Benito. We also have captioning available for those who would like to use it.

00:01:57.000 --> 00:02:00.000

Just click on the live transcript button at the bottom of your screen. Victoria, would you please call roll?

00:02:00.000 --> 00:02:08.000

Yes. Dev Alexander, she's not gonna make it for 9. Okay. So absent.

00:02:08.000 --> 00:02:13.000

Linda Chung Leon. Present. Okay. Yeah.

00:02:13.000 --> 00:02:17.000

Don't you there? He said he would be a little late for evening. Okay. Jonathan Greenberg?

00:02:17.000 --> 00:02:23.000

Present. Nick Mason? Present. Victor Mandelia's president. Danny Rojas.

00:02:23.000 --> 00:02:36.000

Present. Marlene Rossi.

00:02:36.000 --> 00:02:39.000

It'll be here when you go. Thank you. Thank you so much.

00:02:39.000 --> 00:02:48.000

This is a public meeting and it's being recorded. We will have 3 public comments. This is a public meeting and it's being recorded.

00:02:48.000 --> 00:02:54.000

We will have 3 public comment sessions. 15 min have been scheduled for the first public comment session during which you may speak on any education related topic.

00:02:54.000 --> 00:02:55.000

Follow the

00:02:55.000 --> 00:03:07.000

Followed the office of language access. Presentation. You may comment only on the presentation and during the final public agenda and speaking time, you may speak on any education related topic.

00:03:07.000 --> 00:03:21.000

Comments will be limited to 2 min if you are using interpretation you will have 4 min you will be given a 30 s warning before your time is tough and we apologize for the abruptness but we'd like to care from as many speakers as possible in the meeting at a reasonable hour.

00:03:21.000 --> 00:03:28.000

First, we'll take comments from those attending in person. Please walk up to the front laptop so that participants attending remotely will hear your comments.

00:03:28.000 --> 00:03:36.000

Next we'll take comments from participants who have joined via. Computer in the Zoom room. Please press the raise hand button to raise your hand.

00:03:36.000 --> 00:03:40.000

Don't do that at this time, but it can be found by clicking on the reaction at the bottom of the screen.

00:03:40.000 --> 00:03:47.000

When you do raise your hand to speak, we will promote you to panelists. You must accept the invitation to be a panelists, then you'll be able to unmute yourself.

00:03:47.000 --> 00:03:56.000

And if you want, turn on your camera. We will call on those speakers. In order, they raise their hands and manually unmute their microphones when your name is called.

00:03:56.000 --> 00:03:59.000

Please give us your name and connection to the district. Then we'll take comments from participants who have called in for interpretation.

00:03:59.000 --> 00:04:09.000

Will ask the interpreter if anyone on the Spanish line has any comments and if you want to speak please state your name in connection to the district.

00:04:09.000 --> 00:04:17.000

Next, we'll take comments from participants who have called in by phone. Yeah, we'll call the last 4 digits of your phone number and will manually unmute.

00:04:17.000 --> 00:04:24.000

Your line to let you say yes or no if you'd like to say something. If you want to speak, again, please take your name and connection to the district.

00:04:24.000 --> 00:04:25.000

The check feature has been turned off. The Q&A is going to be used for 2 purposes.

00:04:25.000 --> 00:04:33.000

First, if you have questions about meeting technology or protocols, please use the Q&A. And will respond as soon as possible.

00:04:33.000 --> 00:04:41.000

Second, during public speaking sessions, if you cannot speak, I would prefer to leave a waiting comment. You may do so in the Q&A.

00:04:41.000 --> 00:04:49.000

During those agenda sections. Again, please include your connection to the district in the Q&A. Comments left in the Q&A can also be read at the end of public speaking time and additional comments or questions can be addressed in the CC always via email at CC.

00:04:49.000 --> 00:05:03.000

30 at schools. And before we go to the first public comment and speaking section, I think we have.

00:05:03.000 --> 00:05:08.000

Yeah, I'd like to resolution for consideration resolution 1 79 requesting no. Yes.

00:05:08.000 --> 00:05:18.000

I'm sorry, excuse me, excuse me, sorry to interrupt. I would like you guys. Please slow the speed because it's hard to do the.

00:05:18.000 --> 00:05:19.000

If you can slow down please will be nice for us. Thank you so much.

00:05:19.000 --> 00:05:26.000

Okay, thank you. Sorry about that. We'll follow up. Thank you.

00:05:26.000 --> 00:05:37.000

An introduction of resolution 179 requesting no remote instruction when schools close for temporary emergencies.

00:05:37.000 --> 00:05:42.000

Thank you, Nick. He's putting it on the floor. I think we have. Yeah, that's a motion.

00:05:42.000 --> 00:05:46.000
Do we have a second?

00:05:46.000 --> 00:05:51.000
Is that a motion to put on the agenda? Yes. I second. Okay.

00:05:51.000 --> 00:06:02.000
Thank you. All right. And, Let me put this on the agenda. Sorry, the discussion.

00:06:02.000 --> 00:06:07.000
Alright.

00:06:07.000 --> 00:06:11.000
The resolution

00:06:11.000 --> 00:06:19.000
Yes, so. I mean, I just sort of reading, I've been really busy today. Some will get back to us on my emails, but.

00:06:19.000 --> 00:06:26.000
I guess this is, is it for tomorrow or just like moving forward? There's no way anything to be done for tomorrow.

00:06:26.000 --> 00:06:33.000
A school day. I mean, a snow day should be a day for children to have off and not remote learning.

00:06:33.000 --> 00:06:43.000
But in terms of equality. There are many students in many households that do not have devices to be able to be in an equitable place like some of their peers.

00:06:43.000 --> 00:06:46.000
Also don't have the ability to connect to internet. To also be equitable with the rest of their peers.

00:06:46.000 --> 00:06:57.000
Some devices, some households only may have one device and the number of children. So the DOE should add up and they provide.

00:06:57.000 --> 00:07:08.000
Internet as well as devices for every child in a household. Or not go remote on a school on a snow day.

00:07:08.000 --> 00:07:13.000
Oh, Johnson.

00:07:13.000 --> 00:07:31.000
I. I don't see a big problem with, adding this to our agenda. I do think though in general, We should really reserve this kind of last minute adding of agenda items to things that are.

00:07:31.000 --> 00:07:45.000

Very timely or urgent. Time sensitive. And the reason for that is that. When we introduced something at the last minute.

00:07:45.000 --> 00:07:51.000

The our communities don't know about it. And so they don't have an opportunity to weigh in on it.

00:07:51.000 --> 00:07:55.000

There might be things that we don't know. There, you know, it's always useful to hear perspective.

00:07:55.000 --> 00:08:05.000

So. You know, I wouldn't be I, part of me would like to kind of advocate for putting this off a month.

00:08:05.000 --> 00:08:20.000

I know we could we could have another snow day between, you know, in the next month. Because I do think that getting it out there and getting people thinking about it and having people speak on it is very is very valuable.

00:08:20.000 --> 00:08:31.000

That said, if others, wanna vote on it. Today. I'm not gonna, poke, I'm not gonna, you know, vehemently close that.

00:08:31.000 --> 00:08:36.000

Well today we're just right now we're just discussing adding it to the agenda for the he thinks so do we have any other comments on adding it to the agenda?

00:08:36.000 --> 00:08:42.000

For discussion?

00:08:42.000 --> 00:08:44.000

Okay, so I like to do, the roll call though to see if we can add it to the agenda.

00:08:44.000 --> 00:08:59.000

To discussion, I think we could copy the agenda. I added, will we do it prior to this?

00:08:59.000 --> 00:09:12.000

After No, it's, Oh yeah, okay. So yeah, it would be. Right after the presentation from the office, language access.

00:09:12.000 --> 00:09:28.000

So that's what we'd be adding in. 2 so in Victoria would you Yeah, in favor, Kelly Craig in favor.

00:09:28.000 --> 00:09:33.000

Jonathan.

00:09:33.000 --> 00:09:42.000

In favor. Experimental is in favor Danny Rojas in favor Marley Rossi.

00:09:42.000 --> 00:09:44.000

In favor.

00:09:44.000 --> 00:09:50.000

Marcel Asanto is not here yet, I don't think. And we need to sign in favor.

00:09:50.000 --> 00:09:57.000

Thank you. So we will add that to the agenda after our presentation. From the office of, language access.

00:09:57.000 --> 00:10:02.000

Okay, thank you so much.

00:10:02.000 --> 00:10:08.000

Alright, we will now be going to the. First public comments and speaking session. This is where we open up or at least put aside.

00:10:08.000 --> 00:10:22.000

15 min for our community to come up and say anything. Education related. We go to our in person attendees first if they would like to speak during this time.

00:10:22.000 --> 00:10:28.000

They raise their hand and come up to the laptop. Then we will go to the Zoom room.

00:10:28.000 --> 00:10:29.000

Yeah, okay. And then Kelly will call on the people who have raised their hands in the zoom room.

00:10:29.000 --> 00:10:41.000

Victoria, would you mind reading that? No. And Victoria will read those in the Q&A and I will ask the interpreters and then Gail will.

00:10:41.000 --> 00:10:51.000

Reach out to the people who called in on the telephone. So now we will go to the first public comment and speaking session.

00:10:51.000 --> 00:10:54.000

Thank you. Have an attendee if they would like to. Speaker. Okay.

00:10:54.000 --> 00:11:03.000

All right. Do any of the attendees in the zoom room have their hand raised?

00:11:03.000 --> 00:11:14.000

Okay. And remember this is you can say anything that's education related just that your name and your connection to the district we open this up just to see you know we have comments from our community.

00:11:14.000 --> 00:11:23.000

And from parents who might not be able to stay on throughout the duration of the entire meeting. Do we have anything in the QA?

00:11:23.000 --> 00:11:27.000
Victoria? We do not. Okay.

00:11:27.000 --> 00:11:36.000
And, Benito, do we have any questions from the interpretation room?

00:11:36.000 --> 00:11:38.000
Nothing is

00:11:38.000 --> 00:11:43.000
Okay, thank you so much. And Gail, is there anything on the phone?

00:11:43.000 --> 00:11:44.000
No.

00:11:44.000 --> 00:11:50.000
Okay, well we'll wait a few minutes and then if we don't have any. Interaction there we will go to the.

00:11:50.000 --> 00:12:03.000
Next item on our agenda. Which is our presentation from the Office of Language Access.

00:12:03.000 --> 00:12:10.000
And remember if you would like to say something, you could just raise your hand and you'll be called on and given 2 min.

00:12:10.000 --> 00:12:40.000
To make the comments or if you are not in a place where you can say it verbally, you're very welcome to type in your comments in the QA.

00:12:46.000 --> 00:12:58.000
Are there any questions in the interpretation room? Check in one more time.

00:12:58.000 --> 00:13:00.000
Nothing.

00:13:00.000 --> 00:13:04.000
Thank you. And Gail, is there anything on the phone?

00:13:04.000 --> 00:13:09.000
Okay, and Kelly and Victoria, anything in the queue and they are the Okay, alright, well thank you all.

00:13:09.000 --> 00:13:22.000
I will now go to the next. I don't want our agenda for We have a presentation from the Office of Language Access.

00:13:22.000 --> 00:13:31.000

Mr. Robert Williams will be giving us this presentation this evening. Thank you so much Mr. Williams for coming to our meeting and presenting this important service to District 30.

00:13:31.000 --> 00:13:49.000

Thank you for having me. Let me try to share my screen.

00:13:49.000 --> 00:13:50.000

Yes, we can.

00:13:50.000 --> 00:13:51.000

Yes.

00:13:51.000 --> 00:13:54.000

Everybody see my screen? Okay. Good evening everyone. My name is Robert Williams.

00:13:54.000 --> 00:14:05.000

And I am the parent point person. For all parent engagement at the office of language access. And this presentation is.

00:14:05.000 --> 00:14:11.000

Showing parents on how to navigate through the Schools. Dot. N yc. Gov.

00:14:11.000 --> 00:14:21.000

Hello webpage. Where they have tons of resources for language. I mean, for translation and interpretation.

00:14:21.000 --> 00:14:32.000

So on the agenda here, we're gonna talk about the New York City Public Schools background. Our commitment to the MIT public schools families.

00:14:32.000 --> 00:14:33.000

The schools. Ni see. Dot.

00:14:33.000 --> 00:14:45.000

Gov. Hello web page. Raising awareness and then we're going to dive into Any questions and answers?

00:14:45.000 --> 00:14:55.000

So a little background. Of the MIT public schools. There's over 1 million students. And over 1,600 plus schools.

00:14:55.000 --> 00:15:06.000

That speak over a hundred 80 languages. Approximately 40% of the MIT public school household speak a language other than English at home.

00:15:06.000 --> 00:15:16.000

He dedicated office of language access, support staff and families and assessing resources for communication in languages other than English.

00:15:16.000 --> 00:15:27.000

And the top 9. Top 9 non English languages are Arabic. Bangal, Chinese. French, Patient Creole.

00:15:27.000 --> 00:15:33.000
Korean, Russian, Spanish, and Urdu.

00:15:33.000 --> 00:15:42.000
So here's a little snapshot of districts 30. Languages. As we know, we have a large population of Spanish.

00:15:42.000 --> 00:15:50.000
But I want you to focus on here, Portuguese. So Portuguese is outside of our 9.

00:15:50.000 --> 00:16:00.000
Not English families, but. We need to support these families because you know. As you can see, there's 60.

00:16:00.000 --> 00:16:10.000
Spoken and 57 written so their population is growing so we should try you know give us much effort in making sure that they receive.

00:16:10.000 --> 00:16:16.000
Materials in their preferred languages.

00:16:16.000 --> 00:16:22.000
So, I'm gonna talk about our commitment to the MIT Public Schools families. We have the translation team, which is our largest group.

00:16:22.000 --> 00:16:36.000
And they specialized in providing written language services. We have our interpretation team. And their work with our contract interpretation vendors.

00:16:36.000 --> 00:16:44.000
To ensure schools receive services for in-person. Virtual and over the phone. Prevental engagements.

00:16:44.000 --> 00:16:51.000
And then we have our outreach team, which I'm a part of. And we focus on promoting.

00:16:51.000 --> 00:17:03.000
Equitable language access services. Schools and empowering NYC public school parents to understand and advocate for their language access rights.

00:17:03.000 --> 00:17:11.000
So our office continues to pursue innovation and partnerships to be the nation's leader of language access in schools.

00:17:11.000 --> 00:17:19.000
We can collaborate with advocates to identify needs and address. Language barriers in our ever-changing communities.

00:17:19.000 --> 00:17:26.000

We engage parent leaders. To enhance the message of language access to our communities.

00:17:26.000 --> 00:17:35.000

We pursue innovating ways to engage with the with and receive feedback from families such as. Online portals.

00:17:35.000 --> 00:17:46.000

Emails, robo calls, text messages. And direct mailers. We love this technology to continuously.

00:17:46.000 --> 00:17:59.000

Enhance the interpretation experience for families like. Voter meetings. We ensure translation quality like professional translation tools.

00:17:59.000 --> 00:18:08.000

And we keep a post on citywide parent language data. And translation in a interpretation services.

00:18:08.000 --> 00:18:17.000

So the NYC public schools free language. Services include. Wait, let me say that again. The N.

00:18:17.000 --> 00:18:31.000

I see public schools free Language services include I know that we all like free things, right? Interpretation for all meetings and interactions with NYC public school staff.

00:18:31.000 --> 00:18:38.000

Translation of general documents into the NYC public schools. Top non-English languages and some examples.

00:18:38.000 --> 00:18:43.000

Include. A parent newsletter.

00:18:43.000 --> 00:18:54.000

Event flyers? And translation of individualized documents into a parent's preferred language, a poem request and some examples of that.

00:18:54.000 --> 00:19:03.000

Should include IEPs. Which is individualized education programs. Section 504 plans This is a medical accommodation.

00:19:03.000 --> 00:19:18.000

Let's say. If you're a student has anxiety of taking tests. You can take them to their primary doctor if the primary doctor deems them to have anxiety.

00:19:18.000 --> 00:19:29.000

They can fill out the 504, and 4. Document you pick about to the school and they can receive extra time on their tests.

00:19:29.000 --> 00:19:44.000

Foreign transcripts or immunization records. We translate foreign transcripts in any language. It's not just the top 9 it's in any language.

00:19:44.000 --> 00:19:50.000

So here, I'm gonna show you how to navigate. Through the MIT Public Schools website.

00:19:50.000 --> 00:19:57.000

As you can see at the top. There's a Google dropdown. You just select what language that you prefer.

00:19:57.000 --> 00:20:02.000

And the website would change into that preferred language.

00:20:02.000 --> 00:20:12.000

But please note automated translations are not intended to replace human Translators and are provided as a service to users of the website.

00:20:12.000 --> 00:20:23.000

Some content such as images, videos, animations. May not be translated due to the limitations of translation software.

00:20:23.000 --> 00:20:30.000

So now we won't go into the MRC. Gov. Hello web page. This a little short video.

00:20:30.000 --> 00:20:42.000

It shows you how to navigate. It's in English, but I'm going to, as you can see, at the bottom, you can actually change the subtitles in whatever language that you prefer.

00:20:42.000 --> 00:20:51.000

New York City Public Schools speak your language. Did you know that New York City families speak over 180 languages?

00:20:51.000 --> 00:20:58.000

All New York City public schools provide translation services for documents and interpreters for meetings. For example, if you're not already provided, you can request the following services from your child school.

00:20:58.000 --> 00:21:16.000

Translation of report cards in school letters. Translation of individualized education programs, IEPs, evaluation, and other special education documents.

00:21:16.000 --> 00:21:28.000

And interpretation services for meetings with teachers and other school staff members. For more information and resources, or to provide feedback on the services offered by your school, visit schools.

00:21:28.000 --> 00:21:34.000

Nyc.com forward slash 11 or call 300, and, 11.

00:21:34.000 --> 00:21:36.000

New York City Public Schools speak your language.

00:21:36.000 --> 00:21:50.000

It has you can see. That's at the top you can also translate the whole web page in the language and also you can translate this video if you click on Which of your preferred languages the video were played?

00:21:50.000 --> 00:21:55.000

Will play in your preferred language.

00:21:55.000 --> 00:22:01.000

So right underneath that video. You're gonna see a dropdown. The first drop down is gonna read.

00:22:01.000 --> 00:22:12.000

Families may request language services. So you maybe request a language service by just filling out this translation and interpretation service request form.

00:22:12.000 --> 00:22:22.000

Our office will forward this. To the appropriate school office or committee committee on special education. And it's also available.

00:22:22.000 --> 00:22:34.000

In the languages below. The top 9 and also English. Language services may vary dependent on the type of school the student attends.

00:22:34.000 --> 00:22:44.000

Parents can also call 3 1 one to make a request for language services. Interpretation over the phone is available in over 200 plus languages.

00:22:44.000 --> 00:22:57.000

So if you was to click. On the translation interpretation service request form. It will bring you to this Google form here.

00:22:57.000 --> 00:23:08.000

So parents should contact their school first before filling out this form. Why? Because if you need immediate support, you should go to your school first.

00:23:08.000 --> 00:23:17.000

Cause what's gonna happen is if you fill out this form. You know, the first time we're going to do is forward it to your school anyway because we have to make them aware.

00:23:17.000 --> 00:23:21.000

This request

00:23:21.000 --> 00:23:29.000

Because we have to elaborate with the school in order to better support the school that. And better help the families.

00:23:29.000 --> 00:23:30.000

Now, parents will go to this form if the school is unavailable to help with their requests.

00:23:30.000 --> 00:23:43.000

They went to the school and for whatever reason maybe to have a new staff member. That's not fully aware of the services.

00:23:43.000 --> 00:23:55.000

Then the parents should come to this form and fill it out and then we can better support their school. Does that remember maybe they just need training.

00:23:55.000 --> 00:24:03.000

Also at the top Does it drop down? This form is available in the 9 top. Not English languages.

00:24:03.000 --> 00:24:13.000

And we also provided a crew our code for those who just want to. Scan it and just go straight to the form.

00:24:13.000 --> 00:24:28.000

So the next dropdown. Underneath there, translation resources. So you can find different resources here. On this web page, there's some help forms, development forms.

00:24:28.000 --> 00:24:37.000

But I'm gonna focus on a bottom, the ISP cards. So these cause You could just click on LA.

00:24:37.000 --> 00:24:43.000

This, this image will come up. You can print it and then. This is for whatever, let's say you speak Arabic.

00:24:43.000 --> 00:24:52.000

You would just cut out the Arabic portion. Take it to the school and the school has to provide.

00:24:52.000 --> 00:24:59.000

You communication in your before language.

00:24:59.000 --> 00:25:04.000

The ISP cards is located inside the parent guide to language access brochure. It's a long brochure.

00:25:04.000 --> 00:25:11.000

You just cut out whatever portion you need.

00:25:11.000 --> 00:25:23.000

So next. Does it drop down this is get help in your language if you are someone you know needs help receiving information or communicating with the school staff member in a language other than English.

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

Please tell your school principal. Parent coordinator or code 3 1 one. Or you can click the contact us.

00:25:33.000 --> 00:25:41.000

Form, this form is also available in the. The top 9, not English. Languages.

00:25:41.000 --> 00:25:44.000

Once you click the contact us.

00:25:44.000 --> 00:25:50.000

This form would pop up and look just like this.

00:25:50.000 --> 00:25:59.000

Just complete the form. Your entry will be addressed accordingly. Also, this form is. Translated in the top 9 English languages.

00:25:59.000 --> 00:26:06.000

And we have provided a QR code as well.

00:26:06.000 --> 00:26:15.000

So the next tab, Are you having difficulties? Obtaining language assistance? If you're all, you can learn how to get help.

00:26:15.000 --> 00:26:32.000

File a complaint. You may also provide feedback. About how your school is doing by completing the translation and interpretation feedback survey or by calling 3 1 one and again This Google form is translated in.

00:26:32.000 --> 00:26:44.000

The top 9 non English languages. We just click on the translation and transition feedback survey. And I bring you to this phone.

00:26:44.000 --> 00:26:53.000

We want you to know. You want you to let us know how your school is doing. The only way we can But I hope and support.

00:26:53.000 --> 00:27:01.000

Staff and schools. Is by you telling us how they're doing. And we want to hear.

00:27:01.000 --> 00:27:09.000

Some good things as well if the school is doing great We want to hear that as well, cause we wanna, you know, probably have the model for everyone else.

00:27:09.000 --> 00:27:14.000

You know, how great they're doing.

00:27:14.000 --> 00:27:20.000

Once you fill out the form, the young people will be addressed. And again, it's coming in the top 9.

00:27:20.000 --> 00:27:28.000

Non-English languages and here we also provided a QR code.

00:27:28.000 --> 00:27:36.000

So now I'm gonna go into raising awareness and our communities. You may have seen some advertisement in schools.

00:27:36.000 --> 00:27:49.000

Go to Laundromats. Nail here and barber salons. Pharmacies and we also had advertised in The train stations and on.

00:27:49.000 --> 00:27:57.000

On the MTA buses. We also have some direct outreach. We do robo calls.

00:27:57.000 --> 00:28:07.000

Emails, text messages. Postcards like the one you see on the right. If you say, hey, I didn't receive.

00:28:07.000 --> 00:28:15.000

Like one or 2 of these things, please go to your school and just check to see. You know, if all your information is correct.

00:28:15.000 --> 00:28:28.000

You know it could be a little Glitch a little ever made so just just please go to your school just to make sure all your information is correct.

00:28:28.000 --> 00:28:34.000

So, are there any questions?

00:28:34.000 --> 00:28:35.000

Thank you.

00:28:35.000 --> 00:28:42.000

Thank you. Mr. Williams, I'm gonna first ask my fellow council members that they have any questions for you and then we'll go to the public.

00:28:42.000 --> 00:28:51.000

Nick. Mr. Williams, thank you very much for the presentation. Question with your regard to the amount of ease.

00:28:51.000 --> 00:29:02.000

It would be to get the translation services both for in person as well as for flyers. A decent amount of people sitting in this room on this council or either currents.

00:29:02.000 --> 00:29:12.000

Board members of their schools, PAs, PTAs, PTAs, or former members. At least from my point of view, cause I can't speak for anything else in the room.

00:29:12.000 --> 00:29:30.000

I've always been told it's a little bit difficult to get. The translation service or that it was something that was not paid for that had to be paid for by the school of the PTO PC IPA in order to get you all there.

00:29:30.000 --> 00:29:46.000
Yeah. Okay.

00:29:46.000 --> 00:29:47.000
Hello.

00:29:47.000 --> 00:29:49.000
But if you're saying it's free and you've definitely articulated free many times and everybody loves for like, I'd love to know if it really is that if there is an easy path other than 3 1 one to get a hold your department and to be able to start engaging you all services for at least my schools meetings and other schools to know that they have that ability to.

00:29:49.000 --> 00:29:57.000
I have a very large Bangalen Arabic population. Not a great way to be able to reach everybody.

00:29:57.000 --> 00:30:06.000
We have something going on and in translation. We have to find a parent that can do it or you try Google.

00:30:06.000 --> 00:30:07.000
Hmm.

00:30:07.000 --> 00:30:09.000
Translate and a lot gets lost.

00:30:09.000 --> 00:30:21.000
Yeah, that's that's always the options especially when that parent is not aware of the No, the deal we lingo's, that becomes.

00:30:21.000 --> 00:30:27.000
Tough. But, and that's why I presented this PowerPoint to show everyone where to go.

00:30:27.000 --> 00:30:34.000
You know, we try to stress everyone to please. Log on, we're not log on, but just visit the schools.

00:30:34.000 --> 00:30:41.000
Dot. MRC. And everything that asked. I just mentioned it's on that webpage.

00:30:41.000 --> 00:30:47.000
Mimic exactly how the website is. So when you go to there, you can be like, you know what?

00:30:47.000 --> 00:30:53.000
Robert said right underneath here, you know, I can find translation I can, you know, So in the document, yes, you can.

00:30:53.000 --> 00:30:59.000

I mimic exactly how the web website is.

00:30:59.000 --> 00:31:00.000

That's and what's the turnaround time to get documents back?

00:31:00.000 --> 00:31:03.000

That's and what's the turnaround time?

00:31:03.000 --> 00:31:06.000

I'm sorry to say that again because you were kinda

00:31:06.000 --> 00:31:11.000

What's the turner on top? To get back into.

00:31:11.000 --> 00:31:13.000

To get an interpreter.

00:31:13.000 --> 00:31:14.000

Yeah.

00:31:14.000 --> 00:31:17.000

What's the turnaround? To get No, no, like if you wanted something backpack, to flyer and we use the the translation.

00:31:17.000 --> 00:31:29.000

Oh, so. So the translation team, they work on a first come first serve basis. But typically a flyer.

00:31:29.000 --> 00:31:37.000

That's in the. The 9, non English languages that we support. Currently right now.

00:31:37.000 --> 00:31:43.000

You would typically get that back within 10 business days.

00:31:43.000 --> 00:31:44.000

Okay, and how live.

00:31:44.000 --> 00:31:52.000

Okay. And how long events do we need to request for? . One

00:31:52.000 --> 00:31:55.000

Well, they have a lot of interpreters you mentioned.

00:31:55.000 --> 00:31:56.000

Yeah. Yeah.

00:31:56.000 --> 00:32:06.000

Okay, so they asked that you give them at least that you submit a request. 10 or more days.

00:32:06.000 --> 00:32:17.000

Before the actual event so that they can. Actually, talk to the vendor and make sure that That interpreter is available.

00:32:17.000 --> 00:32:26.000

So if you try to if you wait until 2 or 3 days right before the event
They're still trying to work with you, but.

00:32:26.000 --> 00:32:39.000

It's slim that you're, an interpreter.

00:32:39.000 --> 00:33:07.000

Any other questions?

00:33:07.000 --> 00:33:16.000

I see I see a raised hand for Marlene Rossi. And a Jonathan Greenberg.

00:33:16.000 --> 00:33:18.000

Alright, can you hear me now? Marlene? Thank you. Sorry about that.

00:33:18.000 --> 00:33:23.000

Yeah.

00:33:23.000 --> 00:33:24.000

Yes, yes, I hear you.

00:33:24.000 --> 00:33:25.000

We had some technical difficulties. Marlene. Okay. Okay, thank you.

00:33:25.000 --> 00:33:27.000

Yeah, go ahead and then.

00:33:27.000 --> 00:33:35.000

Thank you. Thank you, Whitney. I have. I want to know in regards to.

00:33:35.000 --> 00:33:51.000

Parents that need help, right? So if they reach out and they need help
because they're not getting the translation services that they need or,
you know, that it's just, it hasn't been working out for them.

00:33:51.000 --> 00:34:00.000

What is the turnaround in resolving their problem and getting the
necessary translation to them when needed.

00:34:00.000 --> 00:34:08.000

That's a good question. So that's why I stress going to the website and
fill out the form.

00:34:08.000 --> 00:34:31.000

I am actually the personal who receives all notifications for those
parent forms. So and I'm I mean I'm not trying to treat my own but I
actually Read and open up emails the same ZACK date and I act on it
quickly because, you know.

00:34:31.000 --> 00:34:37.000

I used to be a parent coordinator out of school and I know how how
difficult and hard it is.

00:34:37.000 --> 00:34:45.000

To support, families that speak a language that you're not familiar with. So, you know, I try not to.

00:34:45.000 --> 00:34:55.000

Have that burden on anyone else. I, you know, once I receive the request. I will reach out to, the school.

00:34:55.000 --> 00:35:06.000

Also, I would collaborate with. The interpretation team and within We should be hearing at least from the school within.

00:35:06.000 --> 00:35:18.000

Within 2 days. To resolve whatever. Issue or misunderstanding that That may have, arisen.

00:35:18.000 --> 00:35:28.000

And that's from the school. They, submit the complaint through the website, let's say, and the parent coordinator is supposed to reach out.

00:35:28.000 --> 00:35:38.000

So the parent, app. After you reach out to the parent coordinator, like I just want to know how I'm sorry.

00:35:38.000 --> 00:35:39.000

Alastair.

00:35:39.000 --> 00:35:47.000

My the communication is. It is out as a parent find out, you know, what the resolution.

00:35:47.000 --> 00:35:54.000

Right, so what's the parent follows the phone? Or immediately. Reach out to the principal.

00:35:54.000 --> 00:36:04.000

The parent coordinator and whoever the language because each school has a language access coordinator. There that my office trains and they turn Turkey information over to the school.

00:36:04.000 --> 00:36:16.000

So it'll be 3 people that I am. Reaching out to the principal, the parent coordinator, and the language access coordinator.

00:36:16.000 --> 00:36:26.000

So, and then one of them. Well then reach out to the parent. And they have to, I make sure because in order for me to.

00:36:26.000 --> 00:36:41.000

Make sure that this this issue was resolved or closed they have to you know provide feedback to me Let me know what the next steps were, you know, what happened and then I can close that case.

00:36:41.000 --> 00:36:42.000

Okay, thank you.

00:36:42.000 --> 00:36:43.000

You're welcome.

00:36:43.000 --> 00:36:49.000

Thank you, Ms. Williams. Okay, Jonathan. Thank you for that. Presentation.

00:36:49.000 --> 00:37:10.000

I have 2 questions. One of them is just to clarify here. You know My, my colleague here asked about getting interpretation or translation for the PTAs and I was always under the under the impression that PTAs were not.

00:37:10.000 --> 00:37:19.000

Able to get translation services through your department. So can you Can you clarify that?

00:37:19.000 --> 00:37:28.000

So schools. Schools can request behalf. Of the PCA to have an interpreter come to the.

00:37:28.000 --> 00:37:30.000

Come to the meetings.

00:37:30.000 --> 00:37:42.000

Okay. And how? Can you just give me a second? Like how many PTAs across the city are using those interpretation services on a regular basis.

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

I don't have those numbers. Right now.

00:37:47.000 --> 00:37:50.000

What? Is it a lot?

00:37:50.000 --> 00:37:51.000

So.

00:37:51.000 --> 00:37:56.000

Oh, Sorry, somebody else was speaking.

00:37:56.000 --> 00:37:57.000

Oh.

00:37:57.000 --> 00:37:59.000

Oh, did it. Okay.

00:37:59.000 --> 00:38:03.000

Alright, Robert, if you don't mind, let me chime in for you. Good evening, everyone.

00:38:03.000 --> 00:38:10.000

My name is Arena Simpoto the Moradas. I am the director of outreach and data integration at the Office of Language Access.

00:38:10.000 --> 00:38:18.000

So as for your question, Johnathan, we can look into that and provide that back to the superintendent to share with you.

00:38:18.000 --> 00:38:35.000

That requires us going into the data. We have over 25,000 interpretation interactions in the course of any given year.

00:38:35.000 --> 00:38:45.000

So I'd have to look into that to see. About the parent teacher conference and having interpreters available, the more difficult.

00:38:45.000 --> 00:38:51.000

So we don't have that number off hands, but we can look into it.

00:38:51.000 --> 00:39:11.000

I mean, if it really is available, that is a big deal. Because, you know, many of us have been involved with schools and PTAs for a long time and really struggled to reach many of the parents in our communities because we had a hard time securing interpretation and translation or

00:39:11.000 --> 00:39:17.000

So the biggest part for that is probably the campaigning has to happen in the parents language in order to then provide interpretation.

00:39:17.000 --> 00:39:33.000

So in order to request interpretation you need to show that people are registered and interested in coming in and then that there is a need to have the interpreter interpretation service available at your school.

00:39:33.000 --> 00:39:42.000

So if you're promoting your PTA meetings. In the languages of the parents of your school, that's like the first step.

00:39:42.000 --> 00:39:55.000

And then once you get confirmation of. Yes, these Bangladesh families are coming to this meeting.

00:39:55.000 --> 00:39:56.000

Thanks.

00:39:56.000 --> 00:40:11.000

That alone is enough to submit to your principal. For them to bring interpreters in. And as well as getting support to getting your PTA materials out in time, but you have to keep in mind that if you're having a meeting on Monday, you can't wait till Thursday to finalized the English version to backpack at home for the Monday meeting.

00:40:11.000 --> 00:40:23.000

You have to think 2 weeks out. Or 3 weeks out to have your calendar meetings already set up. Have everything translated out so that you're

promoting and create a mechanism where parents can respond to you to let you know that they are coming and need the interpretation.

00:40:23.000 --> 00:40:40.000

Once you have that It should be very easy to get the interpretation. Those might be the missing pieces. As to why you may not have guided in the past and not knowing that you need all these.

00:40:40.000 --> 00:40:41.000

3 steps going in.

00:40:41.000 --> 00:40:55.000

I think I think the other missing piece is that school administrators don't simply don't know this.

00:40:55.000 --> 00:40:56.000

Hmm.

00:40:56.000 --> 00:40:59.000

And, so, you know, parents really rely on this school administrators when they have questions and they want to know you know how to provide services like this.

00:40:59.000 --> 00:41:04.000

And so if the school administrators tell them, no, we can't, we can't get you, you know, interpretation for your meeting.

00:41:04.000 --> 00:41:14.000

Then that's the end of that's usually the end of the story. You know, nobody, nobody, nobody continues to, you know, ask, ask about that.

00:41:14.000 --> 00:41:20.000

Totally understand the campaigning part. There's a lot of challenges as we all know involved involved in that.

00:41:20.000 --> 00:41:29.000

But just to be clear, we don't need to show. To request translation services so that we could get those flyers translate.

00:41:29.000 --> 00:41:33.000

We don't, we don't need to show. Anything.

00:41:33.000 --> 00:41:54.000

Correct, because we already know that data based on the student enrollment. And we know how many parents are in your school that have a preferred language and you can work with your parent coordinator or the language access coordinator at your child school.

00:41:54.000 --> 00:41:55.000

Okay.

00:41:55.000 --> 00:42:03.000

To have them work with you and understanding what are the languages out there. They may not be able to tell you exactly who the parents are but

they could tell you what are the languages and then you can work from there to make sure your campaigning in those languages.

00:42:03.000 --> 00:42:13.000

Okay, and I just want to ask one more question because you know I We hear. In in our in our district.

00:42:13.000 --> 00:42:29.000

That the counts of parent of certain languages are under are under counted, that parents fill out the forms, either they're afraid to say that they would prefer it in a different language or they don't know to say it.

00:42:29.000 --> 00:42:38.000

What can your department do, to help? This situation because obviously you can't reach out to a family by a robo call and say, hey, we speak your language.

00:42:38.000 --> 00:42:48.000

If you don't know that they, that they speak a language other than English.

00:42:48.000 --> 00:42:56.000

I'm glad you point that out. So another part of what we do at outreach and data integration at the Office of Language Access is that we are a three-part team.

00:42:56.000 --> 00:42:57.000

Okay.

00:42:57.000 --> 00:43:15.000

Robert is our lead in parent engagement and he's here presenting from a parent's lens. We do have another team that does internal outreach and we're charged with training all 1,600 schools as well as all the committee on special ed offices and central office staff on the resources that are available.

00:43:15.000 --> 00:43:22.000

We also have district reports. Which, are available upon request. That gives like demographics and how schools are doing and engaging.

00:43:22.000 --> 00:43:28.000

Families using the resources that are there, but something that's very important to keep in mind.

00:43:28.000 --> 00:43:42.000

That while we can as part of that training one of the things we do is we work with mindset and we have a bunch of best practices we work with mindset and we have a bunch of best practices that we share.

00:43:42.000 --> 00:43:52.000

With staff in looking for cues that tell us the parent wrote preferred English when they really needed something other.

00:43:52.000 --> 00:44:05.000

So we tell them look for short answers. Look for nodding of heads where they're not giving full sentences back or repeating back information from the meetings.

00:44:05.000 --> 00:44:18.000

If they found out that they needed interpretation with another teacher the year prior, but now they're, you know, you see that they say preferred English noting that having those conversations and updating the system.

00:44:18.000 --> 00:44:24.000

So staff is being trained to be mindful and aware and to look for those cues where families may be hiding.

00:44:24.000 --> 00:44:27.000

It because they feel it is a handicap.

00:44:27.000 --> 00:44:28.000

Thank you for that. Thank you. Okay, Linda. Thank you.

00:44:28.000 --> 00:44:35.000

So I just want to point out that when PT sends out any, information, it has to be 10 days business days for parents.

00:44:35.000 --> 00:44:39.000

So like for us in high school we use class tag and it's actually translated into a hundred different languages.

00:44:39.000 --> 00:44:54.000

So I don't think it's That's the reason why. Other parents speaks different lounge aren't coming to the BT meetings.

00:44:54.000 --> 00:44:59.000

I think it's more or less because the admins, they don't know that there's this kind of feature for PTAs.

00:44:59.000 --> 00:45:10.000

So I think like maybe if we can send out to like the admins, the principals or the parent coordinators so they know and let the PTAs or PAs know that there's a feature like that.

00:45:10.000 --> 00:45:19.000

Because I can tell you we use Costa and translate to a hundred languages and the flowers have to be out 10 days business days before.

00:45:19.000 --> 00:45:25.000

So all these already can way ahead. It's not like it's time 2 days before.

00:45:25.000 --> 00:45:29.000

Okay.

00:45:29.000 --> 00:45:32.000

That's all right. Thank you for that.

00:45:32.000 --> 00:45:36.000
I see more hands up, Superintendent.

00:45:36.000 --> 00:45:37.000
Yes, yes.

00:45:37.000 --> 00:45:39.000
Yeah. We were going, sorry, we were on order. It's 1Â s. Ago.

00:45:39.000 --> 00:45:41.000
Oh, okay.

00:45:41.000 --> 00:45:51.000
Danny. Thank you. Just had a question. Are these services, particularly, Translation services of documents.

00:45:51.000 --> 00:46:02.000
Available for the Community Education Council to use. To be able to reach more parents to engage in this particular forum on a monthly basis.

00:46:02.000 --> 00:46:04.000
That's just general question.

00:46:04.000 --> 00:46:09.000
So that you guys. Yes, it is available for you. Yes.

00:46:09.000 --> 00:46:19.000
So similar process, would have 10 business days beforehand we would upload it to the website so you guys could track that case number or ticket and then we could move it from there.

00:46:19.000 --> 00:46:20.000
Yes.

00:46:20.000 --> 00:46:22.000
That's wonderful news actually. Thank you.

00:46:22.000 --> 00:46:27.000
Correct. You would put in those orders through your AA.

00:46:27.000 --> 00:46:34.000
Okay, thank you. Okay, thank you. Okay, so we have Nick and Nancy and Miss.

00:46:34.000 --> 00:46:41.000
So I'll be like 2 things. One just piggybacking off of what Linda had said before so all of our anybody that's on board their meeting schedule gets determined.

00:46:41.000 --> 00:46:59.000
In September at the beginning of the year. So in theory could every parent association PTO PTAP submit to your department in September, all

of our meeting dates in the hopes that we'd be able to get a top 3 translation.

00:46:59.000 --> 00:47:09.000

For our meetings and and also what you said before with regarding families needing to campaign to have your services there, that sounds very reactive.

00:47:09.000 --> 00:47:21.000

How do we get to be proactive and actually welcoming to these families that might otherwise not even want to engage any of these meetings because they might not be able to understand what is being talked to.

00:47:21.000 --> 00:47:25.000

This meeting included.

00:47:25.000 --> 00:47:36.000

I'm sorry, Nick. If I understand correctly. Your question is. How can we engage the families?

00:47:36.000 --> 00:47:40.000

In order for them to attend the meeting in their language. Is that it? But what is that? But wouldn't it be promoting the meeting in their language so not only in translation, can you do the documents, but you know your robo calls can go out in the parents language as well.

00:47:40.000 --> 00:48:05.000

Correct. Understood, but if we actually want to physically have somebody at one of our board meetings or other than just right now for this meeting alone.

00:48:05.000 --> 00:48:16.000

We only have Spanish interpretations. There's a lot more languages within this district. That would be beneficial if they were able to have the interpreted services for it.

00:48:16.000 --> 00:48:26.000

And rather than proactively having those translators available. It almost sounds like what you said before, they would have to campaign for themselves.

00:48:26.000 --> 00:48:29.000

To have that translation service available.

00:48:29.000 --> 00:48:40.000

Well, the CEC would have to campaign the CC meeting. In their language so that they can get a record that they are coming to attend.

00:48:40.000 --> 00:48:50.000

And then we can work with the interpretation unit. With providing. I would have to defer your question about the CC meetings.

00:48:50.000 --> 00:49:01.000

To our, interim director of interpretations. Because they have different parameters that they work with on the CEC.

00:49:01.000 --> 00:49:08.000

But for the most part, it would work like a PTA. If you are promoting your CC meeting.

00:49:08.000 --> 00:49:22.000

In the languages of your audience which Robert did share the top languages that are out there. And you get folks that say, yes, I want this, you know, I need Korean at the meeting.

00:49:22.000 --> 00:49:28.000

Or Albanian at the meeting. Because maybe it's an emerging language that's not even part of the 9 covered.

00:49:28.000 --> 00:49:41.000

That would request would go in and we could accommodate, but we would first need. Confirmation that these individuals are coming to the meeting.

00:49:41.000 --> 00:50:02.000

So it's it all goes back to the way the meeting is promoted. And one thing I've always said at the DOE is when promotions are happening it's like you have to promote in the language because it's not they don't know because if they read the flyer in Korean or Albanian they're like oh okay they're talking to me I can go and if there's a registration

00:50:02.000 --> 00:50:06.000

link where they could just say oh yes I'm coming and please have an interpreter for me.

00:50:06.000 --> 00:50:10.000

Then we can work from there.

00:50:10.000 --> 00:50:11.000

Under.

00:50:11.000 --> 00:50:16.000

I hope that's helpful, but I can definitely.

00:50:16.000 --> 00:50:17.000

Okay.

00:50:17.000 --> 00:50:21.000

Have your A.

00:50:21.000 --> 00:50:25.000

Welcome. Okay.

00:50:25.000 --> 00:50:27.000

You know, that would be great. I'm sorry to campaign. That'll be great. I mean, we've tried other languages. It's just awful.

00:50:27.000 --> 00:50:40.000

Logistically as well, you know, in these meetings, our interpretation, they participate virtually and we also have to monitor a Teams room per language.

00:50:40.000 --> 00:50:49.000

So if someone could step in and you know help us out not only with getting the resources but logistically as well, we would greatly appreciate that.

00:50:49.000 --> 00:51:00.000

Because we only have one AA and we do other languages because we tried. We tried. We also would have to ask a member to monitor their teams room with the other languages as well.

00:51:00.000 --> 00:51:04.000

So we have tried that. We've done, Bongo, we've done Chinese.

00:51:04.000 --> 00:51:11.000

So we've done other languages and we will continue to keep trying with other languages. So we'll bring it back.

00:51:11.000 --> 00:51:22.000

I mean, you're telling us there's the services have been fortified and they're stronger for us to do so we'll take advantage of that is just logistically in order to maintain this hybrid format.

00:51:22.000 --> 00:51:30.000

We will kind of need some help with monitoring all those different. Teams rooms because I think that's the way the meetings are interpreted right now.

00:51:30.000 --> 00:51:36.000

So I do want to say that because Gail has the net with our Spanish and everything like that. I want I don't miss.

00:51:36.000 --> 00:51:40.000

Dog go had her hand up so we will the miss it. I'll go Jonathan and Kel you got your hand up.

00:51:40.000 --> 00:51:44.000

Okay, so let me do that really quick and I'm sorry go ahead.

00:51:44.000 --> 00:51:52.000

Hi, I was just gonna say that, all schools are sensitive to the languages that are in the building and they find that out through the ATS.

00:51:52.000 --> 00:52:11.000

So the ATS lets the schools know what the land, what languages are in the in the school and you know we we try to be sensitive especially teachers they'll use Google Translate in the classroom so that the students are able to be sensitive especially teachers they'll use Google Translate in the classroom so that the students are able to be part of the school

community in the classroom so that the students are able to be part of the school community even

00:52:11.000 --> 00:52:23.000

though the teacher might not speak the language so that the students are able to be part of the school community even though the teacher might not speak the language so that the students are able to be part of the school community even though the teacher might not speak the language.

00:52:23.000 --> 00:52:28.000

So they say it, they use the devices to help them, to help them translate.

00:52:28.000 --> 00:52:35.000

We also make sure that, you know, one of the reasons why we're pushing gamma is because gamma is also when you give a message to parents when I send a message out I use Gamma so that it's translated in all the languages.

00:52:35.000 --> 00:52:48.000

You might not get a physical person, but in the schools, there's definitely ways and means for communication to happen it might not be you know flowing like we are right now but it'll it'll flow and it's everyone should feel like they belong in every single school.

00:52:48.000 --> 00:53:04.000

Thanks, Mr. Doco. Okay, thank you. You know, almost 5 years.

00:53:04.000 --> 00:53:12.000

Parents to come to these meetings and to be involved with the the CEC getting parents who don't speak English.

00:53:12.000 --> 00:53:20.000

Involved is very very hard we have real we've made we've made real efforts.

00:53:20.000 --> 00:53:27.000

And as Whitney was saying, we've tried, we've had interpretation, but we just don't get.

00:53:27.000 --> 00:53:37.000

People there and it's one of the reasons that we started the communication and outreach committee because we realized there were lots of communities in this district that were not We're not connecting with.

00:53:37.000 --> 00:53:59.000

And so which is just to say. You know, the services are really important, but there's also other challenges in terms of really getting people involved both at the district level and the school level as I'm sure we all we all know so you know just just something to you know little perspective on this.

00:53:59.000 --> 00:54:08.000

Kelly. Would it be beneficial in the same way that you're coming to present to us at CEC because I can tell you with certainty that.

00:54:08.000 --> 00:54:26.000

Most administrations do not know that this is available but to schedule with you have 32 school districts to schedule with every superintendent while they often have all principles on a zoom to come and do the same presentation so every single principal knows that this is available.

00:54:26.000 --> 00:54:33.000

Cause I know many of us in this room have tried and have just been sort of through the years. When you said that it's available for PTA meetings, I'm the president of my son's PTA.

00:54:33.000 --> 00:54:40.000

I will just fell off the share because I 4 years I've been told that this isn't a thing.

00:54:40.000 --> 00:54:50.000

So, you know, I really think that if we have a funnel of information, of the way that it's going out, but I mean, I can tell you and every other councilmember in this room can tell you.

00:54:50.000 --> 00:54:59.000

That administration doesn't know that this is an option. So in terms of communication, you know, as we're trying to get this out, let's make sure that the schools in the self, no.

00:54:59.000 --> 00:55:07.000

And I think that can easily be done if you meet with 32 superents who also present, you know, at a zoom with all the principals.

00:55:07.000 --> 00:55:13.000

So then there is no miscommunication or.

00:55:13.000 --> 00:55:15.000

Robert, you wanna take that one?

00:55:15.000 --> 00:55:25.000

Well, you are absolutely right. So So far we have. Met with.

00:55:25.000 --> 00:55:35.000

So, principles, so an email blasts have been going out to principles of the schools. You know, for them to designate.

00:55:35.000 --> 00:55:41.000

A language I says coordinator of the school. Now that can be The AP, Pericquan.

00:55:41.000 --> 00:55:56.000

Is anyone who the principal designates? So. Of the well if they if they came to a train and that we we have 1 24, so we're having one.

00:55:56.000 --> 00:56:04.000

Wednesday. To train everyone at.

00:56:04.000 --> 00:56:05.000

At least. So, and then we, retail principles, it's good to have more than one language.

00:56:05.000 --> 00:56:23.000

Access coordinator because Let's say if the language access coordinator is a teacher. And go, I know you can't pull a teacher out the classroom to handle a situation with the parent who on these language services.

00:56:23.000 --> 00:56:32.000

So it's always good to have. More than one language, access coordinator trained. And we rely on them now to train about.

00:56:32.000 --> 00:56:38.000

2 h, 2 and a half hour training. Know, we rely on them to turnkey information to schools.

00:56:38.000 --> 00:56:48.000

Now, I also provide that. Because I know not everyone is comfortable with. Presenting to others. If you need support.

00:56:48.000 --> 00:56:55.000

I will come and help you, you know, if it says. I will come help you and facilitate that presentation with you.

00:56:55.000 --> 00:57:05.000

Besides that, we've We've trained a lot of the special education. Staff.

00:57:05.000 --> 00:57:12.000

Right now I'm currently going in. Well, I'm trying to get into all the CCC meetings and train every CC member.

00:57:12.000 --> 00:57:20.000

I'm also trying to go into all of the student temporary housing shelters. And providing this information to families as well.

00:57:20.000 --> 00:57:31.000

So we're trying different avenues. So just asking. Give it, give me just a little, you know, little leeway.

00:57:31.000 --> 00:57:35.000

I will make it happen. But I just need a little bit.

00:57:35.000 --> 00:57:42.000

Oh, thank you, Mr. Williams. Okay, and Gail. This, sorry.

00:57:42.000 --> 00:57:57.000

I would love to work with your office to get more people to come to our meetings, but just So you know on our registration link it asks if you will be if you need interpretation services and very often people say yes.

00:57:57.000 --> 00:58:08.000

But they don't show up like tonight we had people say yes But the room is actually empty. So that is one problem we do have.

00:58:08.000 --> 00:58:18.000

Yeah. I know, like I said, I used to be a parent cony and I know they feel how rough it is to get parents to come into the school building.

00:58:18.000 --> 00:58:24.000

Trust me, I know. I just have to keep trying and keep talking. We can't give up.

00:58:24.000 --> 00:58:28.000

We give up, then we give up on them. So you just have to keep trying. I'm sorry.

00:58:28.000 --> 00:58:38.000

Yup, we're gonna keep trying but no thank you for that. Okay, so now we're going to go to questions from the zoom questions from our in person attendee today given questions.

00:58:38.000 --> 00:58:47.000

Thank you. Just some clarification. Okay, just come in. Just the clarification when it comes to notice.

00:58:47.000 --> 00:58:53.000

Is actually 10 days. It's not 10 business days at work. It's actually 10 days in the ranks. It changed.

00:58:53.000 --> 00:58:54.000

We said changed. I'm not sure when, but still 10 days, which obviously means more days to get the translation of time.

00:58:54.000 --> 00:59:09.000

So 10 days is now. 10 days for the moment you send it out. So first, stable. Thank you.

00:59:09.000 --> 00:59:37.000

All right, do we have any, questions from our Zoom Rooms? If you have any questions, please raise your hand.

00:59:37.000 --> 00:59:44.000

And the public and put on their website. It's a huge issue. It's systematic and a little privileged.

00:59:44.000 --> 00:59:48.000

Don't blame it on the families.

00:59:48.000 --> 00:59:55.000

They are not ashamed. It's an access issue and a privilege slash preference issue. Many families don't feel comfortable with administrators.

00:59:55.000 --> 01:00:00.000

It's about creating and a commitment to a welcoming environment.

01:00:00.000 --> 01:00:07.000

If the deal we already has is info, why do the schools and parent coordinators have to reach out to the DOE?

01:00:07.000 --> 01:00:12.000

Putting more work on the already underserved and overworked.

01:00:12.000 --> 01:00:19.000

Joanna Carney says thank you so much. Venus says it's not happening in real time period.

01:00:19.000 --> 01:00:27.000

How do we empower all families in the world's borough? This is a weak spot. They must admit and make a commitment to improve the D.

01:00:27.000 --> 01:00:33.000

We needs to do the promoting and engagement. Not unpaid volunteers, CEC members and PTA.

01:00:33.000 --> 01:00:42.000

And even if you have translation in every language, if families are not empowered and encouraged, even given a template or script.

01:00:42.000 --> 01:00:52.000

Parents, especially immigrant parents, don't fully understand their strength and power in public education. Something spot on for the superintendent while sudden intended.

01:00:52.000 --> 01:01:02.000

Let's make it happen. They know they must be held accountable to consistently provide. How is an immigrant family going to hold these school leaders accountable?

01:01:02.000 --> 01:01:09.000

Families and parent leaders are not clear who the language access coordinator is. She doesn't, I don't know who mine is at my school.

01:01:09.000 --> 01:01:13.000

And the deal we are struggling with parent engagement just like PTAs and CECs. The Polish community in C.

01:01:13.000 --> 01:01:23.000

24 is leading by example in their demands. And that doesn't feel the Thank you.

01:01:23.000 --> 01:01:30.000

Okay, so those statements were read I guess, you know. Some take the ways from there and say, yeah, a lot of people don't know who the language access coordinators are in their school so I think we can do a better job of promoting that as well.

01:01:30.000 --> 01:01:53.000

To help these parents as much as We can. I know that it was mentioned earlier that we don't have anyone in the interpretation room, but I still have to ask, do we have any questions in the interpretation room just in case somebody join?

01:01:53.000 --> 01:01:55.000
No question on the

01:01:55.000 --> 01:02:00.000
Okay, and, do we have any question from anyone that called in Kale? Okay, well thank you so much Mr. Williams.

01:02:00.000 --> 01:02:01.000
No.

01:02:01.000 --> 01:02:10.000
And Mr. Popular, I really appreciate you all. I really appreciate you all speaking to us tonight.

01:02:10.000 --> 01:02:17.000
I hope you all know we're gonna come with some more questions from district 30. We'll give you some more.

01:02:17.000 --> 01:02:20.000
Weing it all, bring it on.

01:02:20.000 --> 01:02:21.000
So thank you so much for coming to speak with us this evening.

01:02:21.000 --> 01:02:25.000
Thank you for your numbers. Thank you. Take care. Good night, everyone.

01:02:25.000 --> 01:02:26.000
Okay.

01:02:26.000 --> 01:02:28.000
Good night, everyone.

01:02:28.000 --> 01:02:41.000
Okay, and so the next item on our agenda, now we got our addition to the agenda. And that is resolution, 1 79, which will be read, by its author.

01:02:41.000 --> 01:02:47.000
So, I'm going to turn it over to you. Sure.

01:02:47.000 --> 01:03:02.000
Alright. Resolution 1 79 requesting no remote instruction when schools close for a temporary emergency. Whereas in 2,022 New York City public schools and Chancellor David Bank stated.

01:03:02.000 --> 01:03:14.000
That when students and teachers have the day off when schools close due to a temporary emergency, whereas many students particularly those in

temporary housing do not have access to a device or stable internet connectivity.

01:03:14.000 --> 01:03:21.000

Additionally, families with multiple children often only have access to one internet connected device. Whereas the New York City public school system no longer supplies devices for all New York City public school students.

01:03:21.000 --> 01:03:36.000

Nor do most schools have the inventory to give students a device. Whereas households with younger children require an adult to assist them during remote school.

01:03:36.000 --> 01:03:45.000

Presenting a particular hardship to work in parents. Whereas as the demonstrated as as was demonstrating during the COVID-19 pandemic.

01:03:45.000 --> 01:03:52.000

Many older children did not attend remote classes. And or were needed to assist their younger siblings.

01:03:52.000 --> 01:04:04.000

Therefore, be it resolved that district 30 community education urges the New York City Public School System to not make snow days a mandatory remote learning.

01:04:04.000 --> 01:04:11.000

Thank you. And that was go bothered by Deb. Oh, I was not there with us tonight.

01:04:11.000 --> 01:04:15.000

No, no, you're good. You need to. Okay. So thank you very much.

01:04:15.000 --> 01:04:25.000

Now I would like to. This the resolution as presented.

01:04:25.000 --> 01:04:36.000

Oh. Oh, yeah, I guess I'm, okay. Thank you. I mean, there was no, right.

01:04:36.000 --> 01:04:43.000

So.

01:04:43.000 --> 01:04:50.000

The reason why I think the biggest reason why we have remote instruction on snow days. Because we are mandated by the state.

01:04:50.000 --> 01:04:58.000

To have a certain number of days of instruction.

01:04:58.000 --> 01:05:09.000

So. I think because We have more holidays. Than we used to have.

01:05:09.000 --> 01:05:21.000

Having No instruction on snow days. Would mean that the school year would have to get longer.

01:05:21.000 --> 01:05:36.000

Okay, I'm just I'm just pointing this out So, you know, that It's not necessarily our job to you know, to suggest the solution here, we can just say this is a problem.

01:05:36.000 --> 01:05:43.000

You figure out the solution, fine with me. I'm just pointing this out. That this is the kind of conundrum that they are in.

01:05:43.000 --> 01:05:52.000

Like they need to have a certain number of days of instruction and so a snow day would not count as you know real snow day like we had.

01:05:52.000 --> 01:06:09.000

We, would not count. So I just wanted to point that out. I also will just say that I would like to suggest a small edit to the, to the resolution.

01:06:09.000 --> 01:06:20.000

Because the COVID-19 pandemic is still ongoing. And you know according to the world health organization and You know, anyone else?

01:06:20.000 --> 01:06:37.000

I know what we all mean by that. But, perhaps we could say during. You know, during the H the early stages of the.

01:06:37.000 --> 01:06:41.000

Okay.

01:06:41.000 --> 01:06:59.000

Thank you, Jonathan. So he's made offered a friendly amendment and so the author of the resolution to decide whether they accept Well, actually, I, I think, well, first of all, we're still discussing the things.

01:06:59.000 --> 01:07:08.000

Okay. Okay. Any other discussion points or?

01:07:08.000 --> 01:07:19.000

About the wording or about the rest of the resolution. I mean, now I think I would just need clarification if this means that.

01:07:19.000 --> 01:07:36.000

It the last year of school visit the 20 sixth is if that impacts it not being the 26 because I have a like many people it's cheaper to book flights and vacations and we have a lot of people in district 30 that live in other countries and have to go to their home countries during the summer.

01:07:36.000 --> 01:07:49.000

I, you know, I I think that if you know I'm just a clarification that this doesn't impact the end date because My mind school is ending on 26.

01:07:49.000 --> 01:07:56.000

At least for my son it is. They have to put a day back in some of but we have our superintendent here.

01:07:56.000 --> 01:08:11.000

I think to my understanding there's actually more than a hundred 80 school days that are actually bunched into accounted for it's not just the full 180 so if Tomorrow is a school day.

01:08:11.000 --> 01:08:20.000

Remotely, but it's snow and they canceled it. I think they would still be enough to make the whole 180 so you don't have to add June, the 20 seventh.

01:08:20.000 --> 01:08:25.000

But most people don't necessarily care about June, 20 seventh because they're at the boycam.

01:08:25.000 --> 01:08:30.000

They're on vacation, they're on holiday. Anyway, this is also talking about the equity.

01:08:30.000 --> 01:08:38.000

Amongst students and areas where they're not gonna have a device where they're not going to have connection to the internet.

01:08:38.000 --> 01:08:50.000

Where there might only be one device in a household with 2, 3, 4, 5 children. So who gets priority and what age range, or said class and learning time.

01:08:50.000 --> 01:09:01.000

As well. And again, yes, the question of whether or not this would end up adding to, but since tomorrow's the second real snow accumulation that we have in New York City in 2 years.

01:09:01.000 --> 01:09:16.000

As a product of the New York City public school system. Didn't have to go to school in 1996 and Snow was above cars and I had to go to school in 1994 when snow was also above cars because they did not close the buildings.

01:09:16.000 --> 01:09:21.000

So, and we didn't have remotes or anything like that. Just you went to school.

01:09:21.000 --> 01:09:30.000

So here in terms of equality. And then on top of that, think of a lot of these schools may or may not have a contingency plan in place.

01:09:30.000 --> 01:09:39.000

My school ran around. All day getting every single one of the teachers to put together a plan. Of action for tomorrow and links.

01:09:39.000 --> 01:09:49.000

So that they had a full day of remote learning. Because that wasn't there. So now you're also taking away from the day before access and learning and education.

01:09:49.000 --> 01:09:55.000

Because those teachers are now focused on the next stage because there's not a plan of action. Going into it.

01:09:55.000 --> 01:10:00.000

Thank you. I've seen super antennas. I see your hand up someone.

01:10:00.000 --> 01:10:01.000

Go ahead. Go on that order.

01:10:01.000 --> 01:10:10.000

Thank you. First I want to say that just to, to Nick's point, something that we've been working on very, very, very much.

01:10:10.000 --> 01:10:30.000

And I know that we've had several conversations, but we have over 28,000, students in district 30 and at the currently every school has been given a directive basically if the if they didn't have Chromebooks that this that Central gave to them they needed to purchase them.

01:10:30.000 --> 01:10:38.000

So at the moment we have. Across 15 schools less than 500 students that still don't have devices.

01:10:38.000 --> 01:10:40.000

So that's less than 5%. Of our students in District 30 that do not have a device.

01:10:40.000 --> 01:10:51.000

And for those students, a plan was made and they, you know, paper, they were, they were sent home with packets, they were given a device even if it wasn't with their name, but every school was supposed to have a plan.

01:10:51.000 --> 01:11:09.000

So the fact that you say an act today in this meeting that schools were running around that. Is a red flag for me because this is something that we have been planning for very long times.

01:11:09.000 --> 01:11:20.000

Principles have been been made aware that they have to have a plan in place. Teachers needed to create Google classrooms and even have a practice.

01:11:20.000 --> 01:11:33.000

Remote day so What I'm hearing makes me just that that's a conversation that I will have with the school leaders because today should not have been a surprise.

01:11:33.000 --> 01:11:40.000

Things and things has structures and systems and structures should have been in place so that tomorrow is seamless.

01:11:40.000 --> 01:11:44.000

And even those those few that don't have should have something go home whether it be a physical packet a borrowed device but they should have had something.

01:11:44.000 --> 01:12:02.000

So no one should have been scrambling. So the fact that you say that just that and I had a meeting with them today and a huddle just to to remind them of the systems and structures that should be in place.

01:12:02.000 --> 01:12:10.000

So if that is happening, I mean privately we can have a conversation because that should not be happening.

01:12:10.000 --> 01:12:24.000

Thank you. Thank you. Okay. Another just another issue that I'm hearing that I think is not on here is that earlier in the pandemic there were a lot of students who had.

01:12:24.000 --> 01:12:31.000

Tablet computers that were connected to cellular service. And because a lot of students do not have reliable Wi-Fi in their homes.

01:12:31.000 --> 01:12:40.000

So just because you have a Chromebook does not mean that you're able to do the remote work.

01:12:40.000 --> 01:12:51.000

And that I know is an issue in many parts in all throughout the city as well. I will say.

01:12:51.000 --> 01:13:02.000

You know, I do think that this resolution, you know, we already have the calendar set for the next, you know, couple of years of the New York City schools.

01:13:02.000 --> 01:13:10.000

And I do think that it's tight. I don't think that there are extra many extra days built in there.

01:13:10.000 --> 01:13:19.000

So, I do think, you know, This is not something that is gonna change like immediately.

01:13:19.000 --> 01:13:32.000

Just to just to kind of put that out there as far as like asking for a change this is this is something that we need to be incorporated into future future calendars.

01:13:32.000 --> 01:13:54.000

Am I supposed to turn on my when I reiterate what Jonathan just said that the you know DOE has disabled the remote cellular access on iPads and other.

01:13:54.000 --> 01:14:10.000

Things like that and those are some of the devices that are people I know have rather than having Chromebooks and having a Chromebook, as you say, is also not necessarily guaranteeing that people have the ability to connect.

01:14:10.000 --> 01:14:33.000

One of the things about not Pivoting to remote. Is that if you give it to remote and you make it really easy to pivot to remote, that becomes something that, and when I say make it really easy, if the DOE and the mayor feel like it's really easy to do that, then they're going to take advantage of that more often.

01:14:33.000 --> 01:15:03.000

If it means that we're using up the say to snow day, one of the 2 snow days that we have like built into the calendar the extra you know school days we have for this year and we get close to having none then available and then we might get to the point where we have to extend if we end up with another school day then it becomes a much bigger issue to declare a remote day and I think it's important that

01:15:07.000 --> 01:15:22.000

it is a big issue just like it was for years and years a big issue to declare a no school day because you lost a day of instruction and you might have to add on something to the end.

01:15:22.000 --> 01:15:31.000

We know from the pandemic experience that remote does not for most students. Qualify as the same kind of learning experience.

01:15:31.000 --> 01:15:44.000

And there are a lot of kids that end up not learning as much in a remote day. And the kids that are least advantaged.

01:15:44.000 --> 01:15:58.000

In live are the ones that are most likely to be hurt by that. In addition, when you declare a remote day, those kids that have meals that take advantage of the meals as their only meals that they get sometimes the only meals that they get in a day.

01:15:58.000 --> 01:16:10.000

The breakfast and the lunch. Those are not available to those kids. And so making that a big deal, I think, is an important thing.

01:16:10.000 --> 01:16:21.000

And that's why I'm, you know, when I saw this resolution came out, I offered to co-sponsored if need be because I think that it's really important.

01:16:21.000 --> 01:16:27.000

The Chancellor and the final thing in response to what Jonathan said is the Chancellor has made changes to the calendars up until the last minute.

01:16:27.000 --> 01:16:35.000

He added on, 2 extra passover days just toward the end of our, the end of last year as when the calendar came out.

01:16:35.000 --> 01:16:47.000

So there is an ability to change the calendar. I mean it's not set in stone. It is put out there but it is not.

01:16:47.000 --> 01:17:01.000

Set in stone and so I think that us passing this makes a statement that the DOE has to respond to and if other councils do the same, then I think that that makes a difference and that's why I think it's worthwhile for us to make the statement.

01:17:01.000 --> 01:17:27.000

Even if we're not certain that it's going to make a difference. So my, you know, other sort of component of an issue with this is, and I mean, I don't want to, I hate having to go through the rewarding thing, but, you know, other sort of component of an issue with this is, and I mean, I don't want to, I hate having to go through the rewarding thing, but, I hate that

01:17:27.000 --> 01:17:32.000

your accent if you aren't, the rewarding thing, but, I hate that your accent, if you aren't, there is no like, it's counted against you if you don't show up tomorrow.

01:17:32.000 --> 01:17:36.000

I don't For instance, tomorrow my child will be absent from school tomorrow and that's not his fault.

01:17:36.000 --> 01:17:41.000

It's my fault because I'm an essential worker. I work in counterterrorism. You really don't care.

01:17:41.000 --> 01:17:44.000

If it's snowing, it's raining, there's a pandemic. I still have to go in in person to work.

01:17:44.000 --> 01:17:49.000

So I have a ten-year-old son. I cannot keep him home all day by himself. He's just not at that age.

01:17:49.000 --> 01:17:50.000

He's just not at that age. Maybe in 2, 3 years, that's a different conversation.

01:17:50.000 --> 01:17:56.000

He's just not at that age. Maybe in 2, 3 years, that's a different conversation.

01:17:56.000 --> 01:18:01.000

But currently in fifth grade, I have to take my son to work with me tomorrow and he has to sit there and hold up like, you know.

01:18:01.000 --> 01:18:06.000

He, I can't just like sometimes over a meeting, I can't turn on my computer.

01:18:06.000 --> 01:18:11.000

For my work, there are certain things that I can't connect to, so my son can't sit there and do it either.

01:18:11.000 --> 01:18:25.000

I don't think the children whose parents work in grocery stores whose parents work for the MTA who are bus drivers who don't have the luxury to be able to stay home with their children and they have to drop them with a grandparent with an aunt, an uncle, with a family friend.

01:18:25.000 --> 01:18:30.000

So they have emergency daycare. She should be penalized with an absence. I don't think it's equitable.

01:18:30.000 --> 01:18:35.000

I don't think it's fair. You know, I think it's ridiculous that my son will be asking tomorrow.

01:18:35.000 --> 01:18:43.000

So rather I mean yes remote instruction isn't as good as in person instruction but I mean It is what it is.

01:18:43.000 --> 01:18:51.000

I also don't want the school year to go longer personally, but you know, my, I would propose that, you know, removing the components that, you know, children are absent.

01:18:51.000 --> 01:19:06.000

I don't think that that should be.

01:19:06.000 --> 01:19:12.000

Sorry. I'm working on my phone here. Thank you. Thank you, Andy.

01:19:12.000 --> 01:19:19.000

A couple of the things that I have on mine have been already mentioned. Jonathan.

01:19:19.000 --> 01:19:30.000

Hunter. You know it's It's one thing that most kids don't have devices, but really even the ones that do have devices.

01:19:30.000 --> 01:19:38.000

That don't have a stable connection. What's it? What's it worth having a device?

01:19:38.000 --> 01:19:43.000

Does it make any difference? They can connect. They can do the work. That's been assigned to them.

01:19:43.000 --> 01:19:58.000

And you know, Kelly, yes, it's, difficult for parents to find. Care for their kids and even if they're dropping them off at the you know, with their grandmother, who's to say that the kids can be, assisted with their work remotely.

01:19:58.000 --> 01:20:14.000

Off of a device. And In the end, define. Remote instruction like what is it that Most parents are having to do.

01:20:14.000 --> 01:20:25.000

What's our responsibility when it comes to remote instruction? I don't believe I've ever heard, and, you know, with this whole

01:20:25.000 --> 01:20:35.000

You know, prepared for remote instruction is like, what is, what do we need to prepare for? Is my kid coming home with a packet that I need to sit there and work with them?

01:20:35.000 --> 01:20:41.000

And I don't need to worry about internet connection. I don't need to worry about, you know, their access.

01:20:41.000 --> 01:20:50.000

There's just so much happening. That I don't see remote instruction being the best.

01:20:50.000 --> 01:20:58.000

The best thing to do. For a snow day. Some people could just go get to school.

01:20:58.000 --> 01:21:06.000

Some cannot and that should be a choice. In the end, how could you really determine. Oh gosh, I'm sorry.

01:21:06.000 --> 01:21:14.000

How could you? How do you know who's acting and who's not? And Who's to say?

01:21:14.000 --> 01:21:28.000

My child is not gonna do any of the work and she's gonna be. Present because she has a packet and you know someone else's child is going to be absent because they actually had to log on to Google classroom like this.

01:21:28.000 --> 01:21:35.000

Just not consistent and fair to everybody. And that's, that's it.

01:21:35.000 --> 01:21:36.000

Okay. I'm gonna turn it off.

01:21:36.000 --> 01:21:43.000

Thanks, Marley. Danny. Yeah, my comments will be brief. Oh, I'm echoing much of what my fellow council members have shared.

01:21:43.000 --> 01:21:49.000

I think this is an equity issue, especially when you think about access the broadband, there's a lack of consistency.

01:21:49.000 --> 01:21:56.000

I think also, by the way, Well, then you raise a great point, like what are parents supposed to do in preparation for remote learning tomorrow?

01:21:56.000 --> 01:22:06.000

We know by just in terms of study having a child in their eyeballs on a screen from 8 20 to 2 40.

01:22:06.000 --> 01:22:11.000

PM is like, you know, what are the breaks that are gonna be? It should be interesting.

01:22:11.000 --> 01:22:20.000

Some will be an interesting, observation as a parent being home with their child, but that This is an implementation issue, it seems like.

01:22:20.000 --> 01:22:33.000

I think I am at least aware of districts outside of New York City that have figured out a an affiliate and equitable approach to blended learning.

01:22:33.000 --> 01:22:44.000

That doesn't just connect to a temporary emergency, but actually that they're implementing it in a way that does provide equity once everyone does have all the plumbing necessary to connect.

01:22:44.000 --> 01:22:58.000

To, to, remote learning. I also do just, and just in research, that's a hundred 78 instructional days in this calendar year apparently 2 of those days will be counted to meet the 180 day requirement.

01:22:58.000 --> 01:23:00.000

They are teacher training days. So there's not even really a lot of flex in that.

01:23:00.000 --> 01:23:13.000

So just wanted to share those comments, just as we. Think about remote learning deployment is you know not very effective in this case.

01:23:13.000 --> 01:23:18.000

Okay. Yeah. I appreciate what everybody said.

01:23:18.000 --> 01:23:26.000

100% and going back to something Jonathan said. With regard to the fact that there are a lot more.

01:23:26.000 --> 01:23:37.000

Holidays that are now No school days, it's almost like. Yeah, the unfortunate nature is that the equity to make sure that holidays and and cultural groups get.

01:23:37.000 --> 01:23:41.000

What they are entitled and absolutely 100% deserve. That then the opposite end of the spectrum, something small like a snow day.

01:23:41.000 --> 01:23:52.000

Can't be a snow day for children at the same time. So we're talking about equity.

01:23:52.000 --> 01:24:03.000

And a quality both with regard to. Observation of cultural, uniqueness, that we have within our community and within New York City public school system.

01:24:03.000 --> 01:24:15.000

But then also the equity. The students that are. Not able to fully learn at home because they don't have adequate what they need to be a participant in these classes.

01:24:15.000 --> 01:24:23.000

So it's sort of like a double-edged sword, if you will, that needs to be figured out across the boards.

01:24:23.000 --> 01:24:28.000

Thanks, Nick.

01:24:28.000 --> 01:24:38.000

Hi, I just want to say I agree with Kelly and Molin. I have to take annual to work tomorrow with me.

01:24:38.000 --> 01:24:59.000

And my teenagers, they cannot be responsible of Angel. They both going to be a home and you got a device from school and then I got a test message from Spencer saying, everyone knows Spencer is not the best service saying that we are facing protection service out into Russian tomorrow.

01:24:59.000 --> 01:25:00.000

Okay.

01:25:00.000 --> 01:25:07.000

And And I'm thinking like how my case is going to be remotely like. Without the service.

01:25:07.000 --> 01:25:08.000

I always get the servers into Russian chose by rain, high winds, whatever Spencer don't care.

01:25:08.000 --> 01:25:28.000

So it was a problem with them and they take forever. So bring it back. We do have Wi-Fi, so I'm late to the meeting because I had to run to the supermarket and buy.

01:25:28.000 --> 01:25:34.000

Food so I can cook in the microwave for annual to E where I'm sitting working in my office.

01:25:34.000 --> 01:25:45.000

And he has to be in another cubicle. With his class like I don't know how I'm going to manage this this is the first time I'm doing this.

01:25:45.000 --> 01:25:46.000

That's all I have to say.

01:25:46.000 --> 01:25:50.000

Sorry, thank you.

01:25:50.000 --> 01:25:59.000

It sounds like we have a lot of agreement among people. I I would propose that people that have specific.

01:25:59.000 --> 01:26:13.000

Friendly amendments to this. Go ahead and share what specific language you'd like changed and then hopefully we can get something that we can all be on board or most all of us can be on board.

01:26:13.000 --> 01:26:29.000

Yeah, I think the first thing, like you said earlier, we have done things with the early stages, so it's the the last whereas we would propose that we had and as was demonstrated during the early stages of the COVID.

01:26:29.000 --> 01:26:34.000

19 pandemic, and as was demonstrated during the early stages of the COVID-19 pandemic, would you be okay with adding?

01:26:34.000 --> 01:26:41.000

What do we just say during the onset? Yeah. I'm fine with that. One thing is, yeah.

01:26:41.000 --> 01:26:49.000

Yes, they're in the onset of the.

01:26:49.000 --> 01:27:04.000

Does anyone else have any other? I mean, My personal opinion is like, you've heard Marcela has the same sort of situation I have tomorrow where children aren't penalized for being absent because their parents.

01:27:04.000 --> 01:27:18.000

Still has to go to order. And the kid quite often has to shift with you. Right. I could.

01:27:18.000 --> 01:27:26.000

Say something like that. But. I mean, I think we're kind of in a tough spot what we're asking for is a day off.

01:27:26.000 --> 01:27:32.000

Really? Or, just something different. We're not even asking. For anything specific.

01:27:32.000 --> 01:27:40.000

But like if they do have an instruction day. That I think they have to take attendance.

01:27:40.000 --> 01:27:45.000

You know, to show. The state that it was an actual instruction day. You know what I mean?

01:27:45.000 --> 01:27:48.000

Like I.

01:27:48.000 --> 01:28:18.000

I don't know how this would work, but, we could add a another result, therefore be a resolved, be it further resolved that If the DOE does move or NYC Public Schools does have a remote day that children will not be penalized in any way for lack of ability to attend and we'll have an opportunity to make up any work of ability to attend and will have an opportunity to make up any work that they

01:28:20.000 --> 01:28:22.000

miss.

01:28:22.000 --> 01:28:32.000

I mean, Marcel, made a great point. I mean, I got this thing. I forgot that I got the text message that she got saying, you know, expect outages tomorrow.

01:28:32.000 --> 01:28:36.000

And then I forgot that 2 h ago or when I was saying, you know, expect outages tomorrow.

01:28:36.000 --> 01:28:39.000

And then I forgot that 2 h ago or when I was heading over here, I got one from Con Edison saying that expect power outages tomorrow.

01:28:39.000 --> 01:28:50.000

So I mean, we can't really, children for being absent if they quite literally can't really, children for being absent if they quite literally can't connect to the internet.

01:28:50.000 --> 01:29:08.000

No, I think like the resolution with the devices. I think it should be taken out because I think it's the dog was talking about only 5% of the district 30 had you those devices on the, but the schools itself had to purchase or something.

01:29:08.000 --> 01:29:13.000

She, I think she mentioned it before. So I think that one wouldn't even really be valid.

01:29:13.000 --> 01:29:23.000

The internet part makes sense. It's just that the vice floor just doesn't really make sense.

01:29:23.000 --> 01:29:28.000

When I said on my schools, SNC, I know that you'd work suspended in yours as well.

01:29:28.000 --> 01:29:35.000

I know that the majority of the devices that were loaned out and the onset of the pandemic back in March of 2020.

01:29:35.000 --> 01:29:48.000

Or either not returns, return damaged. Outdated as technology does. No chargers either and then also a lot of schools are currently scrambling for their budgets within their own right.

01:29:48.000 --> 01:29:59.000

To just be able to survive on a day to day basis. So to get No, but she's added a quick amount. She said it in her data, right?

01:29:59.000 --> 01:30:00.000

Yes, currently, yes, it's in the data.

01:30:00.000 --> 01:30:04.000

When she was saying it before I was on her data that she said, yeah, so it wasn't like, you know, from the pandemic.

01:30:04.000 --> 01:30:17.000

She's starting right now and her data there has to be a way for the kids to start right now and her data there's less than 5%. She's starting right now and her data there's less than 5%.

01:30:17.000 --> 01:30:25.000

But 35%. Is that okay? That's just that. That there has to be a way for the kids to get the data, there's less than 5%.

01:30:25.000 --> 01:30:26.000

Yeah.

01:30:26.000 --> 01:30:33.000

I could only speak for District 30 and I know that every but I know that in the whole in whole New York City that is an initiative that is currently has happened.

01:30:33.000 --> 01:30:54.000

It's pushing that every student has a device. A functioning device. That means that it's, is Wi-Fi accessible and that is something that it, when I go to superintendent meetings that is discussed that is followed, I, there's a, there's a, I have access to a dashboard that says pivot to remote learning and I have access to see how many

01:30:54.000 --> 01:31:04.000

unassigned devices school has. So it's something that is happening. Throughout New York City, where every every student and every superintendent, every principal is responsible to make sure that all students have the functioning devices.

01:31:04.000 --> 01:31:18.000

And if for whatever reason, it's a delay, right? Because sometimes kids lose it, they break it, they what whatever.

01:31:18.000 --> 01:31:28.000

Accommodations are made until that new device can be ripped into the device can be replaced. So they are systems and structures in place so that all students have devices.

01:31:28.000 --> 01:31:31.000

And I know that's why I said that for District 30 out of 28,000 students that we have, we have less than 500 students across 15 schools.

01:31:31.000 --> 01:31:51.000

That means that might be only 2 students in one school. There might be 7 or 20 in another school, but every principal knows who those students are and it's being handled.

01:31:51.000 --> 01:31:57.000

And then you also mentioned that like for my daughter, cause she's a kindergarten, so she just got that device.

01:31:57.000 --> 01:32:06.000

The teachers actually prints out the packets in case if anybody didn't have internet access in my school, so even my son was a fifth grade, they also have printed out packets.

01:32:06.000 --> 01:32:07.000

Yes.

01:32:07.000 --> 01:32:13.000

So I don't think so that part I don't think it makes sense to be in the resolution.

01:32:13.000 --> 01:32:22.000

I mean, devices are. Unfortunately a major. Of remote learning so they would need to be in there.

01:32:22.000 --> 01:32:27.000

I would just, I don't. I don't have the numbers in front of me, Superintendent Togo.

01:32:27.000 --> 01:32:45.000

I would sort of question whether or not it's only 500 children that are accessible or not. I mean, at the beginning of the year, we knew that the GS 1 11 took 134 asylum seekers that's one school out of 42 I know that I have at least 55 children that are in temporary housing in shelters.

01:32:45.000 --> 01:32:52.000

So right there between that school and high school we're already at 185. Give or take, that's 2 out of 42.

01:32:52.000 --> 01:32:54.000

So there's no way we're under 500 children. Okay.

01:32:54.000 --> 01:33:03.000

I'm telling you, I'm telling you, Nick, that we are, this is, this is something that we are constantly emailing and and having conversations with leaders in the building.

01:33:03.000 --> 01:33:06.000

You have 50 kids that don't have devices. Nancy Dimaggio is responsible for this.

01:33:06.000 --> 01:33:17.000

This constant conversation. So if I know as I'm looking at the list right now, one, over, 11 is not on this list.

01:33:17.000 --> 01:33:26.000

1 11 has had a plethora of monies coming in from everywhere. They have monies and excess because they have so many STH students.

01:33:26.000 --> 01:33:32.000

So, They all have devices.

01:33:32.000 --> 01:33:33.000

So, when we.

01:33:33.000 --> 01:33:42.000

We've also had 2, we've had 2 monthly meetings in a row December and January. We're parents of Louis Armstrong are saying that they have not been adequately given.

01:33:42.000 --> 01:33:43.000

From.

01:33:43.000 --> 01:33:52.000

So that was one parent from that was one parent and that parent was given. It there's a story behind that which we took care of and we handled it.

01:33:52.000 --> 01:33:55.000

So they did they did they were given a device. So and and and no one from Louis Armstrong shows up here.

01:33:55.000 --> 01:34:06.000

So according to the to the dashboard that I have everybody at Liam's room should have a device.

01:34:06.000 --> 01:34:19.000

As of today. So remember this is as of today. This is something that's been updating something we're working on, something that it's been since the last 2 CEC meetings is something that we've been pushing at the district office.

01:34:19.000 --> 01:34:25.000

So when I say that number, I'm not pulling it out of a hat, I'm looking at a dashboard.

01:34:25.000 --> 01:34:41.000

And I could specifically say the school, which I'm not going to say right now in front of, you know, but, oh, actually.

01:34:41.000 --> 01:34:43.000

Yes.

01:34:43.000 --> 01:34:44.000

System.

01:34:44.000 --> 01:35:00.000

Right. So, So you're talking about Lou, yeah they do have a few that that still are unassigned you're absolutely correct I just so I just I was reading the wrong number but they were given accommodations because that we I met with everybody so like like Linda saying, every student.

01:35:00.000 --> 01:35:14.000

We are making sure it's by name. This is this is a very personal experience. But whatever reason they don't have a device, it's very personal and every leader knows who those students are.

01:35:14.000 --> 01:35:23.000

Thanks, Mr. Kelly, can I make a suggestion that seeing is to bring back an old school CC word which we.

01:35:23.000 --> 01:35:31.000

Like a dead dog, robust conversation regarding this. This is zoning everything we use the river bust.

01:35:31.000 --> 01:35:44.000

I don't know why, but, is we all had so many opinions isn't it not like can we just table this to next month put it on the agenda because if we have opinions I'm assuming that a lot of people in the public are gonna have opinions.

01:35:44.000 --> 01:35:55.000

And that also gives us time behind the scenes to work for a bit, add some, because we can certainly do, we've done this before where we make suggestions about language over email.

01:35:55.000 --> 01:36:05.000

And come to some consensus and then we can, you know, maybe that also give us some consensus. And then we can, you know, maybe that also give us, Miss Dalgo some time to look at like, you know, the facts and you know, maybe that also give us, Miss.

01:36:05.000 --> 01:36:18.000

Doggo some time to look at like, you know, the facts and, you know, make sure, you know, if it's 5%, I, so yeah, I mean, that just be my suggestions to move it to put it on the agenda if we have a lot of opinions for assuming that a lot of other people are gonna have opinions, to move it, to put it on the agenda.

01:36:18.000 --> 01:36:24.000

If we have a lot of opinions, assuming that a lot of other people are gonna have Wait, wait, wait, wait, wait, wait, wait, sorry.

01:36:24.000 --> 01:36:25.000

We do have something on the floor already with the friendly language. With the friendly language. So the first one that was adopted was the friendly language.

01:36:25.000 --> 01:36:33.000

I'm sorry, we do have something on the floor already with the friendly language. So the first one that was adopted was the onset. The second was, no, sorry, 3 things.

01:36:33.000 --> 01:36:42.000

The second was Linda asked about the removal about the device. Clause we discuss it. How do people feel about the NIG?

01:36:42.000 --> 01:36:47.000

Right now you're the author so you're not agreeing with the removal. I mean devices or the device?

01:36:47.000 --> 01:36:56.000

Perative. So we'll leave that and the third was the second therefore being resolved. Hunter had a longer one and I just passed him a note and he said this was okay.

01:36:56.000 --> 01:36:57.000

Is that okay if I read the shorter one? Okay. And so the second therefore, and this is just to change it as this.

01:36:57.000 --> 01:37:13.000

And then if we talk about changing Here I think we have some comments in the QA. Saw some pop-up so we might have some comments from the public in relation to this resolution so I'd like to hear those as well.

01:37:13.000 --> 01:37:16.000

Then we could discuss after that. The tenant. Okay, thank you. So this is the second, therefore being resolved.

01:37:16.000 --> 01:37:37.000

Therefore, be it further resolved that the D. 30 CC urges the New York City public school system to not penalize children with absences if they are unable to connect to any mandatory remote learning.

01:37:37.000 --> 01:37:56.000

Like, you can, please, okay. Therefore, be it further resolved that the D. 30 CC urges the New York City public school system to not penalize children with absences if they are unable to connect to any mandatory remote learning day.

01:37:56.000 --> 01:38:10.000

Okay, everyone okay with that Nick are you okay with adding that? Okay, so now if it's okay with everyone, we're gonna temporarily stop our discussion right now about the current.

01:38:10.000 --> 01:38:11.000

Version that you have. There's your survey. Yeah, isn't it counterintuitive?

01:38:11.000 --> 01:38:26.000

You're saying, well, learning days that if we do a remote during day. But this is to say that we don't do it in general.

01:38:26.000 --> 01:38:36.000

Right, right. Let's say we can say multiple things. Okay, that's what the second one is for.

01:38:36.000 --> 01:38:42.000

Okay, so do we have any hands right? From? No. Okay.

01:38:42.000 --> 01:38:52.000

Awesome, and QA, Victoria. Alright. Venus, a great question. Ser the families, D.

01:38:52.000 --> 01:38:58.000

30 families and childcare who is supervising all these children's. All these children and parents still have to work.

01:38:58.000 --> 01:39:08.000

This device thing is an issue. The DOE is threatening families with calling the police. If they don't return their 2020 outdated, unusable devices.

01:39:08.000 --> 01:39:17.000

If families didn't return their 2020 devices. Jennifer and Mello says we have over the required days in the counter even with all of the holidays.

01:39:17.000 --> 01:39:26.000

We cannot teachers and students finished any later than the twentieth of June. Planning for the remote days more work than planning for students in the classroom.

01:39:26.000 --> 01:39:33.000

Venus as educators as well. We can figure this out together, centering families verse. Students, parents, childcare is always needed.

01:39:33.000 --> 01:39:40.000

Like that provided by the DOE for essential workers during 2020. Yeah, I think we can kind of.

01:39:40.000 --> 01:39:53.000

And then, you know, district 30 is by birth. Oh, okay. That's my rent that I would put in the chat. Okay, great. Thank you.

01:39:53.000 --> 01:39:54.000

Thank you, Venus for all of your input. Okay, great. Thank you. Thank you, Venus for all of your input.

01:39:54.000 --> 01:40:08.000

Thank you. Okay. So now Kelly's like to put a motion on the floor. Okay, great. Thank you. Okay.

01:40:08.000 --> 01:40:17.000

So now Kelly was like to put a motion on the floor with what is the motion to put Okay, so we're gonna vote on.

01:40:17.000 --> 01:40:25.000

I'd like to speak to that. Yes, yes. Yeah, I mean, today is super timely for what's going on.

01:40:25.000 --> 01:40:33.000

And so I feel like this is an important thing for what's going on. And so I feel like this is an important thing and it sounded like we had pretty much agreement and it sounded like we had pretty much agreement and we've gone through the word, what's going on.

01:40:33.000 --> 01:40:39.000

And so I feel like this is an important thing and it sounded like we had pretty much agreement and we've gone through the word smithing already at at this point.

01:40:39.000 --> 01:40:41.000

So I feel like it's worthwhile to, take a vote, especially if we're, why put something off when it sounds like most of us are kind of in agreement?

01:40:41.000 --> 01:40:49.000

I do want to say, well, I mean, it is, it is a good solution. I just think that.

01:40:49.000 --> 01:40:52.000

And these, some things needs to be changed around. I just don't want us to like just send it off looking like this.

01:40:52.000 --> 01:41:06.000

Because there are dataas that prove certain things. So I think it's better if we send. Like a more informative one.

01:41:06.000 --> 01:41:16.000

Is there a lot of questions? I mean, everyone's in agreement with business, but there were a lot of questions about certain areas of it.

01:41:16.000 --> 01:41:30.000

Alright, Victoria. I My thought process on tabling it till next month is I understand it's snow day or remote date tomorrow, but, I think we are doing it to service to our families by just rushing this through and not getting their input on it.

01:41:30.000 --> 01:41:36.000

I think as a council, it we are here to serve our community and really hear from them. So.

01:41:36.000 --> 01:41:39.000

That's what I'd like to do and especially after tomorrow we can hear even more so like how did it go?

01:41:39.000 --> 01:41:45.000

Was it it worked it and not what can be our now? Maybe there's more taxes. It's a good resolution.

01:41:45.000 --> 01:41:49.000

Yes. But I do want to hear from the people. So I just want to rewind back a little month to the last calendar meeting where we had a resolution.

01:41:49.000 --> 01:41:57.000

So I just want to rewind back a literal month to the last calendar meeting where we had a resolution that was up.

01:41:57.000 --> 01:42:03.000

We were all virtually in agreement on what was said and wanted a minor word, nothing that was unacceptable and not allowed.

01:42:03.000 --> 01:42:13.000

After a lot of debate a rush to a vote that we passed as a counselor commit. We're setting a precedent the day before all of a sudden out of the blue.

01:42:13.000 --> 01:42:23.000

New York City Public Schools decided tomorrow is a snow day. Because the meteorologist changed from when we all went to bed in whatever shape we're in after the Super Bowl.

01:42:23.000 --> 01:42:32.000

To waking up this morning from a coding to 2 inches to 8 plus. They head school on torrential downpours that were equally equally.

01:42:32.000 --> 01:42:43.000

If not more, dangerous and tumultuous for children. Administrators and teachers do go to in September.

01:42:43.000 --> 01:42:50.000

We also had a day that I will forever continue to call Blade Runner Day. Last June where New York City was orange and gray.

01:42:50.000 --> 01:42:59.000

And the decent amount of our buildings do not have adequate ventilation. To have children in it. For any amount of time.

01:42:59.000 --> 01:43:06.000

And all they did was say close your windows and we're not doing outdoor activities. But here, we may or may not 8 inches of snow.

01:43:06.000 --> 01:43:19.000

We may or may not in the future have 8 plus inches of snow. And we can't even know we all remotely agree on the language that changes, say that we're willing to make this and put this into place.

01:43:19.000 --> 01:43:28.000

I don't understand that. Personally, I don't understand. We all agreed on the word setting.

01:43:28.000 --> 01:43:35.000

It's a very easy amendment. And truthfully, where does this resolution go once we pass it or it gets tabled for months around?

01:43:35.000 --> 01:43:38.000

Where does it go? Does it stop here? Does it go to the DOE? Does it go to Central?

01:43:38.000 --> 01:43:48.000

What happens? Well, to to answer that. It does go to central and they're supposed to respond to list.

01:43:48.000 --> 01:44:00.000

Supposed to. Every no they do those central so they're supposed to respond to it or they're supposed to respond right every resolution we say we can get a response but unfortunately they've been delinquent with their responses I think the last response that we got was in October.

01:44:00.000 --> 01:44:16.000

For the buzz the budget. The budget amendment resolution that passed. So there is that also I think the only difference between last month's resolution and this must resolution is the last month's resolution.

01:44:16.000 --> 01:44:26.000

Went out with the notice. And this one's being died. But those are the only differences in between what the public viewing because the public has not used this.

01:44:26.000 --> 01:44:31.000

Resolution and that's You know, that's the only difference is it. With with that one thing that I can see.

01:44:31.000 --> 01:44:41.000

With or with that sorry I don't want to cut you off with or without notice. We virtually are the same amount of people in attendance virtually tonight.

01:44:41.000 --> 01:44:48.000

As we did that. So with notice or without notice. And now there's notice because we're talking about now.

01:44:48.000 --> 01:44:54.000

If we still have a limited amount of people an audience that we are reaching, see what we are putting out there.

01:44:54.000 --> 01:45:00.000

Are we getting every pair? We have 26,000 children. So how many parents does that equate to?

01:45:00.000 --> 01:45:09.000

That are not looking or paying attention to 95% of what we do in this room. So putting it off because not enough parents saw it.

01:45:09.000 --> 01:45:15.000

And haven't you been a member of this counselor now for 7 or 8 months? We've never had more than 40 people on this.

01:45:15.000 --> 01:45:28.000

Those you respond like we have had more members than, 40 people we've had hundreds. It's on meetings and it depends on what the public sees in our when they come and when they don't come.

01:45:28.000 --> 01:45:35.000

Like I've been on this council for a couple of years and some of our meetings had been a couple 100.

01:45:35.000 --> 01:45:39.000

That's me, or there right now the motion on the floor. And I do understand your frustration.

01:45:39.000 --> 01:45:47.000

Believe me, I understand your frustration. But right now, the motion on the floor is to table, I think, Danny, you had your hand up.

01:45:47.000 --> 01:45:53.000

We are gonna have to vote on that. And, and, you know, if that doesn't pass, then we're gonna vote on the resolution.

01:45:53.000 --> 01:46:04.000

Because we do have to go. Keep on down the agenda is 8 21. So Danny. Yeah I think for me making sure that this is sent out to the to the community is important.

01:46:04.000 --> 01:46:17.000

I think we're conflating a lot of things personally. Implications and and considerations when it comes just to remote schooling and remote learning that we're covering here.

01:46:17.000 --> 01:46:21.000

It may not be fully exhaustive, but there's a lot there that's been playing for me.

01:46:21.000 --> 01:46:29.000

I think after tomorrow there's probably gonna be a lot of data points to include in a very strong resolution that maybe can I think it'd be a bit more clear.

01:46:29.000 --> 01:46:46.000

So those are just my considerate those are my general thoughts of resolution at the moment. And why I would vote to, I would, I would also support voting not this month.

01:46:46.000 --> 01:46:50.000

Okay.

01:46:50.000 --> 01:46:54.000

Any more discussion about the table?

01:46:54.000 --> 01:46:59.000

Okay. That's jealous. Let me just repeat what I said at the beginning of this meeting.

01:46:59.000 --> 01:47:11.000

Which is that I really, I feel pretty strongly that, resolutions that do not go through our normal process, which is a certain number of days in advance.

01:47:11.000 --> 01:47:22.000

You know, 3 sponsors. Should be ones that are We have established that this is not going to cause policy changes.

01:47:22.000 --> 01:47:31.000

Tomorrow or even next month. Okay, so this is not urgent. In, you know, in that, in that sense.

01:47:31.000 --> 01:47:38.000

And so I, I think the precedent that that said, that, that sets that we snuck in.

01:47:38.000 --> 01:47:47.000

A last minute resolution. Is not a good one for this council and I'll just say myself I got this at 5 o'clock.

01:47:47.000 --> 01:47:51.000

I was I was almost here because I got here at 5 30 to help set up. It's a short resolution, but I really like to think on the think about these things.

01:47:51.000 --> 01:47:59.000

I like to have a few days to like really think through it and before I I get to the meeting.

01:47:59.000 --> 01:48:08.000

So I really do strongly. support the, table. Okay. Go ahead then.

01:48:08.000 --> 01:48:19.000

Again, I think that. Supporting the content of the resolution and wanting to table a month. It's not a mutually exclusive thing.

01:48:19.000 --> 01:48:31.000

I think you can support it. And I think that's why. People are saying, but also, you know, just reflecting on why I want to give more space to have input and conversation from the community.

01:48:31.000 --> 01:48:42.000

We normally do have teachers that are on and I think it'd be really interesting especially seeing this for the first time in play to have our D.

01:48:42.000 --> 01:49:02.000

30 teacher input that you know again like you know what Danny and Victoria said you know I think that there's just gonna be more information more statistics more things that we're not even thinking about like i didn't even think about the spectrum thing until Marcela said it so it would be really interesting to just have it open and I would like to hear from teachers their perspective of.

01:49:02.000 --> 01:49:09.000

How their interactions with the children have been and how many just showed up for it, how many were absent.

01:49:09.000 --> 01:49:16.000

You know, I just, you know, I think it's, It's well thought out. It's a great resolution.

01:49:16.000 --> 01:49:23.000

It's just, I think that because this is so relevant, it's just, I think that because this is so relevant, you know, and it's not, I think that because this is so relevant, you know, and it's not gonna change tomorrow anyways.

01:49:23.000 --> 01:49:31.000

Expands the conversation to include more people in the district.

01:49:31.000 --> 01:49:44.000

Thank you. Winter is over in 6 weeks or so. And so the chance that there is a chance that if enough councils did something similar that the DOE might think twice about going remote for something later on.

01:49:44.000 --> 01:49:58.000

And in this winter if when we delay for another month. Then, then certainly nothing's gonna happen for.

01:49:58.000 --> 01:50:15.000

Okay. I, I, I wanna recognize that and then also add that. That we are in a climate crisis and what whether it knows another 8 or 12 or 15 inches which would be terrible.

01:50:15.000 --> 01:50:25.000

There could be extreme heat. There, there's a range of different, potentialities that we also need to consider when it comes to remote learning.

01:50:25.000 --> 01:50:35.000

Okay. If we don't have any comments right now, I want to go in and call the vote to table the resolution Victoria, would you mind doing the role?

01:50:35.000 --> 01:50:43.000

Linda, Chang, in favor, probably, in, in, there, against. Don't think in favor.

01:50:43.000 --> 01:50:48.000

Nicholas, on the guest. Victoria, Metallus in favor. Dana Rose in favor.

01:50:48.000 --> 01:50:54.000

Marlene Rossi.

01:50:54.000 --> 01:50:55.000

Can you hear me in favor?

01:50:55.000 --> 01:51:00.000

Yep. Mercedes.

01:51:00.000 --> 01:51:02.000

In favor.

01:51:02.000 --> 01:51:06.000

22%.

01:51:06.000 --> 01:51:13.000

Hmm.

01:51:13.000 --> 01:51:20.000

Okay, so, Resolution, once, I mean, I will be, on next. Months calendar meeting.

01:51:20.000 --> 01:51:32.000

I will ask that, all the data points. And recommendations that were addressed here tonight be provided to Nick so that he can edit and it will be on next month's agenda.

01:51:32.000 --> 01:51:40.000

So we can get this disseminated to the public. So, thank you for that.

01:51:40.000 --> 01:51:41.000

Yes.

01:51:41.000 --> 01:51:45.000

Whitney. Could I just ask that to do that vote again because somehow I must have missed something.

01:51:45.000 --> 01:51:51.000

Okay, Victoria, can you call it out to Gail? Who voted in favor and against?

01:51:51.000 --> 01:51:59.000

Yeah. Linda in favor. Kelly in favor. Hunter against Jonathan in favor.

01:51:59.000 --> 01:52:04.000

Nick against me in favor, Danny in favor, Marlene in favor, nurse, you got it.

01:52:04.000 --> 01:52:07.000

Got it. Yeah, I missed you. Okay.

01:52:07.000 --> 01:52:20.000

Okay. Alright, thank you very much. And wanna appreciate the discussion. And the next title on our agenda is our wonderful superintendent.

01:52:20.000 --> 01:52:23.000

Miss. Hidalgo, thank you so much. We appreciate your patience this evening.

01:52:23.000 --> 01:52:33.000

I'm Dr. Bailey.

01:52:33.000 --> 01:52:34.000

Yeah.

01:52:34.000 --> 01:52:37.000

Okay. Thank you. So much, Miss Costello, can you show the screen? I'm excited, guys, to be here, to share my report with you.

01:52:37.000 --> 01:52:43.000

For the month of February. So we're gonna start. Are you ready, Castillo?

01:52:43.000 --> 01:52:50.000

So we could share. Let's give her a minute.

01:52:50.000 --> 01:52:55.000

Yeah, we're gonna start.

01:52:55.000 --> 01:52:59.000

With our pillar number one, it reimagining the student experience at District 30 we would like to highlight.

01:52:59.000 --> 01:53:01.000

You

01:53:01.000 --> 01:53:08.000

Our district 30 basketball playoff team and I have a little little real few go ahead

01:53:08.000 --> 01:53:38.000

You and and you and and you and the and

01:54:04.000 --> 01:54:05.000

Okay.

01:54:05.000 --> 01:54:16.000

So it was a really wonderful experience. I went to the playoff game on Saturday, and it was great to see, PS 234, Wendy and championship games. It was great.

01:54:16.000 --> 01:54:23.000

We had cheerleaders singing, dancing, pushing for their teams. We had, PS 11 was playing.

01:54:23.000 --> 01:54:32.000

We had PS 1, 12, play but 234. They held the, the, title, they're the champions and it was a great thing.

01:54:32.000 --> 01:54:49.000

I'm grateful to, Jesse Sanchez. Our district. League that was really leading this and I think that this was a great way to not only have families come together but students come together, schools come together and just really work in partnership.

01:54:49.000 --> 01:54:57.000

So it was really nice to see. We had a lot of things happening, then last month, so we also had a few winners.

01:54:57.000 --> 01:55:17.000

The Queen's North Spelling Bee. We had winners in district 30 that I'm very proud we had one from 300. Aaron Sadiq.

01:55:17.000 --> 01:55:18.000

Yeah.

01:55:18.000 --> 01:55:24.000

He came in third place. 100, and 11, Nahima Loli. Came out came out with one of the top 12 2 to 7 Jordan's out top 12 1 52 Tahira, top 12.

01:55:24.000 --> 01:55:25.000

Okay.

01:55:25.000 --> 01:55:35.000

So, This is some pictures of the students. They, you know, it's, it, you know, they step up, they come up and, and a lot of, They were just so proud and happy to be there.

01:55:35.000 --> 01:55:44.000

And again, I was so happy and proud of my team, house of parts. We had Nicole Beinhorn, Sal, who participated in all the members that participated, paid it behind the scenes, just supporting principals participated.

01:55:44.000 --> 01:55:55.000

They helped. They support it with the balloons. They supported with trophies. They supported with signs.

01:55:55.000 --> 01:56:06.000

So it was really nice to see how across the district schools were coming together to make comfortable for the students and for the families.

01:56:06.000 --> 01:56:15.000

And this is just across the district. . S. IS. 1 26 just celebrating.

01:56:15.000 --> 01:56:24.000

Career day, you know, they wanted to foster motivation towards success and bring a sense of relevance for learning for our scholars.

01:56:24.000 --> 01:56:54.000

We had PS 151 a student council getting ready for civics for all elections we're learning real-life situations and these little guys will be here, that's our our, yes, 1 51, they were celebrating a close unit, so they had a fashion show, 2 to 7, received first and show, first place in a show at robotics competition.

01:56:54.000 --> 01:57:06.000

And of course, 2 34 was celebrating. A ribbon cutting ceremony for a new sensory room that they put for for the students at the school which was really nice.

01:57:06.000 --> 01:57:20.000

It was beautiful. If it's a place for students just to Just get in a good place if they're having a crisis if they're emotionally not doing well at that moment or they're upset or something is triggering them.

01:57:20.000 --> 01:57:27.000

This is the place where they could just hone in. It's quiet. It's multisensory. So I was there.

01:57:27.000 --> 01:57:32.000

It was a lovely experience. And you know, 234 also took the students before they won the championship to a real game basketball game at Madison Square Garden.

01:57:32.000 --> 01:57:51.000

So I just think that all these experiences that are real life experiences just help their learning become more real and more relevant to them.

01:57:51.000 --> 01:57:54.000

So this is just, some are rising information. We're already thinking of the summer.

01:57:54.000 --> 01:58:08.000

So For example, PS 2. K of 5 is going to be in PS 2.

01:58:08.000 --> 01:58:20.000

IS 16 3 8 will be an IS 10. PS 11 will K to 6. Will be in Al Qaeda 5 will be in.

01:58:20.000 --> 01:58:30.000

11 and then the grade 6 will be in 10. 17 PS 17 K to 5 will be housed that.

01:58:30.000 --> 01:58:38.000
S. 70 69, K to 5 will be housed at 2 12.

01:58:38.000 --> 01:58:46.000
S. 70 will be housed at P. 76 K to 5 will be at 76 78.

01:58:46.000 --> 01:58:56.000
K to 8 will be, K to 5 will be at 1 66 and then, 6 through 8 will be at, 2 91.

01:58:56.000 --> 01:59:04.000
And I'm not gonna read them all, but if you look at down the list, we'll just wait a few minutes and you could just wait a few minutes and you could just look to see.

01:59:04.000 --> 01:59:10.000
Where they will be housed.

01:59:10.000 --> 01:59:19.000
These are all preliminary. planning, but this is what is being. Established as of right now.

01:59:19.000 --> 01:59:36.000
Some changes have already happened. So this is as of today's date the most current one.

01:59:36.000 --> 01:59:43.000
You all will have access to this.

01:59:43.000 --> 01:59:51.000
Some reminders. Participate in the 2024 student voter registration drive during civics for roles.

01:59:51.000 --> 02:00:04.000
The DOE invites school officials to participate in civics week activities including the 2,024 student voter registration drive which will take place from March the eleventh through the fifteenth.

02:00:04.000 --> 02:00:17.000
2024 summer youth employment program the SYEP lottery. And 2023 SYEP data all students ages 14 through 24 invited to apply.

02:00:17.000 --> 02:00:30.000
To participate in the 2024 summer youth employment program. Which is now accepting applications. For 2024 via the general lottery through March first.

02:00:30.000 --> 02:00:41.000
Please share the flyer which we will, these links are live. For your, with your school community and encourage your students to apply.

02:00:41.000 --> 02:00:50.000

Additional guidance for students with IPs for the SYE EP application. As in previous years, you and your staff are encouraged to support students.

02:00:50.000 --> 02:00:51.000

You

02:00:51.000 --> 02:01:05.000

With IPs and 5 or 4 plans with the application process. Interested students should follow the transition and college access center TCAC online application guide.

02:01:05.000 --> 02:01:14.000

And submit an online application for the age group. Through the borough's transition and college. Access Center office by 5 PM.

02:01:14.000 --> 02:01:30.000

On March first. TCACs will support students with IPs and 500, and 4 plans with the necessary information to be added to the application in order to receive targeted support for the placement in the TCAC specific lottery.

02:01:30.000 --> 02:01:36.000

This enhances their chances of being placed in their respective borough and program choice.

02:01:36.000 --> 02:01:46.000

In addition, I just lost my spot, sorry. In addition, ID and YC applications to high school students.

02:01:46.000 --> 02:01:56.000

So, schools are required to distribute information about IDNYC applications to high school students by March first.

02:01:56.000 --> 02:02:00.000

This was launched in 2015 ID and YC is a card for all New Yorkers regardless of immigrant status.

02:02:00.000 --> 02:02:21.000

The the free municipal identification card provides access. So a wide variety of services and programs offered by the city for cardholders aged 16 and older cards are valid for 5 years from the date of the application was approved.

02:02:21.000 --> 02:02:24.000

For card holders under the age of 16, cards are valid for 2 years from the date of the application was approved.

02:02:24.000 --> 02:02:36.000

To acquire an ID, high school students can make an appointment through the ID and YC portal online portal and can visit a site.

02:02:36.000 --> 02:02:46.000

Excepting walking applicants applicants for additional information on IDNYC including FAQ review the ID and YC online portal.

02:02:46.000 --> 02:02:57.000

As a reminder, the DOE does not ask about or track student immigration status. And any and all resources must be made available to all students.

02:02:57.000 --> 02:03:07.000

This week, it's the kickoff today for the respect for all. It will take place from February, the twelfth through the sixteenth during respect for all week school officials should celebrate highlight and build upon ongoing diversity programs and curriculum-based instruction.

02:03:07.000 --> 02:03:27.000

They should develop new initiatives that promote respect for diversity and engage students in meaningful lessons and or activities that focus on preventing bias based harassment, intimidation, and or bullying.

02:03:27.000 --> 02:03:35.000

Topics include but are not limited to celebrating kindness, being an ally, combating and reporting bullying and cyber bullying.

02:03:35.000 --> 02:03:45.000

Respect for diversity, disability, religious acceptance, respecting gender identity and gender expression and LGBTQ pride and acceptance.

02:03:45.000 --> 02:03:56.000

Additionally, school officials are asked to share with families and guardians the respect for all week video with translated captions and the respectful flyer.

02:03:56.000 --> 02:04:04.000

With resources for students and parents.

02:04:04.000 --> 02:04:25.000

So pretty soon we, right now we're preparing for to administer the 2 2024 NYC school survey all threek pre K and K 12 families teachers and support staff and students in grade 6 to 12 will be invited to take the annual New York City School survey starting on February, the 12.

02:04:25.000 --> 02:04:36.000

This is important because, this is how we collect data, principles collect data, and we hear the voices of parents and students and and staff members.

02:04:36.000 --> 02:04:44.000

So this is very important to make sure that we, that the parents come out and participate in this, in this survey.

02:04:44.000 --> 02:05:00.000

Pandemic electronic benefit transfer program, PEBT. The pandemic electronic benefit transfer program which is PE BT is a federal program to provide food benefits to children who miss the opportunity to receive school meals.

02:05:00.000 --> 02:05:14.000

Due to pandemic related school closures. These benefits take the form of funds on electric benefit transfer EBT cards, which can be used in the same manner as SNAP food stamp cards.

02:05:14.000 --> 02:05:29.000

All children who were enrolled in a DOE school during the 2021, 2,022 school year summer, 2,022 or during summer, 2,022 or during summer, 2,023 school programming are eligible for this.

02:05:29.000 --> 02:05:37.000

At this time, many parent guardians have not yet utilized these benefits with millions of dollars currently unspent.

02:05:37.000 --> 02:05:46.000

These dollars can still be spent on food and some of these benefits may be expiring soon. To ensure parents are made aware of this benefit.

02:05:46.000 --> 02:05:58.000

Please ensure that your parent coordinators distribute this letter so they will be distributing. There is a parent coordinator meeting this Thursday and I will be making sure that they are aware of this.

02:05:58.000 --> 02:06:08.000

Please note that this is not a DOE program or questions from families about the program should be directed to the ODTN site.

02:06:08.000 --> 02:06:15.000

Which is the New York State Pandemic Electronic Benefit Transfer. Food benefits site.

02:06:15.000 --> 02:06:29.000

Opportunities to attend the 2024 parent coordinators conference. This is important, so if you work in the PTA, if you're part of a school, please make sure that the parent coordinator along with the school principals are part of this.

02:06:29.000 --> 02:06:41.000

The DOE will be hosting a 2024 parent coordinators conference for school principals, parent coordinators, and their family facing staff on February, the 20 first.

02:06:41.000 --> 02:06:47.000

This conference will be held at the High School of Fashion Industries. From 9 to 4 p.

02:06:47.000 --> 02:06:56.000

M. On February 24 at 20 first the event will include breakout sessions a resource fair and opportunities to network with colleagues.

02:06:56.000 --> 02:07:08.000

Interested participants should register by February ninth. Please share the information with your parent coordinators and other family facing staff.

02:07:08.000 --> 02:07:14.000

And I just want to say that February was filled and it continues to be. It's we're celebrating Black History Month.

02:07:14.000 --> 02:07:20.000

We're celebrating respect for all. We celebrated Luna New Year. It was read aloud and of course this week many will be celebrating Happy Valentine's.

02:07:20.000 --> 02:07:30.000

So it's been busy at the schools. If you keep track of the Instagram or Twitter, you will see how the schools are all posting.

02:07:30.000 --> 02:07:40.000

All the good things that are happening. Thank you.

02:07:40.000 --> 02:07:41.000

Thank you, Mr. Dogo. I'm actually going to release the interpreters now.

02:07:41.000 --> 02:07:51.000

Thank you so much for being here and for your valuable services and now that we know we can have more we will have more.

02:07:51.000 --> 02:07:52.000

Yeah.

02:07:52.000 --> 02:07:56.000

Thank you so much for being here and for your valuable services and now that we know we can have more we will have more.

02:07:56.000 --> 02:08:02.000

Thank you so much. Now I for questions. Mr. Dogo will go to our fellow accounts members and Hunter has his hand up.

02:08:02.000 --> 02:08:09.000

Yes, thanks for your report. Superintendent Hildogo. A couple of things.

02:08:09.000 --> 02:08:16.000

I think when you talk to the parent coordinators about the, PEBT benefits.

02:08:16.000 --> 02:08:46.000

It's important that families understand that there are several Yes, of monies and they may have used their initial \$1,100 or whatever it was but there was another 500 another \$400 and even if you lost your card you can still go back it's not that much effort to go back and get a new card and so families should you know we just need to make sure that families understand that even though they got benefits before there still may be more benefits and they can

02:08:49.000 --> 02:08:50.000

Okay.

02:08:50.000 --> 02:08:58.000

get another card. And then the question that I have for you. Do you, can you tell me how many seats we have, in elementary and in middle school for summer rising.

02:08:58.000 --> 02:09:21.000

And you have some estimates of how many families. Are interested based on past years or something like that. Are we going to be able to accommodate all the interest if we're expecting not to be able to accommodate all the interest, how are we going to ration those seats?

02:09:21.000 --> 02:09:29.000

Is it free and reduced price lunch? First, is it first come first serve? How are those seats going to be rationed?

02:09:29.000 --> 02:09:38.000

Good question. I don't know, maybe Dr. Fahey could chime in here since he might have some more historical, perspective at the moment.

02:09:38.000 --> 02:09:39.000

With regard to summarizing.

02:09:39.000 --> 02:09:48.000

So. Yep, so first priority usually goes to students that have mandated. Summer school that they need to attend.

02:09:48.000 --> 02:09:53.000

After that it is then really given on a first come first serve basis. And sibling priority.

02:09:53.000 --> 02:10:01.000

So, placing students with other students. Guidelines for this year have not yet fully come out.

02:10:01.000 --> 02:10:09.000

We're only doing the summer school affiliation, so it could change. Because last year there was a huge initiative.

02:10:09.000 --> 02:10:36.000

To obtain feedback from families following summer rising. Where many families were advocating that they needed. Childcare and they didn't have but if they also if families are not placed they could always reach out to the district office and if there are seats available after we verify no shows we can try to accommodate families as we did in the past.

02:10:36.000 --> 02:10:43.000

Guidelines for this coming summer rising or have not yet been fully released yet.

02:10:43.000 --> 02:10:49.000

Do you know how many seats though you will have for? This year for elementary and for middle school.

02:10:49.000 --> 02:10:57.000

We don't right now because we don't even have a firm number on the number of students all as you all know.

02:10:57.000 --> 02:11:11.000

Emotion in doubt letters went out to families just recently in February, the beginning of February. And so those numbers can fluctuate because we still have additional marking periods to go.

02:11:11.000 --> 02:11:21.000

Before we know what the final number of mandated students are. After that but we will have seek capacity numbers shortly.

02:11:21.000 --> 02:11:38.000

Because they adjusted the affiliations with the schools. We are looking at how many PIDs, promotion and doubt students they have, and then just trying to anticipate percentages of students that went to summer school from those schools last year.

02:11:38.000 --> 02:11:44.000

Right, it would be great to get those. Numbers from you. You know, as soon as you have them, whether it's at our business meeting in a week or next meeting in a month.

02:11:44.000 --> 02:11:55.000

Sure. Yeah, we will definitely try to have something for you for your next meeting. I doubt, too much will be released within the next week.

02:11:55.000 --> 02:12:03.000

Thank you. Jonathan? sort of related to what Hunter asked.

02:12:03.000 --> 02:12:15.000

Can you tell us what changes? Were made in the at least we know these aren't final but in the summer rising sites.

02:12:15.000 --> 02:12:29.000

From last year. Are there schools that, you know, had a summer program summarizing program last year that don't or vice versa.

02:12:29.000 --> 02:12:30.000

Hmm.

02:12:30.000 --> 02:12:38.000

For the most part, the summer rising locations remain the same. With the exception of, I believe, Mr. Dogo on the list that for Emerilus on the list that we had.

02:12:38.000 --> 02:12:45.000

1 45 is with 2 30 this year. Is that correct?

02:12:45.000 --> 02:12:46.000

I'm looking. Okay, give me one.

02:12:46.000 --> 02:12:55.000

I don't have that list in front of me. That was the only one because 1 45 last year had work being done in the building and so they could not use that location.

02:12:55.000 --> 02:13:02.000

That's the only one that I know. As of right now, all the other affiliations seem to be the same.

02:13:02.000 --> 02:13:10.000

One other change. 2 27.

02:13:10.000 --> 02:13:18.000

Extended students with extended school year services. Those would be students with IEPs that have extended school year.

02:13:18.000 --> 02:13:29.000

Those students will continue they went to a district 24 school last year because the program. We didn't have enough students that were essentially only 2 classes.

02:13:29.000 --> 02:13:38.000

That comprise those students. Those, those students are actually. We're joining with District 24 and doing a joint program as we did last year.

02:13:38.000 --> 02:13:41.000

So that is exactly the same as well.

02:13:41.000 --> 02:13:53.000

Thank you. Any more questions, comments from council members?

02:13:53.000 --> 02:13:54.000

Thank you.

02:13:54.000 --> 02:14:01.000

Okay, thank you, Miss. Doggo and thank you, Dr. The next item on the agenda is the CDC budget modification.

02:14:01.000 --> 02:14:10.000

But because the budget, the budget modification cannot take place until after the district family funding committee meeting. Finalize their plans.

02:14:10.000 --> 02:14:21.000

There is a committee meeting directly after this calendar meeting. So I would like to propose motion a vote to table the budget modification.

02:14:21.000 --> 02:14:24.000

Try the second.

02:14:24.000 --> 02:14:40.000

And can we do a roll call? Sure. How are you? Jonathan Greenberg, favor Nick Masson.

02:14:40.000 --> 02:14:48.000

It's where MEDALIUS in favor, Danny Rojas. Marlene Rossi.

02:14:48.000 --> 02:14:50.000

In favor.

02:14:50.000 --> 02:14:52.000

Marcel Asantos.

02:14:52.000 --> 02:14:54.000

In favor.

02:14:54.000 --> 02:15:03.000

22 son in favor. We will move that. To further further meeting.

02:15:03.000 --> 02:15:12.000

And now we're gonna go to our final public agenda and speaking time. Do we have anyone in the public that would, well, I guess.

02:15:12.000 --> 02:15:18.000

Did she like to say anything? Okay, and we will go to, people that are viewing.

02:15:18.000 --> 02:15:23.000

We do have something with their viewing. We do have something with their hand up. Venus Kesha.

02:15:23.000 --> 02:15:24.000

Yes.

02:15:24.000 --> 02:15:35.000

Kelly, Kelly, one of our interpreters is still there. Did you announce that she can leave now?

02:15:35.000 --> 02:15:36.000

But Maria is still here.

02:15:36.000 --> 02:15:39.000

Oh, at least. Yeah, I, he, I thought, that Nietzsche said, yeah, Oh, I love I released them both.

02:15:39.000 --> 02:15:43.000

Okay. Yes.

02:15:43.000 --> 02:15:47.000

Yes.

02:15:47.000 --> 02:15:48.000

Good night.

02:15:48.000 --> 02:15:50.000

Do you want me to be from the meetings? Okay, okay. Have a good night everyone. Okay.

02:15:50.000 --> 02:16:03.000

Thank you.

02:16:03.000 --> 02:16:12.000

You have to accept the promotion. To panelists to speak.

02:16:12.000 --> 02:16:23.000

That's not my things to miss her opportunity. That's good. Okay. Well said.

02:16:23.000 --> 02:16:28.000

Goodness to hear us.

02:16:28.000 --> 02:16:33.000

It's like she don't need it.

02:16:33.000 --> 02:16:37.000

Okay.

02:16:37.000 --> 02:16:41.000

It is.

02:16:41.000 --> 02:16:45.000

I see that you're typing now.

02:16:45.000 --> 02:16:49.000

Venus, we can't hear you. Looks like you're unmuted, but we can't.

02:16:49.000 --> 02:16:56.000

We can't hear you.

02:16:56.000 --> 02:17:07.000

She's unsure. What are we gonna leave you in the situation?

02:17:07.000 --> 02:17:21.000

Okay. One of us will read it or the Q&A and then I'll read it.

02:17:21.000 --> 02:17:27.000

If not, I can look to see if there's anybody else any attendees while she's doing that.

02:17:27.000 --> 02:17:36.000

She says she's Yeah, she's not.

02:17:36.000 --> 02:17:41.000

I'm going to try to put her back as an attendee and maybe she can unmute there.

02:17:41.000 --> 02:17:45.000

Although it looks like she just left. Oh, there she is. She's there now.

02:17:45.000 --> 02:17:48.000

There you go.

02:17:48.000 --> 02:17:52.000

Can't hear you.

02:17:52.000 --> 02:17:57.000

See you!

02:17:57.000 --> 02:18:09.000

Okay. Okay. Okay, not quite sure with the, if you want to type it or then we can.

02:18:09.000 --> 02:18:14.000

Try again.

02:18:14.000 --> 02:18:20.000

Do have to keep this moving. There is meeting after this. I think she loves. No, she's still.

02:18:20.000 --> 02:18:26.000

She's too, yeah, because she's on music. We just can't hear. I think she needs to leave.

02:18:26.000 --> 02:18:37.000

Is your cell phone connected to using cellular data for this or is it just? Okay. He doesn't get a check.

02:18:37.000 --> 02:18:46.000

Okay. Okay. Can't hear you friend. Can you type it and one of us will read it?

02:18:46.000 --> 02:19:00.000

I see the way. Okay, we got a If you type it will pop it in. Alright. Okay, anybody else from any?

02:19:00.000 --> 02:19:07.000

No, no other hands, Q&A. Nothing in the QA. Alright, that is the conclusion.

02:19:07.000 --> 02:19:21.000

All right, announcements for, upcoming students will be remote tomorrow. February thirteenth due to severe weather.

02:19:21.000 --> 02:19:28.000

Our business meeting is February, 20 sixth. The next TEC meeting is March eleventh.

02:19:28.000 --> 02:19:37.000

So that is it for announcements. I haven't seen any messages pop up from Venus, so I guess I'm gonna go ahead and call for the enjoyment.

02:19:37.000 --> 02:19:38.000

Can I have a second?

02:19:38.000 --> 02:19:44.000

Before you do that, Kelly, I just want to clarify, I'm Q. 145 will be open for summer school this year.

02:19:44.000 --> 02:19:49.000

Q 2 30 will go to 227 this year. That's the only change that I saw.

02:19:49.000 --> 02:19:50.000

Okay.

02:19:50.000 --> 02:19:53.000

Right. Double check the list.

02:19:53.000 --> 02:20:01.000

Thank you, Dr. Okay. Did Venus need time to type or? Okay.

02:20:01.000 --> 02:20:03.000

Oh yeah.

02:20:03.000 --> 02:20:12.000

Good thing is she got a lot of talking time in early. She's getting, you know, email.

02:20:12.000 --> 02:20:15.000

Okay. Okay. Can we join them? There second second.

02:20:15.000 --> 02:20:29.000

All in favor? Thank you. Alright, so I guess we're moving on to district day committee meeting. No, it's the same.

02:20:29.000 --> 02:20:30.000

Can we take a 5 min break?

02:20:30.000 --> 02:20:36.000

We just said the, you know, the attendees can stay if they want us today. For the. Yeah, It's great. Yeah.

02:20:36.000 --> 02:21:06.000

We'll start the district day committee meeting at 9 pm. Yeah, So I don't have to check in.

02:21:07.000 --> 02:21:27.000

That's what I know. Guess who's not surprised. That's, no, I just saw you like you got really pale and like it's tell that something was wrong and I can tell that something was wrong and I saw you touch your trash and that's when I was like, okay.

02:21:27.000 --> 02:21:33.000

Yeah, I'm okay. I guess, you know, I guess pushing it, I thought I was back to 100%.

02:21:33.000 --> 02:21:47.000

You, I can tell that. That's fine. You should, you should go home.

02:21:47.000 --> 02:21:51.000

Okay.

02:21:51.000 --> 02:22:03.000

That's why they drive. No, I think, was wrong. I wasn't trying to, just try to, with a cowardly file, but here, I ran into the bathroom.

02:22:03.000 --> 02:22:25.000

I didn't need some water, you know, my rage in my face. And then I came back.

02:22:25.000 --> 02:22:41.000

Jonathan, can you think of a lot of them? Okay. It's been an

02:22:41.000 --> 02:22:58.000

You know, you may not stuff this time. I can read now. It's not planning. Okay, Yeah, Really hope this is good.

02:22:58.000 --> 02:23:13.000

It's okay. It shock me. That's sorry.

02:23:13.000 --> 02:23:43.000

I know we can do it. I get the end of this week. Thanks. I think Friday, I think we had 2 people.

02:24:05.000 --> 02:24:13.000

So I guess that's what the last

02:24:13.000 --> 02:24:27.000

Okay. Yeah, Yeah. That's, yeah, that's, yeah, that's, yeah, that's, that's, that's, that's, yeah, that's, that's.

02:24:27.000 --> 02:24:48.000

Wednesday. My appetite for weird because the side effects I had. Anyway, yeah, for me, it's good for you.

02:24:48.000 --> 02:25:07.000

For the rest of the committee members, if they can do it, but I'll propose that if we're supposed to work for the rest of the committee members if they can do it but I'll propose that if we're supposed to work like for the rest of the committee members if they can do it but I'll propose that if we're supposed to work like yeah later in the Oh, okay.

02:25:07.000 --> 02:25:18.000

And you get a second word. Because I built this out, but for some reason when I clicked on that marker, the code isn't working for but it works everywhere else.

02:25:18.000 --> 02:25:32.000

And I'm mad because I'm not a Do you know the way they could help me with it?

02:25:32.000 --> 02:25:43.000

Cause I built this in my other class. That tells me, sorry, you saw this last year. But, oh yeah, it's our district map and I have it ready to go and I even updated all the liaison.

02:25:43.000 --> 02:25:50.000

They like, it's great to go. It's so cute though. I like the colors.

02:25:50.000 --> 02:25:51.000

It's in the color line palette. That's why I picked it. That's why I picked it. That's why I picked it.

02:25:51.000 --> 02:26:08.000

You know, I'm not exactly like this. We need it. Yeah, so it's like, literally, I got it to work. Like the slide works.

02:26:08.000 --> 02:26:19.000

And I built it. But now I wanna go look at this school. Like let's say, if I wanna click, to put the map marker, guess what?

02:26:19.000 --> 02:26:49.000

Let me go. But I'm just doing it like that. This is the I'm going to do it.

02:28:36.000 --> 02:28:46.000

We'll figure it out. We just have that. Okay. But, whatever.

02:28:46.000 --> 02:29:06.000

It's