



CEC D27

TRANSCRIPTION OF MEETING VIA ZOOM – JULY 2023

IN ATTENDANCE :

MELISSA MCALLISTER

LISA JOHNSON

BEATRICE REID

JESSICA FLORES

MICHELLE SINGH

REBECCA BEHLE

ANTHONY PERSAUD

ESTHERLL DORANCY

JESSICA FLORES

ABSENT :

TINA BENEDUCE

HASAN HASAN

Begin Transcription :

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Doing people that services, kind of budget kind of HR, not really, but.

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But there's a lot of people on the team that help. Oops, me ensure that this work is done with.

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But accuracy. And making sure it's effective. So at this time I just wanna introduce some members of the team that are here.

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We have one of the deputy superintendent's Melissa Thompson. Okay. And the other deputy superintendent Raven asked you.

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My chief of staff behind me, Thomas Fox. Oh, So, We currently do not have a family support coordinator, though we are in the process of hiring one.

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That family support coordinator really works with our parents. We haven't had a family support coordinator.

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Since like March. So we've all been pulling together. We've been interviewing a whole bunch of people.

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And we really found someone that is gonna service our school communities and they're which is very important.

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That's something that, you know, if I was gonna make a recommendation that we ensure that there is.

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Translation services as all of our meetings we have a huge influx of families that speak various languages.

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And they should be a part of this. Discussion as well. It's important that we stay on top of that because you know what we're doing is servicing all So again, thank you for your service.

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Thank you for, coming tonight. And, I look forward to continuing to work with you.

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I'm just gonna go through some data. If you know me as a superintendent, And this is only 11 slides.

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Sure. I enjoy talking about what we are doing as a district to address the problems that's happening in this room.

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I got it I got a shot of one of my famous kids. I can't believe he's that freaking tall.

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Well, Oh, Yeah. I guess that's great. So that's why I reacted it came and I was like.

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Okay, It's great. So. So let's start.

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So.

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If you have not heard already. The Chancellor has been really pushing.

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These 4 pillars in building trust is actually part of our insignia. Building trust. It's something that's the first thing you see in our not a single.

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So you can see that You know, and we had ours last year. I'm just saying. And, it's very important of, about building trust.

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And that's trust with our parents as trust with our community members as trust with our teachers. Trust without, our students.

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Building trust, that's how we can really get things done. There's no trust. Then you know there's you know we can we can't move in unison and it's something that I stressed with all the principals.

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Within District 27. So the mission, I put the mission for the New York City Department of Education and the 4 pillars that Chancellor Banks has really been focusing.

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So those 4 pillars. Involve reimagining the student experience. That's really, talking about changing.

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What are students engage in in our experience with? So if you have students that are not benefiting from education, it's adjusting the level of instruction so that they can also so every student can benefit.

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That is dealing with a with a, speaker has, language. that speaks a different language, you know, reimagining that student experiences keep.

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Number 2 is scaling, sustaining. Just because it's move doesn't mean is good.

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So there are some things that we have done in the past that have been proven based on evidence that have worked.

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And what is about is really growing those practices. So that now when we are engaging in this work, we're not just throwing the baby out.

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That we identifying what is it that works in our system and building on. The third one is prioritizing wellness and it's linked to student success.

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So it's not just about The work is about the mental stability of everyone. Not just of students, but of staff members.

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We all went through the pandemic together. We all were affected by it in some ways, And there are lasting effects, but we can't harp on the pandemic.

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We have to address what the whatever. Well, this needs to be implemented so people are strong and able to continue to work.

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And how that links to student success not necessarily just for students but for the teacher. Right, so teachers also go through wellness and prioritizing that is very important to deal with.

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The last one is probably the most important one is engaging families to be our true And as superintendent, last year I was charged with going down to the community and introducing myself to the community.

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That's what that's what the chancellor may have said. Get out of your office, start walking around and start introducing yourself.

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That's what I did. I walked around with, myself and my team. We walked around to businesses.

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We walked around with elected officials. We introduced ourselves, let them know that we are here to, work together to solve the problems of the district.

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And the reality is that can't do that all year. If I was walking around, I'm not a politician.

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I deal with political things, but I'm not a politician. My purpose is to make sure each one of your children are prepared for the future.

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That's what my goal is. So if whatever I'm doing is for that purpose. Okay, and part of it is working on bringing you into that form.

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How are you gonna help me and my team to ensure that our students are doing well? How are we working together?

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To make sure that the work that we're doing is benefiting on all of our kids. So that's really the 4 pillars.

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I broke it down. You can read it on the DOB website. But. How, how does that inform?

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Really should be a both arrow, you know. Because we, I see, we've reformed the city too, but I won't talk about that.

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All right. So the art vision and mission, you can even see the city too, but I won't talk about that. All right.

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So the art vision and mission you can even see some of the similar words so like you know, career pathways, you know, making sure that all students have knowledge and real world skills that deepen their understanding with the points of global.

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We're not just students of the United States or students of the world. So how are they how are their skills measuring up with the world skills?

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Citizenship lifestyle learning strategies that impacts their academic success and career. Mission, collaborate with stakeholders.

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You are some of those stakeholders.

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To reimagine our shared purpose and as a springboard for equitable quality instructional experience that are grounded in data.

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Social emotional learning as well in wellness connects. And the science of reading. Rightening and the conceptual understanding of mathematical thinking.

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It all brings. So that's science reading piece. We've started that since last year. So bus work.

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If you hear the chance to talk about the New York City region we're gonna talk about the science or reading comes up a lot.

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And all that means is that You are training teachers on how to teach foundation. We have some wings.

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You haven't heard about it? New York City is not the first city. To focus on the reading of students at the system.

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If you look at Tennessee. They made some amazing growth in that area, Mississippi, went from being the last state in terms of reading to one of the first.

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States in high school. However, everyone is waiting on New York to move. Everyone wants to see, you know, such a large system.

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How do you wanna do this? How do you wanna get kids to read? Right? And I think that one thing that I'm very proud of.

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Is that I came in with that. I walked into this position saying the exact same thing that they're now saying.

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You were part of this CEC, you knew that I've been talking about the science reading for over a year now.

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Because it's the only thing that is gonna prepare our kids for the future. If they're not meeting, how they doing well in science, how they were doing well in math.

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How are you doing well? How are they writing? With effectiveness is about their meeting. So we as a as a district, we're really focused on that.

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We're focused on the data. In the in the professional learning. And the knowledge that's gonna take us to a point where every single student is reading on or That's all students.

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That is our L students. That is our special needs students. That is our black students, our Hispanic students, our white students, Asian students.

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Everyone needs to be a part of this work. Alright. Sorry, got to hand out. Take care.

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Yeah. Oh, yeah, okay. So what Thomas is handing out is also Alright, alright, so This is, like I said, is real quick to this version of what we're talking about, but.

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Give me a give me just some context. Alright, so next one. So this this slide is about looking back to move forward.

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That's what this slide is about. So what do we do as a district team? All those people, what we did is that we took external data.

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Attendance data, you know. Chronic absentee data, day suspension data, all those different data points.

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And internal and external data. To provide the critical information on the effectiveness of school and district level practices.

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So we looked at our data to just what we will do.

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So we engage in the end of year reflection process. So we got everybody entertaining, the person that's responsible for special Mac, ELA, attendance, student services.

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We got them all in the room at the same time we look at a different Then what we did is that we use this to determine what do we need to do to improve as a district.

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And when we went through what's called a root cause analysis. What is a root cause analysis? A root cause analysis means that when you identify a problem that we have.

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And you unpack that problem to get to the cause of that. This is something that I would recommend that the CC engage.

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I didn't find What is the problem that as a CBC you're engaging in and let's go through the process of unpacking that problem.

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So just because we're doing an act on an academic level doesn't mean that. You can have the problem of or parent participation at CEC meeting.

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That's a problem. Let's do a room call and find out why that's happening.

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And then in that, in that group call, it will break down exactly what you may need to do to address them.

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So we did that with multiple data. So the data sources, but I'm gonna talk about tonight on, Next slide.

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So what would be done as a district now understand talking about the New York City reads So the question is, what do we do as a district to support?

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Students reading in grades kingdom too. Does this mean that we don't care about any other grades?

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No. That doesn't that's not gonna be. Does it mean that we don't care about the refund?

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Doesn't mean that we don't care about Doesn't mean that we don't care about scholars, which is our only high school within our district.

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But we do realize that part of solving a problem is finding out where it starts and it starts elementary school.

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So what do we do? We spread close to 80% of our budget. On providing All of our 3 K pre-K and kindergarten teachers.

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Retraining on the foundation of skills needed to teach our students how to work. This was not paid for by To be honest with you, the purpose, the whole point is to train all of our students, all of our teachers, K through 8 on how to teach me.

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Because best believe there's an eighth grader right now reading that a fourth grade reading. There's a seventh grader right now reading that second grade meeting.

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And if you've never been taught how to teach kids how to read, then how are you helping?

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So we started in 3 K. Pre-K, that's the foundation. If they don't know.

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Then how's how are we gonna have Right. It's about educating, educate. Teaching teachers.

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The reality is that when they come out of college They're not trained on how to teach reading. You'd be surprised.

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How is it that kindergarten teacher doesn't know how to teach me? About 90% of our teachers currently don't know how to teach them.

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Not surprising why kids can't read. It's not surprising. There's an answer to the, there's a answer to that question.

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Wow, they don't know for it. They don't teach reading. So what could be done?

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To retrain them. So a lot of the data that I talked about this year was showing you the progress of how though that training was impacting how students were performing.

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Okay, we provide a key training to our leaders. We want our leaders to know to be able to recognize when a teacher doesn't know how to teach reading.

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So we then walk around and observe teachers, they just know like, wait a minute. This is not what you do.

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So we've retrained our leaders as well. So we did that with our We also provided the Cdc with data specifically related to how they district is promised.

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So we talked about the beginning of year data, the middle of your data, and within the year day, which you know we have seen some data today.

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We also chose to become become a phase 2 district. Now you might say, what is a phase 2?

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Wow. You don't know it already. The Chancellor has put out a expectation that every single district is to pick one curriculum.

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Because currently there's multiple curriculum for Oh, right. So you may go to one school, they're using one.

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Go to another school. So we have 49 for 56 sites, 49 schools.

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That I came to wait. Oh no, cannot kidding me. So they may all be having different. So we have to.

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We have we have to choose one curriculum. So what we did is that We waiting to be a partner.

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We want part of Facebook. They have to choose in like in March. And I wanted to give my teachers.

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My leaders and parents time to unpack. What are the curriculum that are dominating in this district? So we picked the ring.

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With wisdom HMH. And expeditionary learning. And we inviting representatives of each one of those companies to come in and break down what's the curriculum.

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And then I let the, I let the people decide which one they feel is best for the district. Yeah.

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Because if that took so long, I was like, no, we don't need to do phase one.

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Let's wait into phase 2. We wanted to educate the I'm going to spend time doing that.

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Alright, so this is our And break down and do a whole lot. They go crazy. Thank you to my deputies that took me off the legs because I literally was going to do a whole break there.

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We also. This is the reading composite school. What this is is the summary of all the littlest assessments that are used to assess whether or not students we get into progress meeting.

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Right, so it's the combination. So there's like. First sound, phone, phone, segmentation, nonsense where there's all these different assessments, the reading of the public score, and provides it and gives it the school.

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So in our kindergarten, look at that kindergarten comparison. Between 2021 22 and last year.

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Look at it. We increase from 19% to 50%. Okay, and first grade we increase from 46% to 52%.

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And second grade we stayed even at 51% but the average growth was 38% last year versus 51%.

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That is directly related as teachers being trained on the foundational parts of the room. And the reason why the first rate the first grade second grade didn't make as much growth because we didn't have enough money to pay for this room.

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So what they got, they got through other teachers being trained. And learning how to train. This year, we're gonna be paying for our first.

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So you definitely see the impact of the train.

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Huge impact. What that meant is that based on last year's test Over 81%.

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Of kindergartners. With not doing well. That's what the kindergarten. That's not good.

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That's less than 20% of our kindergarten during the first grade ill-prepared.

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Now I'm not saying 50% is better, but it's better with 19%.

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So we have very specific in the work that we're doing to help. Very, very specific. Next time.

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So we're moving on from Acadians. We're going onto another assessment. So we're also using what is called a June instructional.

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Right, so you may ask what is the June. It is a report provided by New York State to give schools and districts preliminary trends.

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In the performance of grades 3 to 8 for the New York State DLA. In New York and the state math assessment.

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This report does not provide individual student numbers. What it does, it gives you the class. So if you have, any 43.

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Right, 43 and 1 83. In 3 17 One a week. Looking at all different schools you go around with one away 2 2 6 Let's see.

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I'm sorry, 66. That's Helen. No, right. Yeah, Miss.

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Right, So if you have, if you're looking at the join structure report, you have grade 3.

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Raid 5, grade 6. They'll tell you all the classes in each. In that in that school that are in grade 6.

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So if we have 5 classes in rate 6 to the system. It doesn't give you an individual speech.

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Oh, so it gives you a trend on how those that grade did. Compared to the state test.

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Right, so this is an example. Oh, some trends that we saw.

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Try to make it real simple. I tried real simple. You man, thank God. So what we did is we looked at for the reading and we need it for reading and math but for the purposes of this just sort of focus on So we go to each standard.

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See that's where STD stands with. So this is third grade. So this standard 3, which is the grade, L, which is things, later literature.

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4 is the fourth part of that standard. That's the standard that is focused on. For that standard, there was only one multiple choice question.

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Wow. What's David? Is it vocabulary acquisition and use word meaning determine or clarify the meaning of unknown and multiple meaning words and phrases choosing flexibly from a range of strategies.

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That's what the question dealt with. So the district average. For students on that specific question related to that specific standard was point 8 2.

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What we did is we compare it to the New York City We are still That means that we are not far from what the city, Now does that mean that we should be celebrating?

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No, because what if the city sucked? The city was. And we are, we'll do, So we're not, but I'd rather be closer to the city and further away from the city, right?

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So we're hoping that the city did real well. All right, so just give you an example 3 R 2.

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That's the standard. There were 4 multiple choice questions. They are related to that. They were 2 constructive response questions.

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That's what CR stands. That's the writing. It's a small piece of the right.

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They give you a small quote. Or a small piece of writing that students have to read it, they ask one question and they have to write a short response to that question.

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So there were a total of 6 questions. That are related to that standard. Look at how we did with the district average versus

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It's only 2% 2. But look, the constructive response. Was it a wider gap?

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So that is something that we've seen as a common trend. With our Do you know why the right is Please.

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Right. So, No, before. What we are doing is With this information. So.

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With this information, With this information, we are looking at across these are some key noticing. Crossing standards test the percentage of points obtained by students in grade grade range within one to 4 points.

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So we're not that far away from the The reason why this is in

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There's a correlation between the schools who had 50% or more students at risk. In grades taking 2 at the end of the year and the 15 schools that perform a lower well below in What does that mean?

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This data suggests that foundation of scale gaps observed in K through 2. Persist as students move up to grades 3 to 5.

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So the same problems that would be happening with schools that are doing poorly and reading. In, 2 are the same schools that are not doing well on the

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Is a gap in their learning. So we're targeting those schools. We know which schools they are.

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We're targeting those schools. We're not ignoring everyone else, but we're targeting those schools.

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Because we wanna make sure that the learning is We want to look at who are the students that are at.

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Why are we tracking this? Why are we following and trying to see how they're doing? How are we gonna provide a teacher training?

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To these, schools. Have the leaders, the principals and they adjusted. They're how they do instruction during a day.

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All right? You may understand the expectations. Do they know what is expected of them? We're asking these wanderings, our teachers aware.

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Oh, what to do. Are teachers able to use the curriculum resource? Do they have the resources to teacher?

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So we're asking all of these questions. By looking at this thing.

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This gives you some examples of some of the other skills that are needed supporting inference. Central ideas, connecting elements.

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So the writing is a major area. First. So this is the end of my presentation. I said it will be short.

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Tomorrow on the July nineteenth and July twentieth. I'm inviting all of you. Right here in this room.

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We are doing the same thing I explained with the A lot of times we talk about, So what you will be able to come to this.

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Office tomorrow between 8 30 or 2 pm breakfast and lunch will be provided. Don't just come for the breakfast.

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I got your name. Don't just go for the lunch even. It's a good lunch too.

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What's your comfort? I want you to open your mouth a voice what you like or don't like about whatever you One of the things that we talked about is the chances for pillars, engaging parents is true partner.

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What true a partner is there if you're able to help decide which math curriculum we're gonna choose as a district.

01:16:09.000 --> 01:16:23.000

That's the purpose of That's the purpose of the nineteenth. That's the purpose of So look at these are those these are the 3 curriculum that if we did a poll of our entire district.

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Most of our rooms are either using Eureka or So what we did is that we invited The representatives from those 3 companies and we're coming and we're sitting down and looking at their You wanna know what the kids are learning about?

01:16:43.000 --> 01:16:52.000

From tomorrow. You wanna know what they're, what, what a third grade, math lesson looks like.

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Don't do it at all. Cause becoming true partners means that it's mutual communication and participation.

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Can't screen. We want to be a true partner. You never come to this type of stuff.

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Right. This is not the only time we're gonna do it. We're gonna be doing it throughout the year.

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Right, so this is not, this is not one shot typed in. They haven't even told us to do this.

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Which is doing it because we know they're gonna ask this problem next year. So we're getting a year in advance.

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Before they start asking. Because we haven't even done pick the curriculum for ELA in, cause that's the first thing we even chose math.

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We are literally a year ahead of Right, so we want you to be partners. We want you to come to our meetings.

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We want you to be, we want to work with you. I want you to know that We are singularly focused.

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On strengthening students in their reading and their writing in mathematics. They're wellness. And hopefully we'll work together.

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Thanks. She's got a, We have 3 questions. Those 3,

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Zoom? No, I think there's a person who. Okay, whatever you can don't do that's fine.

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And this is not the first time. I have another question. Yeah, We're doing a justice limit.

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But how can these, ideas that gonna be? Reinforce as well. Will you also train?

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Because. King Gardner. I don't know whether or not that even includes Yellow.

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I mean, Sometimes we prepare for We take over on the

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We ask different questions.

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Just both different questions. This is the exact question. We talked about. Are they good?

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Oh, yes. We are creating things. So part of. Part of this work is especially at the, the 3 K.

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Pre- kindergarten is the trailer. You have to because they are so instrumental in helping.

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Within challenge at home. Right? So to ask your question, yes. And that's not just for the early child.

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And what we are gonna be doing is that we're gonna be having connected to our website.

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A district website, short movies. Short little clips. That accounts to use their own. Yeah, having a challenge having problems.

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This is what you want. 2 min. Watch it and you. Okay, we're also gonna have parent workshops.

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About reading and ways that you can help teach a child. So it's gonna be multiple opportunities. For parents to help their child with reading.

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If you're a child in seventh grade, what do I do?

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Your child's in eighth grade. My child is not reading. He's failing every year. What am I gonna do?

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He didn't learn how to read. Okay, interesting. Those things have to be. We have to engage in that type of work.

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So. We can't be everywhere. Some of it has to be connected to the work that we're doing.

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From. So, so, videos, you know, it'll still be a No, workshops.

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So we go really, it's important to us to make sure that. Yes. When he was in in a motorbike, the library name of free subscription to something will be meeting. If there's something I'll be doing.

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If there's something that the district is recommending for pairing up online programs that schools will be using.

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If there's something that the district is recommending for pairing up online programs that schools will be using.

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Program that's who's gonna get there. There are some but a lot of that is not a district we can't mandate that as a district.

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Each school may have They are programs that they paid for that parents to use. But we don't have the money.

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Oh, we're strengthened. Yeah, yeah, we speak. I wish we could, you know, say, alright, as a district.

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This is the program. Is your password and I haven't used it. That would, we would be, if we did that.

01:22:23.000 --> 01:22:39.000

But. Their schools do have. Finance based program that they can use that they can at the SLT, So, so, so, so, so, so, so, so we like hybrid.

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Right, so I'm ready is a program that you could use at home. That can work specifically on those areas that.

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That would be. I wish that we had the one in the Market ready or other programs because we would do if they keep the mandates that go into tablets, those are providers that they have some teachers have.

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In real time on what they need assistant to me because each time they pass Which, So as they go further up, when you tell you how to, the teachers are able to go back and say, okay, this is what we do.

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I will get out with this. Without the reading part and the things that she needed to know during that time, she lost it.

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But the third grader didn't because she was in something like an accelerated for the kindergarten first grade.

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That girl, this is Les, inside a word. She wrote a letter to me and I'm like.

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I can hear you. A lot of rooms and we're working on that now. To get that part and one of the things our school did was they gave out all of the vocabulary words the kids need to know.

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With a black and white notebook which I provided and the kids had right out all the vocabulary words and then add a sentence to each one.

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To approve their reading skills as well as remembrance of the house on work. It sounds like that.

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I'm like, no, it does not sound like that. So. That's what we go for.

01:24:46.000 --> 01:25:01.000

Okay, we have, Rebecca in the Zoom has a question or

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Hello.

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Sure.

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Hi, thank you so much. Hi, Superintendent. I am so interested in some of this data and if you could talk a little bit more about the 80% of the budget and that expenditure and what kind of retraining was done and like what curriculum was used for that retraining and sort of part 2 of that is I'm wondering

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if you have data about, you know, that difference with the kindergarten children between the 2021 and 2022 school years, which percentage of schools altered their curriculum in that time.

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Both good questions. So the program that we chose to utilize for the purposes of the retraining of foundational skills.

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Program called Letters. So letters is a, is really not a program. It's really a body of knowledge.

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Right, so I don't wanna, it's not like, Oh, like a reading program.

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What it is in it provides teachers with the the why. Behind. Reading foundational skills.

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Alright, yeah, it's like the brain work. What happens? In the brain that causes a child to be able to read.

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What are those skills, those things that are happening that enable a student to not be able to? And then it provides teachers with the context, the information so that when they do use, when they do use, when they do use integrity when they do use some of these reading programs they're using it properly.

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Right? So it gives the information needed to implement the reading program. Because if you don't have that information, you may not utilize a program.

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So that is a very powerful knowledge to have. The in terms of the actual I don't know if I can answer the first question.

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Hey,den, yeah.

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Okay, the first question. The second question was.

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Yeah, I'm just wondering if there's any data that you have about, you know, what change in curriculum, like which percentage of how, like, is there a percentage of schools that change their curriculum that you are correlating to that, you know, 19 versus 50% kindergarten because you know what I'm hearing

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from the phase 2 things is that You know, we're not going with district wide curriculum. So like we're retracking it before to even know whether or not that curriculum was changed and you know is that tied directly to that increase in the kindergarten that we've seen.

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Good question. Is a valid question. Yes, we were tracking it. Yes, because we're a face school, we're not moving to the new curriculum until I think the decision has to be made.

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I would say about 70% of our schools. We're using the same code. Lanship.

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Yeah.

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So it's not it's the majority of our schools. We're using the very same BLA.

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There wasn't a lot of changes to. What we found is that based on. What changed was the focus on specific skills.

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So I'll give you an example.

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Phoebe segmentation. Is the skill when a child can pronounce each letter in a word separately.

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Alright. In the beginning of the year, 80% Oh, of our kindergartens could not do that.

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So we focused on that and the reason why we focus on that is because Research tells us That is the best predictor to read.

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So if they know how to separate it. And sound out each letter in the in a word. Then they can really start, found, you know, start building what they need to do for reading and reading comprehension.

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So we focused on it. And we move from 80%. So like, 50%. So, 80% of our students in kindergarten were We're not on grade level to only 50%.

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Yeah.

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There's actually like 40%. It was like 40%. Just

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Yeah, I mean that's a huge change here every year, which

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It's incredible. But you know what was happening? We weren't watching kids. We weren't watching.

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We weren't focusing on David, we're focusing on individual students.

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We weren't asking why is David not reading? What part of David's reading ability does he need help in?

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And what we did is said, We need the teacher this so that when you go into classrooms, you know exactly the questions to ask.

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Yeah.

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And you know what students don't know so you can help. That was probably the biggest part of it was getting people to change their way they think.

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About 2.

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Well, part of what I'm hearing there is if you didn't change the curriculum in a broad swath kind of way, but you did spend time with the teachers, then it all goes back to the teachers.

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Thank you.

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Yes. Just also didn't change it. Yeah. That's a good point. Yeah, that's a good point.

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Yeah, that's a good point. Definitely ask you talked about they didn't like just change everything because you know, changing the curriculum is a big thing.

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You know, it's not something that you do, you take a lightning. That's why they want to do.

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I want to give them time to vent because they're gonna get back in like I've been using this curriculum for 15 years.

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Why you want me to change it now? It's a me. That's why. You know, they're not. Yeah, that's, yeah.

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Yeah, so It, yeah, I definitely ask you talked about is that they added different pieces.

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So Hegerty is a reading program, right? Orton Gillian is a reading program that they may have added to what they were already doing.

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To make some of those changes. So they may recognize like wow. We need something else to address this issue.

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And make and they do what is also called progress monitoring. That means that they look at, they didn't just look at the end of the year.

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They followed these students throughout the whole year. And that when we went in to do our guidelines for principles, we were asking them, how are you progress?

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We went in with kids names. We said, I wanna see these 20 kids. And how are you following them throughout the year?

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What are you doing with them? Show me! When someone is asking you those questions. Especially your bosses are asking those questions.

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You better be prepared. You better be prepared. So what it is is a combination. It's a multifaceted approach is how we engage in conversation, the resources we're providing, the professional learning that we're providing to teachers, to assistant principals, to principals.

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It is a massive Endeavor. No wise massive because kids been failing for generations. Generations.

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Yeah.

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We know grandmothers. That are it is criminal. We know grandmothers that are speaking to schools and they were not taught how to read.

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Their child was not taught and their grandchild was not taught. So we have to we have to stop that from happening.

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And if it makes some people uncomfortable. Then I'd rather make people more comfortable than have kids continue.

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Well, that's great because you basically holding people accountable but not Okay. Yeah, yeah. With the help of my chief of staff, we've also built relationships with unions, with our teachers.

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We presented to to all the union union leaders in our district. We went to their meeting. We told them this is a problem.

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We need you to support us. And you have T formed a coalition. So fight for more money for our district.

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The same thing with the CSA. We went to our all of our politicians. Every single one of them we got out of our out of our offices.

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We went to their office. We had a proposal in the plan and they said, you want us to give you a new auditorium?

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No. Yeah, You want us to give you a brand new state of standard art! Studio!

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Know what I mean? Give me some money so I can train teachers on how to teach them. I said that the exact same thing to every single politician.

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Whether it was Ariola or Senator Sanders. Bye. That's what we did.

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Jennifer, We went to everybody with the same plan. Tell us what money can give us. They will use that money to retrain the teachers.

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I don't care about a few. I don't care about auditorium. I don't care about seats.

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What I care about is kids being able to read and teachers are being knowledgeable when I'm doing it.

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That's what I mean. That's what we asked.

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I got me in a Very much! Okay. But yeah, As a district, that's what we about.

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I'm real big on data because data tells a clicker. Shows whether or not you're doing right or you're not.

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Just real simple. And in that in whenever time, and each time I present, there's gonna be some information I'm gonna provide for you to let you know if we're on track.

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And I don't hide, I don't just. I tell you the truth. If we're not meeting the mark, I tell you we're not meeting the mark.

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I'm not I'm not about I'm not about trying to Make myself look good because if students are winning and I'm looking good with that that's stupid.

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Alright, yeah, we have questions from the chat. Any other? This is a good presentation, man.

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Hi. Okay. Like. Next summer.

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What do you like? What is the summer like? Yeah, so the summary is really planned. Usually that's when we do our plan for that.

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Will it be more? Of this train, that transition, but having the kids focus more reading and back.

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It's not only, yeah, absolutely. To answer your question, yes, there will be. A specific focus or meeting.

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And we're not ignoring that. We need first for reading and reading from math is different. Right?

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So there's a type of reading that needs to be checked that they need to challenge. Kids for math as well.

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They're not ignoring social service. You're not even but reading is the foundation.

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They don't know how to read and they can't do all that. You mentioned that, the prevalence of what Yes, I know.

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I mean, Thank you. Yeah. Okay. That's an excellent point.

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It's like an end. Resources. But we can journey. How was it?

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51.

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For them. Yeah. I was gonna invade any New York plans. Then the adult education could deal with that area but I'm not in trouble with that area but I'm not in charge of your total education but you raise an excellent point.

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But the point that you raised is that The very people who are at home teaching them, because they didn't learn how to, how they're gonna help.

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But you see, it is nice to just one chat. Then, you know, you have 7 actually.

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Hey, Timmy, you have a big plan. It's more, more general. And nobody are unfortunately We are trying to fix a problem.

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That is more complicated than the resources that we have. We know the problem is bigger than what we see, but we don't have the resources for the people.

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Like in reality, I should have the team. You're saying like if you're really serious about it, I shouldn't have to ask any politician for money for to retrain teachers on how teach reading.

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If we were really Now one teacher would be able to graduate with a degree and be able to come out and not have that knowledge.

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What is politics? Politics is the state politics. Is more complicated than we have a little suit. What I can do in my purview.

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Is I'm gonna make sure everything that we do as a team. That is gonna be connected to ensuring that's gonna be a next step.

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Okay. That would be perfect. Like, well, I'm a little kind of, there is a And Tennessee did that.

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So we actually met the woman who implemented at 4 Tennessee. So we met with her. Last week on Thursday.

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And she explained how she did it. And I'm telling you right now, New York is gonna change some laws.

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There's a lot of laws that keeps us from being able to do that. You know, there's nothing that we can.

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Do about something. Our school was bandied for my for. Yeah, the CBO. We have maybe 42 that are 8 h.

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Morning program. I've just got 3 more students. To come in that we filled out the applications.

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We know about the 3 mandates. Alright, those seats are not filled for whatever reason, but Our kids weren't on those, on the list.

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Except it was our names were not mentioned anywhere. I got a phone call from 105 regarding my oldest grandchild and I'm like both kids go together they don't go at all, but I had to sit and wait.

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To get because my kids are now in the summarized full program so I'm not that family.

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But I got another 3 kids in here. My question is where did it fall at? And what with this is fun.

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I love what you're doing, but we're not reaching out to Not that we aren't these other parents.

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Parents are not listening. To what is being done. There was one parent came in. I got into because she was all this on X up and you know.

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That's what he normally does. He's not gonna be in program. She was upset and she said his mandate.

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Do you think it though? Alright, she came back to apologize next to it. But they don't see what's the purpose.

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I am in the office every day. I have parents full. Well, I wrote my child and Charles's on the list because I'm looking at the list.

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Why do you I don't know. 4 one IoT, you're mandated or you're gonna get left back and then the children are in transitional housing.

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Now I don't understand they're all over Yeah, I'm in Brooklyn. I'm not trying to without what I will say.

01:43:42.000 --> 01:44:06.000

What I will say, Yes. Beginning to think about how to get our MIT efficient. How can we get our, CMC, all of our, all of our parent association presidents all of our parent association presidents all beyond one of.

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Say this is the thing that we gonna ensure that we start changing the mindsets of the parents that are in our community because We can offer a whole bunch of stuff.

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It's like if someone who offers someone So water by They're not thirsty. Well.

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You. Can I do one? That's the highest expectation you have to China. And they don't, they have to stop and realize what they just said.

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My granddaughter had 75 and 8, she did well. I'm like, no, you did not do what, which is why you're at 80'clock in the morning sitting this program because I don't want you're at 80'clock in the morning sitting in this program because I don't want you to lose whatever

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you learn and sit in this program because I don't want you to lose whatever you learn and you go and get great opportunity to be prepared because you go on my school.

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So what I'll say is, yes, I can do it. I take over. As well as HTML.

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So we can do, and we got a large Latino community. Okay. And I know I was looking at her.

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But with the summarizing, we're like, I'm taking it back to the camps or 10 innovator.

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The language got very confusing. So Morality did exist before the mayor came. But for me here, she had some arriving with the Brisbane program.

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They had environmental science and the next step. So when they transition everything, So we're using the term summarizing and then pulling a list band gaining for some problem versus this parents are not. I don't understand.

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I feel this is not communicating. Eric is your child with low grade level. They are mandated to come to summer school and for the academic curriculum to have it be in the next grade.

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And now we're going to hold them back with an unbelievable. But if you're trying to meet this skill and this skill and this And when it's not, they didn't get us on the right level with the audio.

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I don't want to pay my kid for that summer chance versus this school. They had listed on the kids that are supposed to be in the problem.

01:46:57.000 --> 01:47:13.000

But that list is maybe for the kids. That Where were our names at? You to build them these faculty issues.

01:47:13.000 --> 01:47:20.000

And it's not that we have one in mind that the names got experienced or something where we are or how But you still love seats.

01:47:20.000 --> 01:47:29.000

Yeah, I want you to see. I have. All right, so that's what my issue is.

01:47:29.000 --> 01:47:59.000

Why are we not? Why is there not? Some of the central offices. So, 2 years ago, with that was the shame.

01:48:06.000 --> 01:48:13.000

With 2 years in order to change in May, everything was initially done through the CBO and school didn't even have access to it.

01:48:13.000 --> 01:48:30.000

So as a principal, you could have even seen who was going on the list and in the city tries to adjust that was horrible.

01:48:30.000 --> 01:48:42.000

Not just being apples but being more knowledgeable because everything is done online and those that were more savvy if the applications went out of 10 am, those that were more savvy if the applications went out.

01:48:42.000 --> 01:48:44.000

And then those that were more savvy if the applications were not at 10 am, those that were more savvy.

01:48:44.000 --> 01:48:51.000

If the applications went out on 10 am, those that had the where we go to have their children registered.

01:48:51.000 --> 01:49:10.000

3 students from that student actually got a spot. So they did try to revise it, but they are case because it's not going directly through the school that because the CEOs are navigating it and in this year they wanted to make sure all of So like if there's the Philly school there, they wanted to make

01:49:10.000 --> 01:49:21.000

sure they was CBO representative community based organization representation for each of the schools that were coming to that site and things were just getting lost in translation.

01:49:21.000 --> 01:49:36.000

And that's how you have names on the list, So then the waiting for kids to get because they don't have enough.

01:49:36.000 --> 01:50:02.000

But my concern is how many parents I get together to sit down the first day fill out those applications. And they don't have a list of who they were because they don't the systems are not talking to each other.

01:50:02.000 --> 01:50:11.000

So. It would that's not like the full of the principal or the CEO. It should if you think about 9 11 how like the for the CBO.

01:50:11.000 --> 01:50:17.000

It's just if you think about 9 11 how like the FDA. It's just if you think about 9 11 how like the FDNY put in sort of in my mind, how like the FDA and why putting stuff in my eddie.

01:50:17.000 --> 01:50:18.000

It's kind of this and I know that's a very dramatic example but it's the same thing that you have.

01:50:18.000 --> 01:50:22.000

And I know that's a automatic example, but it's the same thing that you have the system example but it's the same thing that you have the system example, but it's the same thing that you have these systems that operate really well on their own.

01:50:22.000 --> 01:50:27.000

And when you try to measure them together Principals don't know what principals don't know.

01:50:27.000 --> 01:50:33.000

And the CB don't, especially if there's multiple CEOs operating out of a school don't have the ability to identify those gaps as well.

01:50:33.000 --> 01:50:48.000

So it's. I don't have a pretty answer for you, but it's just they everybody just trying to figure it out.

01:50:48.000 --> 01:51:12.000

Okay. So now when he goes through this room over there, then after the academic part he has to walk up to 137 when I go on the program they said they can't do any transfer because they're not porting anything with you either.

01:51:12.000 --> 01:51:42.000

Space Yes, you know, ask our office, help them. We locate the dream program. And we put them at 210, but you're right.

01:51:48.000 --> 01:51:58.000

I want you to understand that the school and the CBO. You really don't have any control of a moment.

01:51:58.000 --> 01:52:05.000

Yeah, this was citywide enrollment. And prior year we had some schools that had no kids.

01:52:05.000 --> 01:52:14.000

And we raised this as a complaint this year. And they did raise the threshold to have more kids from the whole school present.

01:52:14.000 --> 01:52:23.000

But it's not all of them. In fact, in most of these schools, we have kids from outside the world.

01:52:23.000 --> 01:52:29.000

As a waiting list. So for instance, Miss Reader, you're saying that they're only 40 kids.

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There's a hundred slots at that school. After the first week of summer, a school can discharge kids who have not shown up, but only to pull from the waiting.

01:52:45.000 --> 01:52:50.000

I mean that I know filled out, yeah, there's no, we have no paper trip, we have nothing.

01:52:50.000 --> 01:53:04.000

So they filled it out. So the concern I have is I just found out today that the children that are 12 month They are in a different program.

01:53:04.000 --> 01:53:21.000

Okay, so where there we move but those same kids are in our meeting program as well. Is that what we're dealing with?

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Like, okay, there's a transportation, there's a transportation for those kids. Every summer's, is a transportation for those kids.

01:53:27.000 --> 01:53:30.000

Every summer's side of that is called a transportation for those kids. Every summer's side of that is called a transportation liaison.

01:53:30.000 --> 01:53:31.000

And it's a kid as long as it's called a transportation liaison. And if it's called a transportation liaison.

01:53:31.000 --> 01:53:35.000

And if a kid has on design transportation during the school year, whatever the transportation is during the school year, that rove over into some.

01:53:35.000 --> 01:53:38.000

And it's supposed to be a person in a school that runs that. She's, she's on my right now.

01:53:38.000 --> 01:54:05.000

She's, she's, she's on my right now. She's, she's, she's on my right now and she said to me clearly, I don't know who's because the sister principal was there okay Gotcha.

01:54:05.000 --> 01:54:21.000

I need this more information so you don't. That those kids were told.

01:54:21.000 --> 01:54:30.000

This is something. So yeah. The champagne. We have 30 min left to do.

01:54:30.000 --> 01:54:39.000

Oh, okay. So, we're gonna take your question very briefly because you are a member and you're going to take your question very briefly because you are a member and you're not that right right?

01:54:39.000 --> 01:54:42.000

We're gonna take your question very briefly because you are a member and you've got some agenda items we've got, we've got some agenda items we've got a role we're doing.

01:54:42.000 --> 01:54:54.000

These are things that you guys want to discuss via email. Yeah, so I'm gonna have a little time before we'll be outside.

01:54:54.000 --> 01:55:03.000

No, it was about used to that one. I was trying to get that. So yeah, so we'll finish with this portion.

01:55:03.000 --> 01:55:11.000

Okay, the superintendent, that was wonderful.

01:55:11.000 --> 01:55:24.000

Oh, Thank you so much. And all right, so we have roller responsibilities or just on the agenda and that was a discussion in your handbook.

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It's clear your roles and your responsibilities. We have to hold at least one meeting per month open to the public.

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I don't have to read it. It's a million, okay? If you, took a position.

01:55:38.000 --> 01:55:45.000

You'll have your, your jobs, your transcription in the Bible. You have any questions from you on the email?

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If you need some elaboration or something, we'll be on an email. Mr. Okay.

01:56:04.000 --> 01:56:12.000

Did you? Yeah, we don't have that. Yeah. They want to have more copy.

01:56:12.000 --> 01:56:24.000

Just goals, right? So all we get our responsibilities of education right here. You know, it's, you know, it's right here, but as you go along and part of your passions and things you want to stand up with.

01:56:24.000 --> 01:56:27.000

You might not know exactly your net and what you want to get into, your passions and things you want to stand up with.

01:56:27.000 --> 01:56:30.000

You might not know exactly your net and what you want to get into yet, but you'll find your passion and then you're gonna be great at it.

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Okay. La's art and choose your school, we can visit that in August. We'll have the list where you pick your schools.

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Typically the AA reaches out to you. You reach out to the AA, which is Mr. Larry right now.

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You reach out to him. Do you let that go your availability? Just keep in mind that turn goes headphones. You're not walking over there.

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They're going to schools really in September. They're trying to get the kids together. They got admission.

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So I would just suggest like start beginning reaching out. Reaching out to Larry mature and availability and then he in turn reaches out to Oliver's school, which is the principal and then.

01:57:10.000 --> 01:57:36.000

You know, you're going to use your board to make sure that you die. All of them is natural.

01:57:36.000 --> 01:57:47.000

Let me know that. We'll be speaking about that. Right, right. Okay, so maybe 5 or 6. I mean, we have 8 members. I mean, we have 8 members.

01:57:47.000 --> 01:57:49.000

I mean, we have 8 members. I mean, we have 8 numbers. I mean, we have 8 members.

01:57:49.000 --> 01:57:55.000

I mean, we have, we're missing a borrow pointy and then I could make another member to borrow pointy and then I could make another member to borrow pointy and then I could make another member to borrow pointy and then I could make another member to borrow pointers.

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So typically we'd do like maybe 4 or 5 schools or 4 or 3 we divided up. Don't you don't be so fooled, you know.

01:58:01.000 --> 01:58:15.000

No, some people choose to get schools spoken about at home. I don't do that. I like to kind of mix it up and I will get a little bit of everything, you know, but I'm in far right away, so I might thinking I'm supposed to stay there.

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I don't like to come over a little bit like to go down and be. I don't want to go down with each other.

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I have been able to access the the Oh, workshop on parent university. It seems like I think it's expired or something.

01:58:28.000 --> 01:58:43.000

Is it usually one person will go or can we go with somebody else on the on the council. Right.

01:58:43.000 --> 01:58:46.000

So when you go like in your liaise or schools, you pick your liaison school. There's nothing wrong.

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You know, you're supposed to go by yourself. You'll have guidelines, Jews don't.

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You're not allowed to go to your portfolios. It's a whole bunch. It's a whole thing. You'll get all of that.

01:58:58.000 --> 01:59:01.000

You know, it would be nice to, and you'll get all of that. It's a whole bunch.

01:59:01.000 --> 01:59:06.000

It's a whole thing. You'll get all of that. If you know it would be nice to form to help with someone that you know is a little bit more experienced and has you know a little bit more knowledgeable.

01:59:06.000 --> 01:59:12.000

So it's nothing to say, hey, you know, at least the head features or you know, hey, only because you've been in a few schools as well.

01:59:12.000 --> 01:59:31.000

You know, hey, you know, want to come with me. We can work together. That doesn't have to be a gesture of who you're thinking, what I do suggest when you go into your liaison schools make sure that you're in contact with the PTA, on schools, make sure that you're in contact with the PA, the PTA, whatever's in

01:59:31.000 --> 01:59:33.000

that school, make sure that you're in contact with PA, the PTA, whatever's in that school do not leave them out.

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A lot of times you go in a CC and you meet with the principals, That's your parent.

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That's your assistant. That's who you are there for. So don't forget to include them.

01:59:39.000 --> 01:59:50.000

Hey, you know, and then most importantly, also SLT. That's one of your main, you know, is not about to go to a school to go to a walk group.

01:59:50.000 --> 01:59:57.000

But when you're sitting in That's where you get the budget, you know, with the programs on your school.

01:59:57.000 --> 02:00:06.000

That's where they meet. Is as we learn a lot sitting in on the school leadership team meetings and I should require that as a CC member as well.

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So when you pick your schools. You know you'll reach out to me and you'll still have your email.

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That's what your And then, the first one and then your ABA reach out on your behalf, the show availability.

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And hey, how would you like to go through availability? And hey, I'm glad to go see these schools. It's about availability.

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And hey, I'm glad to go see these schools. It's very uncomfortable. You'll have a guide which you can do to do jobs and it's very uncomfortable.

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You're not going to do jokes and it's very uncomfortable. You're not going again as the magic maker.

02:00:44.000 --> 02:00:52.000

Like you can make all the problems disappear because what will happen You're coming in and you'll put drop phone stuff on you and you'll come back with all this stuff heavy that I gotta get this guy.

02:00:52.000 --> 02:01:03.000

You don't have that now. It is, you know. When that process is starting, then you can like principally build an extension.

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Sometimes, you know, because they don't know you. They're like, who are you?

02:01:13.000 --> 02:01:14.000

But you know, they have people coming in all the time. So I'm going to have people coming in all the time.

02:01:14.000 --> 02:01:27.000

So I'm going to let you know even, you know, invite you to one of our principal meetings that you can introduce your sellers to They do see you, they know who you are.

02:01:27.000 --> 02:01:35.000

So it's important that, they know you and you know them so that they can, maybe you can even have a principles being where they could spend some time.

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You can just sit down with your Just, you know, you're going to engage in conversations, numbers.

02:01:41.000 --> 02:01:50.000

You know, you could have, you know, facilitate something before going in. I think I heard you talking about like the dooms and don't.

02:01:50.000 --> 02:02:09.000

I'll tell you as a former principal that was never shared with me. So when I got the notice that a liaison was coming, I would sometimes Plan one set of things like just through my assumption of what they will look like to see and they would come and look into something completely different.

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And then I'm like, I always spent a little time planning. So I think at that. Principal meeting just shared now.

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You also have a lot of new principals. What this process is like. So I think the more they are informed, the meeting will be.

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Efficient and you everybody's needs will be met. And the It won't be adversarial.

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Not to say that the principals would let you in, but you're right. You're right.

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And you should come up with that and like what we're looking for like a sort of unified thing.

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I think that's what we're looking for like a sort of unified thing. It's a sort of unified thing.

02:02:50.000 --> 02:03:01.000

Everything in our state in your meanwhile, you know, you know, and the company's talking about a week, give me a week or get all of the schools out the list, give me a week or get all of the schools out the list, you pick your school, you do your research on your school.

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So if you don't be checking in the fourth school, it's up to you to do your research, look at their data, go to one mine, do more research, we don't have to Right, it's really not a 10 point.

02:03:10.000 --> 02:03:21.000

Let's get it. Let's see. What do you just come up with? You know, just know that you can't go away after the person's information and we don't know. You do go to the classroom.

02:03:21.000 --> 02:03:45.000

And the principals love you go in a classroom. They have nothing. You know and sometimes they might be like they buy that answer.

02:03:45.000 --> 02:03:52.000

Be ready for that. They don't have to let you walk in the

02:03:52.000 --> 02:04:07.000

How would you choose the same phone? William Collins. Yeah, you're gonna know, but we're gonna, you know, you're gonna have the list and you're gonna Yeah.

02:04:07.000 --> 02:04:21.000

Okay. Alright. Before she go in for it and that's why it's very important to, you know, make sure that you, you know, make sure that you, you know, make sure that you, you know, reach out and, you know, reach out and which are availability when you like into the

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walk room. That's your principal. What is your SLT? Can you have the Company Association come in on that?

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Might not want to walk away. Welcome to go. I don't think your children aren't on the board.

02:04:34.000 --> 02:04:53.000

It's not like they go to special education classes. That's not right. I like looking at when you go in the classroom they have the lesson of you know, why charging went on, you know, point of finger and tell the teacher, oh, you should be here.

02:04:53.000 --> 02:05:03.000

So, you know, it should be about pleasant and long experience, which you just want to see. So you could bring it back and have some feedback.

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Okay, alright, so I'm gonna give it to Mr. Peters just for a second. So Venus, Groppowers, which is in, City Council District 31.

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She's engaged with, Councilman Anderson. And this second year, I can see this.

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From then, yeah. she's, well, what they're doing is they're looking to put a travel one facility.

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In the wrong ways in just for everyone.

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Brick and water building is already there. 25 million dollars is what she's put up. 1 million is from Saunders.

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She could give us the names of the other elected officials that are interested in what they may put up. They're looking at having a loan site or The hospital.

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The travel once. If you are a gunshot or a trauma you know, hedgehog or whatever the parts and you need to have some places that you don't need.

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Close as we have is to make a hospital. They have a advisory board that's actually looking at the locations.

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I suggested a hospital. They get built out from the hospital. 25 million dollars is nothing when you're talking about building a free standing building.

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And we don't build Okay, Which hospital you talked about St. John's, St. John's.

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They should be the trauma one hospital for It's having a shot. Maybe not inside.

02:07:00.000 --> 02:07:09.000

No, no, there's a whole new model that's been done. That completely changed. They do have a

02:07:09.000 --> 02:07:39.000

Could you go around? The street. My background is in Market. In general so I know when I walk in they have remodeled the entire emergency room and I mean, I was at at that hospital less than 3 h and I walked in walking this way trying to go to school.

02:07:44.000 --> 02:07:49.000

They had a hot screen, it was sad, it was really sad. But they have a cat skin.

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They have a IB, gave me medication less than 3 HI was walking up at That's how fast it was.

02:07:56.000 --> 02:08:10.000

Okay, so it has changed. But in terms of a trauma hospital. I think that our Tommy location, I think for free standing because the issue is You know, free standing building, you gotta pay people to be in here.

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But if you're in a hospital, they're already there. So the course factor goes down.

02:08:11.000 --> 02:08:25.000

I ask them how many 9 1 one calls did they have for travel one. Nothing. All right, we don't have any gunshot blues out here and make a for us to say God.

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What? We still need to have. Hi, that is the only hospital that we have. So they're gonna have their next meeting.

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I'm gonna get If you're interested in being in the meetings, get on the email list, right?

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Meeting is very important. They had the head-on shows that named you when they asked a question.

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Well, I don't want to. I was very impressed with it. But I think more people need to be involved in our community.

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I live in Baysword and we saw one year. Oh, excuse me. I've been waiting for 26 years. Is that count?

02:09:05.000 --> 02:09:19.000

But you're in base where now, yeah, but I'm still in the wrong place. So what's wrong?

02:09:19.000 --> 02:09:29.000

Good morning, Madison has changed. How they institute and billing keep in mind of the majority of people they institute and billing keep in mind that the majority of people So how much insurance?

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How much? Revenue be useful for me. If you have claim insurance through your company or whoever you work for, it's based on a budget.

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I hope what they will pay for ABC indeed. You know, is it the private? How many people are private?

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Oh So I think the one should be in that possible. They just move this stuff around and they get in.

02:09:55.000 --> 02:10:00.000

Because we don't have that in the 9 1 one they had 14,000. Hey, emergency room cases.

02:10:00.000 --> 02:10:19.000

They were not trauma one. So. All right, but this is information. I'm going to all the Who else is involved with this? Or do you have a better idea?

02:10:19.000 --> 02:10:29.000

Drop, you know, because there's a lot of people driving heart attacks and anything that needs immediate attention and a job one means that when you get to the hospital, they're keeping you in the hospital.

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They're admitting you they're doing everything trauma 2 means like for an ambulance the ambulance is going to stabilize it.

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The hospital will stabilize you and this is where the hospital was his money. They sent you out to your another house for a war.

02:10:42.000 --> 02:10:48.000

You go home for our patient. If you're not using their facility, they only get that catch.

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When you come in. Problem one, they keep you. And for example, Brooklyn has 2 trauma ones.

02:10:54.000 --> 02:11:02.000

Brookdale and, as a police officer, they got shot. They was straight to go.

02:11:02.000 --> 02:11:08.000

They had a whole sucking W set up for us that we came in. I mean, I mean, Whites Whistle at all 9 yards.

02:11:08.000 --> 02:11:20.000

So they are trauma hospitals niche borough but connecting far-off places. There was a point in St.

02:11:20.000 --> 02:11:30.000

John's that I do paternity. I'm not attorney. They didn't do, Okay.

02:11:30.000 --> 02:11:39.000

Everything went to Jamaica Hospital. St. John's has gotten a huge cache diffusion and I'm to walk in there and put some money into this.

02:11:39.000 --> 02:11:45.000

The whole thing. More services are coming. I have the email over time. You doctor, do whatever.

02:11:45.000 --> 02:11:51.000

It's coming in here and I think the trauma one would be he. For our community. Okay. All right.

02:11:51.000 --> 02:12:03.000

So if you're interested in someone you haven't. Yeah, Yeah, you can go on here and you can look at it. Get your name on the list.

02:12:03.000 --> 02:12:09.000

So they mail you the information you can work with. And they want me to put your questions because I had questions and it was my first time.

02:12:09.000 --> 02:12:14.000

So, you know, I don't think there's any stupid questions to your answers when he comes into questions.

02:12:14.000 --> 02:12:20.000

I think you'll do, you know, you have concerns because this is so our community regardless of where we live.

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Whether the mainland is it will affect the mainland. By them being able to come across. To the rockways and then someone was like well if I live in.

02:12:31.000 --> 02:12:38.000

Where am I going? Jamaica? Okay, where are you gonna go? You gonna go to Mercy in Ohio?

02:12:38.000 --> 02:12:42.000

No, you gotta go to mercy in Long Island or when you probably want to know. You gotta go to the closest trauma.

02:12:42.000 --> 02:12:48.000

Keep in mind there are many to take by when you are certain traumas. Sure. Yeah. So that last week.

02:12:48.000 --> 02:12:58.000

So I think the community, there needs to be more information in the community. I'm gonna do my best to get that out there.

02:12:58.000 --> 02:13:06.000

District 17 to also if you can Have a conversation with her so we can make this a little bit.

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You know, that is, cause this is just her 27. She's so much. She wants it in her district.

02:13:11.000 --> 02:13:13.000

Not any of us. Because it's more convinced. She said, you know, there's more.

02:13:13.000 --> 02:13:30.000

With people I guess. So, be clear, what do you want to do? To get this word out to our community.

02:13:30.000 --> 02:13:55.000

The schools. Very much in problem good. She's one of the. All right, and I know because Anderson, I don't know how he has, but I'm Exactly.

02:13:55.000 --> 02:14:03.000

What they actually. So, She passed my, you know, wait to come back to me. She comes to you.

02:14:03.000 --> 02:14:27.000

What do you need? So she's, 8 months. What's it called? Well, kids, the teenagers hang out with it.

02:14:27.000 --> 02:14:37.000

Come in there and, but you know they have some What time is the meeting? I don't know what the next meeting is.

02:14:37.000 --> 02:14:46.000

I'm waiting for the email, but the meeting started at I think. Oh. 30'clock or something like that.

02:14:46.000 --> 02:14:52.000

No, sorry, it's 6. It's 7 30. I was in 8 30. And you still go. Okay.

02:14:52.000 --> 02:14:58.000

But they show the map. Of the peninsula and people went up and actually put tags on where they thought the building it up.

02:14:58.000 --> 02:15:09.000

People put tags on. I think the hospital can't absorb. Because we don't have it.

02:15:09.000 --> 02:15:16.000

We're not. And certain areas for when I like a certain Manhattan, but I like a certain Bronx where we have business every day.

02:15:16.000 --> 02:15:22.000

We don't have a type of kid in God. But if we did, Like she said, go to me.

02:15:22.000 --> 02:15:34.000

Alright, go to the meeting. Thank you. Okay. Now I just wanna make the note that this was our district 75.

02:15:34.000 --> 02:16:02.000

And this is the mandated seat. So we will go forward to hearing from you. So thank you.

02:16:02.000 --> 02:16:12.000

Right. Oh, okay. What do you want? Check out the others.

02:16:12.000 --> 02:16:26.000

Well you should be asking and how come they don't have security? Well, they don't have to hear it when you go in the morning 80'clock they close their doors they have to come to main entrance because they're using They don't ask you a question.

02:16:26.000 --> 02:16:35.000

You have to come in and make a phone call. Someone comes to be treated. We've been down with 1 1 1.

02:16:35.000 --> 02:16:44.000

Of course, we've now one security guard, school safety, whatever. One Tuesday I was sitting in your chest while I was waiting for someone else to talk to me at once this cannot be.

02:16:44.000 --> 02:16:50.000

The Institute as something that You can talk all we want. There's not enough people. Oh, it's been safety.

02:16:50.000 --> 02:17:01.000

Yeah, that's a fact. So they like pump it out like It's like, and no, it's not a rush.

02:17:01.000 --> 02:17:26.000

Like we can say, You have school safety. You know, you need safety. But if it's like supply demand and they'll pull, they will pull from middle and elementary schools to make sure that high schools.

02:17:26.000 --> 02:17:36.000

Correction pays way more the sums. And as soon as they get they graduate, they look at that direction money and they look at who safety and they go to production.

02:17:36.000 --> 02:17:48.000

So we pay lose a lot of parents. And especially now because school safety is being pulled from under the umbrella.

02:17:48.000 --> 02:18:13.000

This. Are, so people would just willing to live by that's reality, like they gotta have more.

02:18:13.000 --> 02:18:18.000

Like that's reality, like they gotta have working jobs and they're not gonna be able to survive if they have kids.

02:18:18.000 --> 02:18:23.000

It's tough, it's tough to find people when the jobs don't pay enough for the living.

02:18:23.000 --> 02:18:29.000

And with the schedule, they have to work over time in order for the feasible. And if we have children.

02:18:29.000 --> 02:18:35.000

In the building.

02:18:35.000 --> 02:18:49.000

That's why I'm going to take a lot. Any other questions? Oh. Are we, gonna be trying the District 25 program.

02:18:49.000 --> 02:18:59.000

It was 2 separate. No, it's not separate. It just inside the school that your liaison.

02:18:59.000 --> 02:19:17.000

So, this, Right, those, those that have the district 25 within. Point 3 is more like, you know, 2, 2, 3, you know, there's some schools that, you know, 2, 2, 3, you know, there's some schools that you know 2 2 3 you know there's some schools that you know that have

02:19:17.000 --> 02:19:28.000

existing, you know, there's some schools that you know there's some schools that you know that have existing you know there's some schools that you know that have an existing, you know, that have existing D. 75 program. She picks those schools, a bunch of them, right?

02:19:28.000 --> 02:19:41.000

But you know you know, the school room. No, what about the pre-k centers? It's all in district.

02:19:41.000 --> 02:19:56.000

We said we have 86 sites. And she would be able to push him in contact with who's ever wanted each one of those 6 months.

02:19:56.000 --> 02:20:14.000

For all one big 27. Okay. This is one last thing. We will be doing it.

02:20:14.000 --> 02:20:29.000

Okay. And whichever schools that you. Choose, maybe you can attend mayor with us so you can see.

02:20:29.000 --> 02:20:38.000

The conversation with the principal that we have with them. If the principal school with it, they can just, have you listen.

02:20:38.000 --> 02:20:49.000

And this here, what types of questions we have. It's gonna be. In September. I'm just saying it out loud.

02:20:49.000 --> 02:21:03.000

Yeah, we have to change. September, October, next week. Yeah, we have a I'm listening to, so anybody has anything else?

02:21:03.000 --> 02:21:12.000

We're gonna get out of here. My meeting is this on the end is, April, I guess it would probably be here.

02:21:12.000 --> 02:21:22.000

Oh, I'll get you.

02:21:22.000 --> 02:21:42.000

Is your And her thought was, okay, so, you know, just, you know, I'll go walk into the CC email and then I'll just be sending you stuff. And then I'll just be sending you stuff. And that's the question.

02:21:42.000 --> 02:21:52.000

You don't have to respond to an email or a question. You don't have to respond to an email or your question or you don't have to respond to an email or your question or you have ideas or emails sent out, what share the audience you want, answer the emails.

02:21:52.000 --> 02:21:55.000

So we, yeah, put the agenda together even if you want, answer the emails. So we, yeah, put the agenda together even if.

02:21:55.000 --> 02:22:03.000

Okay, make sure you whisper a lot and you want something agenda and watch something with your agenda.

02:22:03.000 --> 02:22:29.000

You know, Be like, okay. Okay, so we're gonna make a motion. Hi. Oh yeah.

02:22:29.000 --> 02:22:34.000

Thank you everybody.