

Community Education Council District 32 Meeting

**CALENDAR AND BUSINESS
MEETING MINUTES**

**February 27,
2020**

6:00 PM

CEC D32 Office
797 Bushwick Ave
Brooklyn, NY 11221

Type of Meeting

Calendar and Business Meetings

Note Taker

Stacie Johnson, Recording Secretary

Attendees

Calendar Meeting

Business Meeting

Martha Bayona

Absent (excused)

Absent (excused)

Joanna Fuentes

Absent (excused)

Absent (excused)

Stacie Johnson

Present

Present

Yashaira Longras

Absent

Absent

Maria Lopez

Absent (excused)

Absent (excused)

Wanda Nunez

Absent (excused)

Absent (excused)

Samuel Olivares

Absent (excused)

Absent (excused)

Desines Rodriguez

Present

Present

Renisha Westbrooks

Present

Present

Quorum

Not met

Monthly Calendar Meeting: 6:00 PM

1. Call to order and roll call: Stacie Johnson, Desines Rodriguez, Renisha Westbrooks. Absent: Martha Bayona (excused), Joanna Fuentes (excused), Yashaira Longras (excused), Maria Lopez (excused), Wanda Nunez (excused), Samuel Olivares (excused).

Announcements:

- a. CEC32 Vacancies: All qualifying parents are eligible to apply to the three vacancies present on the Council.
 - b. City Council Hearing: Friday, February 28, 2020 at the City Hall. Oversight of smaller classes will be addressed.
 - c. Annual Black Leadership Celebration: Friday, February, 28, 2020 at the Woodhull Hospital. Distinguished leader and members of the community will be commemorated.
 - d. Career Job Fair: Saturday, March 21, 2020 (12:30 PM and 3:30 PM) at the RiseBoro Youth Center. Employment and volunteer opportunities, as well as work and skill development information, will be provided.
2. Brief message from Principal Yolanda Williams of P.S. 75 followed by P.S. 75's *Kids at Hope Celebrates Black History* (15 min)
 3. Brief message from Principal Carleen Miller-Bailey of P.S. 299 followed by the P.S. 299 Dance Troop (20 min)
 4. The Brooklyn North Field Support Center (Ms. Erna Brown): FY 2021 School Budget Allocations and Fair Student Funding Proposals (20 min)
 - a. The NYC government has allocated \$19.4 billion (57%) to the entire budget. Most of this funding comes from city tax-levy dollars, which come from local taxes (property, sales, and personal income taxes). Every year, the Mayor proposes a specific use of city tax levy funding and the city council must pass the budget into law.
 - b. The NYS government is the second largest source of funding, with a \$12.1 billion (37%) allocation. This funding comes mainly from income and sales taxes. Every year, the governor proposes this amount of state funding. It may be based on the number and type of students enrolled in our schools. Then, the state legislature must pass the budget into law.
 - c. The federal government is the third largest source of funding, contributing \$2.2 billion or 6% of the total budget. Its funding comes mainly from income taxes. Every year, Congress proposes the budget and the President must sign the budget into law. The Every Student Succeeds Act (ESSA) provides the rules for allocating most of the federal funding received.
 - d. The DOE budget provides daily support and instruction of over 1 million students every day. District school budgets are dollars given directly to district schools, in addition to associated fringe and pension costs. Under the oversight of principals and the superintendent, school budgets are used for all instructional expenses at the DOE; \$17.6 billion in the schools budgets paid for costs that improve salaries and benefits for classrooms teachers, paraprofessionals, principals, assistant principals, deans, and other classrooms and school based staff. This also includes funding for textbooks, computers, materials, and supplies.
 - e. Non-instructional costs include those for food, transportation, and debit payments for non-instructional services that students receive. The \$5.0 billion allocated to non-instructional costs, include payments for free breakfast and lunch available to all students, bus routes, loan payments on buildings, and new construction and renovation (similar to a mortgage payment).
 - f. Non-district schools payments include those to charter schools and students with disabilities attending specialized non-DOE schools. This covers schools and programs that serve NYC students but are not directly run by the NYC DOE. The \$5.1 billion allocated here

include tuition payments at early childhood centers for 3-K and pre-K, students with disabilities attending specialized schools, and supplemental services for students attending nonpublic schools.

- g. Support costs consist of custodial, facilities, maintenance, and central academic supports. That is all \$.7 billion. This covers the administrative costs and instructional spending made outside the school budgets. This pays for custodial and facility needs to keep schools spaces clean and maintained; school safety agents in each school building; and academic support costs.
- h. Fund allocations to schools are under the responsibility of the principal. Principals, along with the schools' leadership teams (SLT) create a comprehensive educational plan (CEP) based on school-specific instructional needs and priorities. Principals work with the SLT to create the schools budget in order to pay for the instructional programs detailed in the SLT. Superintendents supervise the principal in this process and must approve all school budgets and their alignment with the school's CEP.
- i. The Fair Student Funding (FSF) is the primary source of funding for most Community School Districts. How do we allocate funds to schools? Of the \$18 billion allocated to schools, \$10 billion are allocated through the FSF. An additional \$8 billion in federal, state, and local funding are allocated to schools through School Allocation Memoranda (SAMs).
 - i. FSF: The majority of school funds are allocated through FSF: Under the FSF, school budgets are created based on the individual needs of each student enrolled in a school. This method is called the weighed pupil-funding model. Pupil needs are weighed based on the cost of meeting educational needs. Not all school allocations are made through FSF. Some school funding, including large federal grant programs, such as Title I, II, II, and IV, are allocated directly to schools outside the FSF formula. The DOE makes approximately 100 separate allocations to schools, each of which are accompanied by a SAM. The scope of these allocations may be broad and their value might vary. One SAM might go towards hiring a new teacher or social worker while another could establish a new summer school or pay for computer maintenance. The written description in each SAM provides information about the background of the funds and their purpose, their source, and how they should be used. You can find a full list of SAMs in the DOE InfoHub.
 - ii. FSF Weights: This proposal determines FSF funding for 2021. Each school will be funded based on the student population. Individual students may be funded by multiple weights depending on each student's needs. We hope to hear your input. No changes have been made to the formula weights since 2016-2017. Each school receives a foundation of \$225,000. The remainder of the FSF funding is based on student characteristics and their respective weights. In addition to funding from collective bargaining accumulated costs, for 2019-2020, the base weight of 1 was equal to approximately \$4,100 per capita. This per capita amount is adjusted annually to reflect changes to the citywide average salary. The basic grade weight is allocated to schools for all students based on the audited October 31st register. It is aligned to the instructional requirements by student grade level and weight for grades K-5, 6-8, and 9-12. Any student in any of those grades get a grade weight of 1. That equals \$4,100, only for the student itself. It does not consider services yet.
 - iii. Funding for Academic Intervention Services (AIS): This is determined by the student's academic performance when they enter a school, with poverty funding beginning in pretesting grades. This applies to all students in elementary schools, K-8, and K-12 schools.
 - iv. Funding for Special Education: This is determined by the percentage of time students spend receiving special education services. One weight is assigned to students receiving services for 20% of the week; another for students receiving part-time services for up to 59% of the week; and full time weights are assigned depending on the student's grade level and their primary instructional model of class or Integrated Co-Teaching (ICT) services. Supplemental funding supporting former IEP students in their first year of declassification will continue to support IEP declassification services through the post IEP transitional support weight.
 - v. Funding for English language Learners (ELLs): These funds are allocated based on student grade level, reflecting the mandated instructional services for bilingual or ENL students only. Weights for former ELLs who have achieved proficiency within the past two years (state designated mandated pupils, ELLs, and Students with Interrupted Formal Education (SIFE)) will receive their respective ELL weight in addition to SIFE weight. Supplemental capital funding is allocated for portfolio high schools to support their unique instructional model.
 - vi. FSF cases were presented (please see presentation): The FSF provides each school's primary instructional programs and services. Over 90% of FSF supports classroom staff (such as teachers for art, gym, and afterschool programs) and instructional supports for students, including tuition, intervention, school leaders, administrative support, OTPS, supplies, materials, etc. FSF needs are determined based on the individual student basis. The weights are added by student as shown in the example. Each student is evaluated by eligibility based on data in the DOE system; most FSF determinations are based from data on the ATS. In the examples, we have two students, Sam and Alex. Both are elementary students, so they are both entitled to a K-12 weight of 1. If they were middle school students, they would have a weight of 1.08 and, if in high school, a weight of 1.03. The example was then presented to the audience.
 - vii. NYS has not received all the funds that it is entitled to. The CFE ruling determined that NYS was not meeting its constitutional requirements in funding public schools and the State agreed to phase in additional funding to NYC schools over four years. Based on the anticipated NYS funding, the FSF formulas were implemented in the first year of the CFE inclusion. During the recession, NYS walked away from this obligation, preventing full funding of the formula. This year, the DOE received \$1.1 billion less than the CFE mandated level from the state. Without these funds, NYC cannot provide each school with 100% of their FSF allocation. Despite the funding shortfall, since 2015, NYC has invested over \$1 billion cumulatively to raise the FSF floor, or the lowest FSF level a school may receive (from 81% to 90%), and increase weights for ELLs. We are committed to raising the FSF floor every year, if additional funding becomes available. The mayor has also initiated a series of equity and excellence for all initiatives to build a pathway to success for all students. These programs are in addition to FSF. What this is saying is that although the state cannot give us all our money, there are programs in place to still supplement and help students grow and achieve.
 - viii. Timeline of how the schools budgets come together (please see presentation). More information is available in the DOE InfoHub.

- ix. All questions can be sent to a public comment email. An automatic response will not be provided, but the information will be reviewed. Questions and comments on the FSF formula will be posted on the PEP website. Analysis and response of each relevant question will be available for review in advance of the PEP vote in April.
- j. First public comment session (15 min)
 - i. Renesha Westbrooks, CEC Member: *Why do parents need to know about the Fair Student Funding? Why is it relevant to me as a parent?* It matters in terms of advocacy on behalf of your child. The DOE has not received all of the funding that it needs to obtain across all schools. With the parents' helps and their advocacy, we are hoping that we can change that. Although it has been some years, this has been a fight in process. Without the parents there is really no voice. We need you to hear, understand, and learn how you can play a role or be a part in moving your child forward.
 - ii. Renesha Westbrooks, CEC Member: *When I think about how you break this down and my student receiving these services, may be special education, ELLs services, etc., I don't necessarily see all of the services coming through in a way that I would like my child to be serviced. What do I do knowing that there's funds here to service my child but there is no progress?* That is a conversation between you and your school's leaders. This presentation allows you to understand how the school is funded. You know the breakdowns; you know that every student comes with a funded weighted formula. This is state law and this is how it is broken down. As a parent that is important to move on and take your next steps.
 - iii. Stacie Johnson, CEC Member: *If your child has an IEP, can you get a letter saying, "This designation will bring your child X amount of extra dollars? Which services bring in how much money? Is there a way to find what are the different titles listed for my student and what funds those bring? Is there are list of what possible services a student can get?* I do not have the answer to that (I do not know what IEP looks like or how they are written), but there is a site at the end of this presentation where you can email that question. We are working based on the service that the child requires. We are focused on the service of the student. Superintendent Gorski added that every parent is invited to the IEP meeting at the beginning when a child is going to be referred and throughout the process. There are different times during the school year for which the parents are invited up to the annual review date. After three years, the child is reassessed to see if the services are still needed. Parents are involved in that as well. In every step of the way, a parent should take advantage of the invitation that is sent by the school to be a part of the team. During that time is when they make the determination for the services the child may or not need anymore and then the weights will be based on that new IEP - an annual IEP. This is very individualized and there is not one list. The needs are categorized and are addressed at the school level. They might have a list of things to name the services and the kind of people that provide those services to the student (social workers, for example). Sometimes parents want their child to be evaluated outside of the school. The parent is critical to the process.
 - iv. Renesha Westbrooks, CEC Member: *When a student attends charter schools and the student has special education needs and the charter school may not be able to provide the services, the child is pushed back out of the school. Does funding stay with the charter school or does it leave with the student?* If a student is at a district community school and they leave, the funding is not released and given to the charter school. The charter school gets, say, 15% immediately. We do not have anything to do with that. The October 31st register is a marking period. If the child is still in the school, then that school is going to get the funding for that child. If the child transfers out later in the year, the funds stay in the school. We would spend all year depositing and removing funds from schools if the case would be otherwise.
 - v. Desines Rodriguez, CEC Member: *My son moved out to another school. How is the new school supposed to provide the services that my child needs if the funding is not following him?* The funding might not be following him literally, but the new school will give him the services that the IEP says he has to get. The school is still required to provide the services.
- k. For more information, you can contact the CEC32 IEP Representative, the CEC32 Office, your principal, or your District Office.

Brief announcement: Rally for Funding School at Albany on March 17, 2020.

- 5. CEC32 President Report and Announcements: Due to the President's absence, a report was not provided.
- 6. Superintendent Sheila Gorski's Report (please see attachment)
 - a. Parent Question: *I have a toddler whom I would like to enroll in a 3-K program in the Fall 2020. I know the application is open right now, but would you have that program available in more schools? I have a child in P.S. 299 already. Will this school be getting a 3-K program? I have asked several people and I have not been given an answer. I have spoken to other parents who are also interested in the program and I would hate to have to transfer schools.* The Superintendent has been fighting for 32K299 to get a 3-K program. The difficulty in doing that is that there are five or six Head Start programs immediately around. Because schools are below budgets, we do not have the money to stay open late like the Head Starts do. We cannot open it unless we have the funds, and they come with the students. We have eight schools that have 3-K. I fought for this school and another – 32K377 – which did get it because there were not as many Head Start programs around. I will continue to advocate for the school, but we do not have the kids. 3-K For All programs are free.
- 7. Report of Committees
- 8. Distribution of certificates to outstanding students from P.S. 299 and P.S. 75
- 9. Public comment
- 10. Adjournment:

Business Meeting: 8:07 PM

1. Call to order and roll call: Stacie Johnson, Desines Rodriguez, Renesha Westbrooks. Absent: Martha Bayona (excused), Joanna Fuentes (excused), Yashaira Longras, Maria Lopez (excused), Wanda Nunez (excused), Samuel Olivares (excused).
2. Approval of minutes: Due to a lack of quorum, the minutes were not reviewed nor approved.
3. Members' report
 - a. Renesha Westbrooks:
 - i. January 2, 2020: DLT Meeting: Addressed the Imagine/Reimagine Schools Initiative.
 - ii. 32K075 PTA Meeting: The school has a new PTA board.
 - iii. 32K075 SLT Meeting.
 - iv. CPAC Meeting: At this meeting, a presentation on government funding of schools was given. One member proposed having the same presenters provide information during a CEC32 meeting.
 - v. 32K274 SLT Meeting: The school has a new PTA board.
 - vi. Parent empowerment: Parents have the passion but not the right information and often do not understand what they are told.
 - vii. Funding Committee: The member emphasized the importance of a Funding Committee. Other members expressed concerns with time and their already heavy workloads. One member proposed having temporary committees that are created for a particular period of time and then expire. Perhaps two or three of these committees may held at a time. The same member proposed sending members of the CEC32 to the Finance Committee of the Education Council Consortium (ECC) on a regular basis and have them exist as the funding committee. A report can be asked of the member who is already part of this committee. Another member considered that the ECC is a separate entity and its meetings are not open to the public.
 - viii. CEC32 Committees: The CEC32 Bylaws say that they are open to the public. One member proposed that every active committee must have a meeting and a report every month. The other council members can participate and learn what the committee is doing. One member asked to consider that the members are volunteers.
 1. Mr. Wieser advised that reports can be verbal or written that are submitted in advance. When reviewing the CEC32 Bylaws establishing guidelines on how the committees function, what the day-to-day looks like is important, and the community interacts with it is important.
 - ix. 32K075 UFT Meeting.
 - b. Desines Rodriguez:
 - i. The member has been experiencing a personal struggle with her child, especially because the services that her child can benefit from are optional. She traveled to Albany with representatives from the Kings County Hospital to advocate for child services. She has been assisted through the OPWDD, CSPA, and YAI, which offer mental health supports. NYC provides these services to families undergoing difficulties. They go to the family's home and assign them an advocate to attend the child's IEP meetings. The member will be trained and bring back information.
 - c. Stacie Johnson:
 - i. February 27, 2020: 32K151 SLT meeting: Reviewed the goals stated on the CEP and talked about the MAP test and their choice to not implement it, as it is not aligned with the school's curriculum. As regards SLT meetings in general, the member expressed that it would be great to have a document that can be shared in advance to know what questions to ask at the meetings. Another member proposed sitting down with the CEC to write down questions in advance.
4. Treasurer's report (10 min)
 - a. Vote to purchase one coffee maker (5 min): Due to the absence of a majority of the Council, this item was not addressed.
5. Old business: Unfinished agenda items of Thursday, January 16, 2020
 - a. Steven Wieser: CEC Roles and Responsibilities (3 min): Due to the absence of a majority of the Council, this item was not addressed.
6. New business
 - a. Student member (10 min): To allow for our student member to ask questions or for us to brief her on our main activities this year so far and going forward: Due to the absence of a majority of the Council, this item was not addressed.
 - b. Collective goals to reach before June 2020 (10 min): Due to the absence of a majority of the Council, this item was not addressed.
 - c. Utilizing FACE resources to build on stronger CEC32 council partnership (10 min): Due to the absence of a majority of the Council, this item was not addressed.
 - d. Establishing new committees (e.g.: Funding, Parent Engagement, etc.) (8 min): Members in attendance emphasized the importance of parent engagement, with a particular focus on encouraging parent advocacy and growth. The creation of a funding committee to investigate all sources of funding for the schools in addition to a parent engagement committee was mentioned. Members expressed concerns with the time available to them in order to engage in more activities.
7. Building of the agenda (5 min)
 - a. I.S. 562 student presentation to be held during the Calendar Meeting on March 26, 2020: A suggestion was made to invite an organization that works in connection with the students' presentation to complement the information given at the meeting.
 - b. Future Calendar Meeting presenters to consider: the Brooklyn Defender Services (ACS), Advocates for Children (IEP, busing, dyslexia, etc.), Alliance for Quality Education (fighting for state funding).
 - c. Old business: Items that were not addressed by a majority of the Council during the February 27, 2020 Business Meeting:
 - i. Student member (10 min): To allow for our student member to ask questions or for us to brief her on our main activities this year so far and going forward
 - ii. Collective goals to reach before June 2020 (10 min)
 - iii. Utilizing FACE resources to build on stronger CEC32 council partnership (10 min)
 - iv. Establishing new committees (e.g.: Funding, Parent Engagement, etc.) (8 min)

v. Executive session (pending vote): Roles and responsibilities of the CEC32 administrative assistant	
Adjournment: 9:07 PM	
APPROVAL OF CALENDAR, AND BUSINESS MEETING MINUTES	None [Quorum not met]
NOTE: A draft of all meeting minutes are available within two weeks after the meeting and posted on the Council's website at CEC32.org.	
ADJOURNMENT	Meeting adjourned at 9:07 PM
SUBMITTED BY:	Silvia Belmonte, Administrative Assistant

Approved on: Thursday, April 23, 2020

_____Recording Secretary