

Community Education Council District 32 Meeting

**CALENDAR/BUSINESS
MEETING MINUTES**

**September
26th, 2019**

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

Martha Bayona

Present

Joanna Fuentes

Joanna Fuentes

Present

Stacie Johnson

Stacie Johnson

Present

Maria Lopez

Maria Lopez

Present

Wanda Nunez

Wanda Nunez

Present

Samuel Olivares

Samuel Olivares

Present

Desines Rodriguez

Desines Rodriguez

Present

Renisha Westbrooks

Renisha Westbrooks

Absent (excused)

Quorum

Met

Monthly Calendar Meeting: 6:00 PM

1. Call to order and roll-call: Present: Martha Bayona, Joanna Fuentes, Stacie Johnson, Maria Lopez, Wanda Nunez, Samuel Olivares, Desines Rodriguez. Absent: Renisha Westbrooks (excused).
2. The Senior Executive Director, Office of Safety and Youth Development (Mark Rampersant): the Memorandum of Understanding between the DOE and NYPD, the updated Discipline Code, and electronic cigarette use in middle schools
 - a. June 20, 2019: mayor announced an expansion of social emotional learning supports for every elementary school. This is a result of the DOE's relationship with Sanford Harmony. This will additionally expand the DOE's restorative justice initiative to all middle schools and high schools to become part of its restorative justice model.
 - b. Adjustments to the Discipline Code: new measures are in place to help ensure that students do not receive over 20 days in suspensions, and that there are interventions that schools must utilize. Suspensions may be over 20 days in extraordinary circumstances. This requires approval. Federal law dictates that a student can receive up to 180 days in suspension out of school if found in possession of a firearm arm. If someone is very seriously injured at the hands of a student, the person will receive a suspension of over 20 days. Last year, the average days of suspensions was about 13.5 days. Additionally, the student bill of rights was placed closer to the front of the Discipline Code (which details the expectations of schools). In the past, parents received a copy of the code, but now they can access it online. Lastly, as part of the social emotional learning (SEL) Sanford Harmony training, 85 clinical social workers will be assigned to the DOE to schools as part of the expansion program that offers help to young people in crisis. This is part of the first lady's Thrive Initiative.

With clinical social workers, schools will come to the school and provide this support to them. The 85 social workers aforementioned will be assigned to a hub and will work with the schools in their clusters. They do not provide mediating services, they are an immediate crisis support and will also partner with existing supports in the schools. The expansion of restorative justice will include training for superintendents and executive superintendents. Principals will receive an invitation early next week to be trained next month. The work will start in the schools, and the entire school community will be eventually trained to use restorative justice methods. There will be a point of contact in each of the schools that will help drive the conversation and training on RJ and ensure that all are using RJ, as opposed to punitive, measures (e.g.: suspensions or removals). The principal's authority to do principal suspensions is not diminished. If an infraction is committed and the principals feel the need to do a suspension, it will be at the principal's level. Principals also have the autonomy to establish a "classroom rule". If a student is disruptive in a classroom, the principal can remove the student from the classroom for up to four days, at the school level. There is a ladder of referral in every school. Parents can ask what intervention was administered before a suspension was administered. It is important that parents read the Discipline and that students know the Bill of Rights.
 - c. Memorandum of Understanding (expectations for School Safety Agents): SSAs should not be called to classrooms for low-level infractions. School staff should be offered the opportunity to address low-level infractions without utilizing the support of a SSA. The MOU is also an agreement between the DOE and NYPD that states that SSAs will not arrest students for low-level incidents/crimes (e.g.: spitting, graffiti, smoking of marihuana). SSAs should not be called to classrooms for classroom management issues either. The last MOU between the DOE and NYPD was in 1998. It is now updated in 2019 and governs the

engagement of the police department in schools, which is important considering the number of young people being arrested for low-level crimes. It clarifies the role of the NYPD as well as the DOE staff to address conduct in schools and stresses the joint commitment and assurance in having clarity of everyone's expected roles. Police officers from the street will no longer be allowed to come into schools to arrest students for incidents that occurred outside or on the weekend. NYPD employees have the authority to go into a school building and arrest a student if they know that the student is in that building and a crime was committed. They need two things: a complainant, and knowledge of who committed the crime. If they know the person is in the school, they would go to the principal, ask if the student is there, and say they are there to arrest the student. The principal has no choice but to turn the student over since they were there to arrest the student. A new patrol procedure entered with the NYPD clearly defines the circumstance by which the student can be arrested: higher level crimes. Examples include using a weapon. For many other things, they speak with parents at the child's home or have them go to a local precinct. This is to keep schools as a safe haven where they do not have to worry about being arrested. Additionally, the MOU clearly defines the role of an agent in the face of non-criminal incidents. While SSAs are community partners, they do not go to a classroom to respond to a classroom management issue. A dean, teacher, assistant principal, school aide, or another school staff should work with this, not a SSA. The DOE wants to ensure that it is able to train SSAs on the de-escalation techniques that DOE staff is trained in, such as therapeutic crisis intervention, LSCI, and TCIS. This is to use all available tools, as opposed to recurring to handcuffs or strength. One goal is to lower the amount of students taken to hospitals as a "child in crises". When there is a student physical confrontation, emergency medical services are called in to support, but those supports should be dealt with at the school level.

d. First public comment session:

- i. *Where can I find the Bill of Rights?* On the DOE website, search for "Discipline Code". It is on the first few pages of the document.
- ii. *Who will receive training for restorative justice?* Morning Side will train most of the DOE staff. Internal staff at the Office of Safety and Youth Development will train superintendents and executive superintendents. Morning side and others will train principals.
- iii. *You mentioned that SSAs will receive the same training as DOE principals and teachers, right? What measures are in place to ensure that SSAs are receiving the correct training?* SSAs will receive the appropriate training. Not all areas that teachers are trained in apply to SSAs. Therefore they do not receive this training and are rather invited to the ones that apply to them. SSAs are service providers that work for the NYPD. If principals want a SSA to attend training, the principal will work with that SSA's supervisor to communicate their wish to have the SSA present. On the date of the training, the supervisor will replace the agent who will participate in the training with another.
- iv. *What is the process to reach out to a school to make sure that they understand and have the resources to implement the MOU?* Every school has a borough safety director who provides technical assistance in the area of safety and security. They are also the liaison between school safety and the NYPD. Mr. Rampersant's office is doing a webinar for principals that talks about the entire MOU and tells them how they rate their school safety agents (it will be available online in a week). It is also sending out laminated information cards that have all the highlights of the MOU and a patrol guide procedure for every principal, along with a phone number and email where they can call with any questions.
- v. *Who is the liaison to D32?* Gary Albin (Borough Safety Director).
- vi. *The City Council approved funding for social workers in all schools. Are those the 85 social workers you mentioned?* Social workers for all schools does not seem accurate. The City Council was able to get a freeze lifted on the hire of those workers. There were 285 social workers provided by the city council agreement, 85 of them are from the program that was just identified. There are 84 social workers for high needs schools that will be sent directly to those schools. The remaining social workers are part of the Bridging the Gap Program for students in temporary housing.
- vii. *When it comes to questioning students, can they sit down with the student without having contacted parents for permission to question the student?* If this is in reference to the presence of law enforcement, no. Under no circumstances can law enforcement question your child without the principal first attempting to reach the parent. Under no circumstances can law enforcement enter a school and ask to speak with your child as the victim or the witness of a crime unless the principal first reaches out to the parent, obtains consent and asks for the parent's presence – presence first and then consent.
- viii. *Reading the MOU, there is mention that when parents cannot be reached, as long as the principal or someone lese reads the child's Miranda Rights they can question the child.* If a student is going to be arrested, the student must be read his/her Miranda rights in:
 1. The language that the child understands, and
 2. In the age-appropriate Miranda warning.
- ix. The child cannot be questioned without the presence of an adult. If the principal is a part of the reason why the student is being arrested, the principal cannot be present. In the absence of the parent, the principal acts in loco parentis (in the place of the parent). If the latter is not possible, the student chooses the adult that they are most comfortable with to sit with them while they are being questioned, upon parent approval.
- x. *Angelica: worked for the district attorney's office about five years ago on the Second Chance Program. Through it, young people receive community service hours with a mentor who helped them. This mentor was a social worker who helped manage. Is a program like this viable?* Interest is always in keeping young people out of the criminal justice system and afford them several opportunities. A program called the Warning Card Program is currently in place. It is the first time that the DOE and NYPD entered into an agreement to exercise an arrest diversion program. In the past, students received summons for disorderly conduct, which can eventually turn into a warrant and lead to arrest. Warning cards

today, as opposed to a criminal court summons, are expunged at the end of every academic year. They apply to youth fifteen years old and above. Youth at least eighteen years of age qualify for a criminal court summons.

- xii. *The MOU states that schools must make a reasonable effort to notify the parent. It does not say that the parent has to give consent.* The DOE is governed by Chancellor's Regulations. The MOU speaks to the responsibilities of SSAs. The principals' responsibilities are delineated in the CRs. They are responsible to reach out to the parent. If they cannot reach him/her, they cannot have the child questioned without the consent of the parent.
 - xiii. *Where is the budget for the 85 social workers coming from? Is it from the school budget or from different funding?* Not from the school budget. The allocation is coming from the City Council and it is part of the first lady's Thrive initiative. Eight hundred-and-fifty resumes have been received for social workers. Fifty have been hired. Hiring will take place in two stages, with the 50 already hired assigned to their hubs on October 2, and the remainder before the start of the holiday. They will be placed in schools, but will be responsible for a number of schools, called "clusters", in their respective districts.
 - xiii. *Does the MOU talk about metal detectors in schools?* The MOU only talks about the DOE agreement with the NYPD. Before, metal detectors were placed in a school based on a request from the principal or if an incident occurred in the school. Today, this is done on a "data in, data out" basis: the number of incidents with weapons in schools determines whether the school becomes a scanning school. The DOE and NYPD determine jointly whether or not to have scanners based on the number of incidents in a school that involve weapons such as knives, razors, box cutters, etc. The NYPD has final jurisdiction in the event of actual emergencies. If something very serious involving a weapon happens in a school, the NYPD can say to DOE "we think that that school warrants scanning for [a specific amount of time]." When a principal requests scanning, the principal does not make that ultimate decision on his/her own. They must engage the SLT, the UFT, listen to student voice and have their support, and obtain the approval of the superintendent. The process is the same in order to remove scanners from the school.
 - xiv. *Do PTA members have to go through scanning if they are already working?* The PTA president is on the building on a regular basis. If the principal enters into agreement with the school's safety that says that the PTA member is considered an employee of the respective school, they have the authority to exempt them from going through scanning.
 - xv. *The MOU says that handcuffs should not be used in students younger than twelve years old, but does not specify the type of handcuffs allowed (metal, plastic, etc.).* The DOE does not handcuff kids. This particular section in the MOU applies to SSAs and police officers alone. Velcro straps are used for students under twelve years old. This is in line with the Patrol Guide Procedure, which governs the behavior of NYPD and SSAs when it comes to police enforcement. It states that efforts should be made to use the Velcro straps, although they do not work with all students. Velcro straps are a three-part mechanical device that can overwhelm someone who is emotionally disturbed. Plastic straps are used in riots, but they are not used in schools.
 - xvi. *To reach Mr. Rampersant:* email mramper@schools.nyc.gov, or call (212) 374-4220. Mr. Rampersant will send tonight's presentation to the CEC32 to post on its website.
3. CEC32 President Martha Bayona Report and Announcements
 - a. Parental Rights and How to Advocate For Your English Language/Multilingual Learners: Tuesday, October 22, 2019 between 9 AM and 2 PM at the NYU.
 - b. Bushwick Town Hall on Immigration and Census: Sunday, September 29, 2019 between 12 PM and 2:30 PM
 - c. UFT Brooklyn Parent Conference: Saturday, November 16, 2019 between 8:30 AM and 3 PM.
 4. Superintendent Sheila S.-Gorski's Report: Please see attachment
 - a. Highlight: I.S. 383 scored higher than the city average on state exams and seven I.S. 383 students were accepted to and are attending specialized high schools.
 5. Brief message from Principal Jeanette Wigdorsky of I.S. 383 followed by a special performance by I.S. 383's Steel Pan Major Ensemble
 - a. The president of I.S. 383's PTA is present.
 - b. Highlight: I.S. 383 has a robust performing arts department. Students are also accepted into LaGuardia High School, Frank Sinatra High School for the Arts, and the Brooklyn High School for the Arts. The school has a Theater, Tech and Design course that started to be offered this year. As part of its STEAM curriculum, the school has a hydroponics garden and robotics.
 6. Brief message from Principal Janice Bruce of I.S. 291 followed by a clip of its student film series called "Have you seen him?" and a student discussion of their experiences going through the writing and acting process
 - a. Highlight: I.S. 291 is no longer a renewal school. Early high school is the school's focus, especially to ensure that students graduate with more than only the minimum requirements. Tonight's presentation features our school community.
 - b. Due to technical difficulties, I.S. 291's student clip could not be presented. Ms. Bruce will send the video to the CEC to have it posted on its site CEC32.org.

[Elected Officials Announcement: Assemblywoman Davila: the official is usually at Albany until January trying to secure a robust budget, but attending one CEC meeting is significant. She will be leaving to a funeral of a community resident after the meeting. She is available and left some flyers announcing the Know Your Rights Tenant event, and another on the preservation and protection of children and parents under the Child Victims Act.

Julio Salazar, from the Office of Congresswoman Nydia Velazquez: Yesterday, the office was able to complete two immigration clinics with CEC32, Action NYC, and MOIA, assisting over 40 families, in addition to 20 from a clinic over the summer. The office will have a Bushwick Town Hall this Sunday, September 2019 between 12 PM and 2:30 PM at St. Brigid Catholic Academy. The public charge rule will affect everyone who wants to start the process to become a resident. This is important to make sure that everyone stays informed. In Washington: one bill the member voted for is for H.R. 8, the Bipartisan Background Checks Act meant to ensure that every gun sale that happens in the U.S. has to

go through a background check for 10 days, enough time to run a background check. Right now if the FBI does not conduct a background check within three days, that person can get a gun, to ensure that every gun sale goes through a background check gives the FBI at least 10 days to run a background check. We want to extend that from 3 days to 10 days. In addition, the Stopping the Iron Pipeline Act, ensures that law enforcement has resources to track lost guns, and that gun owners face a penalty or jail time if they do not report that their gun was lost or stolen, to prevent guns from other states from coming to our streets.]

7. Distribution of certificates to outstanding students from I.S. 383 and I.S. 291

8. Public comment

9. Adjournment: 7:40 PM

Business Meeting: 7:45 PM

1. Call to order and roll-call: Present: Martha Bayona, Joanna Fuentes, Stacie Johnson, Maria Lopez, Wanda Nunez, Desines Rodriguez, Samuel Olivares. Absent: Renesha Westbrooks (excused).
2. Approval of minutes: Minutes for August 15, August 22, and September 6, 2019: APPROVED
3. Vote to elect applicant Luis Fonseca as the ninth parent member of the CEC32 to fill one of the three current vacancies in the council
 - a. After interviewing Mr. Fonseca, the Council voted to elect him as a member. All eight (8) members present voted in favor. Luis Fonseca was elected as a member to the CEC32.
4. The United Federation of Teachers (Veronica Wilensky): District 32 classroom sizes
 - a. Class size limits: for elementary school: 32 students; for kindergarten: 25; for pre-K: 18; for 3-K: 15; Middle/Intermediate/Junior High School Title I: 30. Gym class sizes can be 50 students for the latter. Elementary schools have a maximum of 32 students in gym classes. The number of students does not increase for Pre-K and 3-K gym classes.
 - b. Special Education Classes: in a 12:1:1 setting, the maximum is 12 students per classroom. In ICT classes, 40% must be students with IEPs and 60% must be in general education. The maximum number of students is 30, 12 maximum special education students.
 - c. There is a new expedited class size procedure. Before, adjustments first had to go through an arbitration procedure that could take months to solve. This contract is revised every four years and last for three to four years. Come negotiation time, the previous contract is not nullified until a new agreement is reached. This current negotiation is going on until 2021. This is a city, not a state process. State Law keeps the contract in place. Ms. Wilensky requests from the chapter leader a list of how many students are assigned to each class on days 1, 6, 10, and 14 of the school year. After day 14, she is asked to report to superintendents and to put this into a link in the DOE website (per the new expedited procedure). She would enter oversized classes that still exist. She then discusses with the superintendent why these classes are oversized. There are exceptions that allow this. For example: if there are three fifth grade classes and there are 32 students in two classes and 33 in the last class, an exception will be granted to maintain this, as the extra students would not be turned away. If another class had 31 students, the child would be moved to that class.
 - d. Half class size (contractual rule): sample application: there is a middle school where the maximum number of students per class is 30 and there are three classes in the 8th grade, each with 35 students. The average totals to fifteen. That is a half class that would not be granted an exception and another class would have to be opened. This can be demanded contractually. If there is any less students, they can get an exception. With the expedited process, however, schools will not get an exception forever. Adjustments must be made for the next year to not get an exception every year. Special education classes are granted 'waivers' for extra students. Schools have to move faster to change class sizes.
 - e. If a new class is opened, schools in District 32 can work with Brooklyn North to arrange their budgets. They cannot, however, ensure that extra funding will be provided for an extra teacher. Funding is another problem.
 - f. Contractually, a teacher's schedule in a seven period school must consist of one lunch a day and five preparation periods per week. In an eight period day in elementary schools, they get one lunch a day, one preparation period a day, and one professional activity period per week. The latter is a separate period; they get a preference of choices. In middle schools, teachers have one lunch every day, one preparatory period a day, and five professional assignment periods per week.
 - g. What are students supposed to do when their teachers are absent? Every school has a different cluster – art, music, and dance, for example are taught by "cluster teachers": the students go to these cluster classes.
 - h. What happens if students are not receiving these classes or are taken to the cafeteria or outside to play? PTAs can ask those questions at the SLT meetings and discussions with principals are needed.
 - i. Substitute teachers: teachers should call SubCentral and notify the school of their absence from school. This does not mean that a substitute teacher will come. There are certain districts that have a more difficult time securing substitutes. It is the responsibility of the school to do what they can to obtain a substitute. They can call specific substitutes and SubCentral notifies substitutes of available positions. Unless they know a substitute that schools can rely on, they have a hard time finding someone. Substitutes choose where they want to work. If substitute teachers work for a certain amount of days in row, their status and payroll changes in the system, which qualifies them for certain extra benefits. Some principals do not call back certain substitutes to avoid this. It is at the discretion of the principal to hire the substitutes.
 - j. When a teacher is absent and substitutes are not available, schools split classes, putting classes and different grades together in a class. This is a last resort move. If schools do not do every possible effort to have a substitute teacher and a class, then Ms. Wilensky may interfere.
 - k. Parents cannot stop by in schools while they are in session. It is a safety issue and they cannot walk freely through the hallways (need an escort).
 - l. The class size maximum for middle school is 30 students. During the latest negotiations, the DOE was not willing to negotiate class sizes. The UFT is asks for lower class sizes. The next negotiations take place on 2021. Negotiations for UFT go on for months.

They can last years, depending on the mayor, chancellor, the political climate, etc. Parents can advocate to the City Council for a change, as this is a city contract.

- m. The maximum hours for SLT meetings are 30 per school year. Schools choose how to arrange this time per month. If an SLT is not functioning, Ms. Wilensky should be notified. Anything less than 20 hours per year is concerning. CEP writing and other activities do not count as hours. Remuneration at SLTs is taxable and SLTs are open to the community. Attendees may not be able to speak unless they place a request before or a provision is stated in the bylaws.
 - n. Lunch duty and cafeteria supervision: teachers, paras get a duty free lunch. If lunch duty is a professional activity, they will get lunch duty in a middle school. This is if they need extra help. Parents can volunteer in the lunchrooms through the PTAs, but not in general due to safety. There are also ways to ensure that kids have appropriate supervision during trips.
 - o. Are parents allowed in the classroom? NO. Does the school have any duty to report to parents? Unaware of DOE rule that mandates that the schools inform parents. There was mention of a previous program called Learning Leaders in which parents, or anybody, could register to volunteer in the schools.
5. Members' Report
- a. Member Samuel Olivares: Afterschool fee waiver pilot program: The program for organizations who request the use school facilities for afterschool programs has been extended. Churches are included (non-religious activities).
 - b. Announcement: ¡Calabazafest! 2019 needs volunteers.
6. Treasurer's report: Please see attachment
7. Old Business
- a. Motion to change conflicting monthly meeting dates on February, March, April, and May 2020, from the third Thursdays of the month to the fourth Thursdays, presented by Stacie Johnson. The motion was seconded by Desines Rodriguez.
 - i. The CEC32's bylaws mandate that the CEC32 hold its monthly meetings on the third Thursdays of the every month. The following are the reasons why the change is being made to move the CEC32 meeting to the fourth Thursday:
 1. February, 2020: Mid-winter recess (schools are not in session)
 2. March, 2020: PTCs for high schools (full parent attendance is hindered)
 3. April, 2020: Spring recess (schools are not in session)
 4. May, 2020: PTCs for high schools (full parent attendance is hindered)
 - ii. All members voted to approve the motion (8-0-0)
 - b. Election of a timekeeper.
 - i. Nomination(s): Member Martha Bayona nominated Member Samuel Olivares. Member Olivares accepted the nomination.
 - ii. No other nominations were made.
 - iii. All eight (8) members present approved the nomination. Member Samuel Olivares was elected Timekeeper of the CEC32.
 - c. Formation of committees (should present a plan of work for the October Meeting)
 - i. IEP Committee: Form by Member Joanna Fuentes. Members Desines Rodriguez and Luis Fonseca joined
 - ii. Communications Committee: Formed by Members Stacie Johnson and Samuel Olivares
 - iii. Afterschool Committee: Formed by Members Stacie Johnson and Samuel Olivares
 - iv. Lead Committee: Formed by Member Stacie Johnson
 - v. Policy Committee: Formed by Members Wanda Nunez and Stacie Johnson
 - vi. Diversity Committee: Formed by Member Stacie Johnson
 - vii. Other suggestions: English and Multilingual Committee
 - viii. All committees will bring their plan of action to the next monthly meeting on October 17th, 2019
 - d. The remaining items were tabled for after the executive session
8. Executive session (pending vote): Motion to enter into an executive session to discuss a conversation held with a particular person on SLTs, presented by: Martha Bayona. Motion seconded by Desines Rodriguez.
- a. All members voted to approve the motion (8-0-0)
 - b. Motion to invite Silvia Belmonte, CEC32 Administrative Assistant, into the executive session, presented by: Martha Bayona. Motion seconded by Maria Lopez
9. New Business (4 min)
- a. Member language survey: completed by members
 - b. Job fair for Census 2020
 - c. SLT training for CEC members
 - d. Parental Involvement
 - e. Upcoming meetings presenters
 - i. November, 2019: Contracts For Excellence
 - ii. December, 2019: School Construction Authority
 - iii. January, 2019: School Construction Authority and the Division of School Facilities
10. Building agenda for the next meeting
- a. Old business items: List of potential presenters: suggestions: Daniel Dromm, Mark Treyger, Scott Stringer; the Diversity/Equity Plan.
 - b. For any suggestions for the business meeting agenda, please send all requests via email.
11. New business items that remain for discussion:
- a. Job fair for Census 2020
 - b. SLT training for CEC members

c. Parental Involvement	
12. Adjournment: 9:01 PM	
APPROVAL OF CALENDAR, AND BUSINESS MEETING MINUTES	August 15, August 22, and September 6, 2019 - Approved [Met Quorum]
NOTE: All meetings are recorded for future availability/submission upon request at the CEC D32 office.	
ADJOURNMENT	Meeting adjourned at 9:01 PM
SUBMITTED BY:	Silvia Belmonte, Administrative Assistant

Approved on: Thursday, October 17, 2019

_____ Recording Secretary