



Community District Education Council 26

New York City Department of Education

Address: 61-15 Oceania Street, Bayside, NY 11364 Phone: (718) 631-6927 Fax: (718) 631-1347 E-mail: CEC26@schools.nyc.gov.

Alan Ong <i>President of the Council</i>	John Gavros <i>First Vice- President</i>	Roy Menendez <i>Second Vice President</i>	Adriana Aviles <i>Recording Secretary</i>	David Wong <i>Treasurer</i>
<i>Council Members:</i>				
Sheng Chao Yu Dilip Nath Karen Rose Scutt	Michelle Liu Shajid Ali Muhamad Tanweer Ansari		Danielle Giunta Community Superintendent District 26	

Website: www.CDEC26.org

February 28, 2018 Calendar Meeting Minutes

Calendar Meeting: 7:08 PM

Meeting called to Order and Roll Call at 7:12 PM by Alan Ong.

Present: Alan Ong, John Gavros, Roy Menendez, David Wong, Shengchao Yu, Karen Rose Scott, Dilip Nath, Michelle Liu and Shajid Ali Muhamad, Tanweer Ansari and Adriana Aviles

Absent:

Also Present: Danielle Giunta, Superintendent District 26, Lori Stein Butera, Farjana Faruk and Paola deKock

- I. **Welcome**
- II. **Presentation by Borough of Safety Director- Maurice Lindsey** (see **addendum A**) for safety protocols for Teachers and Students).
- III. **Superintendent's Report:** Danielle Giunta
 - 1) District 26 FY 2019 School Budgeting Allocation Formula: (see **addendum B**) for detailed overview.
 - 2) The councilmembers highlighted and discussed about the accomplishment for our monthly District 26 Spotlight Schools.
- IV. CPAC- A660 was renewed. Flushing High School have been restaffed. School surveys are due.
- V. **Public Comment:**
 - 1) Jim Gallagher- 107th Precinct started a new program (neighborhood coordination officers).
 - 2) Mary Vaccaro- reminded CEC members of Lobby Day is March 19th.

Alan Ong made a motion to adjourn the public meeting. Seconded by Shajid Ali Muhammad. Motion passed unanimously. Meeting adjourned at 8:56 pm.

February 28, 2018

Business Meeting

Meeting called to Order and Roll Call at 8:57 PM by Alan Ong.

Present: Alan Ong, John Gavros, Roy Menendez, David Wong, Shengchao Yu, Karen Rose Scott, Dilip Nath, Michelle Liu and Shajid Ali Muhamad, Tanweer Ansari and Adriana Aviles.

Absent:

Also Present: Danielle Giunta, Superintendent District 26, Lori Stein Butera, Farjana Faruk and Paola deKock

- I. **Minutes** was reviewed for January 25, 2018. Motion was made by John Gavros to approve the minutes and seconded by Shajid Ali Muhammad. Motion passed unanimously for approval of minutes.
- II. **Budget Review**- Budget was reviewed. Budget modification was reviewed and approved unanimously. (Please see addendum C for detailed overview) Motion to approve John Gavros and seconded by Shajid Ali Muhammad.
- III. **President's Report- Alan Ong**
 - President Council Legislative Breakfast- Friday, March 16, 2018 ,Time: 9:00 AM
Location: K Pacho

**1270 Union Turnpike
New Hyde Park, NY 11040**

- FACE training- Tuesday, March 6, 2018 6:00pm - 8:00pm; Parliamentary Procedures Training @ TWEED
 - SECOND ANNUAL Dr. Seuss Day with Special Guests will be on his actual birthday, Friday, March 2nd! 8:30am for a light breakfast AM.
 - The council also discussed issues regarding issue with gym wall for 26Q158.
 - Members reported on various visits at 26Q172, 26Q266, 26Q173 and 26Q203.
- IV. Old Business
V. New Business
VI. Alan Ong motioned to adjourn the meeting at 9:42 PM.

Addendum A:

GRP Summary Sheets for Teachers and Students.

3 Actions

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



Lockdown(Soft/Hard) –Soft lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. Hard lockdown implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders
"Attention: We are now in soft/ hard lockdown. Take proper action"
(Repeated twice over the PA system)

Students are trained to:

1. Move out of sight and maintain silence

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off
2. Move away from sight and maintain silence
5. Wait for First Responders to open door or the "All Clear" message
"The Lockdown has been lifted" followed by specific directions.
6. Take attendance and account for missing students by contacting main office



Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with "Attention" and be followed with specific directions. (Repeated twice over the PA system).

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.



Shelter-In – "Attention. This is a shelter-in. Secure the exit doors."
(Repeated twice over the PA system).

Students are trained to:

1. Remain inside of building
2. Conduct business as usual
3. Respond to specific staff directions

Teachers are trained to:

1. Increase situational awareness
2. Conduct business as usual
3. The Shelter- In directive will remain in effect until hearing the "All Clear" message "The Shelter- In has been lifted" followed by specific directions.

BRT members, floor wardens, and Shelter- In staff will secure all exits and report to specific post assignments



Lockdown Condition

Lockdown is called when there is a threat or hazard inside of the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from the threat.

Public Address

The public address for Lockdown is: "Attention. We are now in soft/hard lockdown. Take proper action" and is repeated twice each time the public address is performed.

Actions

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building.

Teacher and student training reinforces the practice of not opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door or the all clear message "The Lockdown has been lifted" followed by specific directions from administration are given.

Building Response Team

If a soft lockdown is issued, the Building Response Team (BRT) should be activated and members should follow directions as outlined in the School Safety Plan and BRT Action Sheets. If a hard lockdown is issued, NO ONE IS TO ACTIVATE UNTIL HEARING THE ALL CLEAR MESSAGE.

Responsibility

The classroom teacher is responsible for implementing lockdown protocols. The teacher should lock all classroom access points and facilitate moving occupants out of sight. Silent or whispered attendance should be taken to determine if attendance has changed since the beginning of class.

Preparation

Teachers and students should be trained to refrain from opening the classroom door until a first responder or school officials have issued the official All Clear message "The Lockdown has Been Lifted".

Students and staff should be advised that a lockdown may persist for several hours and during an incident, silence is essential.

Drills

Lockdown drills should be performed twice a year. Lockdown drills must be done in consultation with the Borough Safety Director.

Contingencies

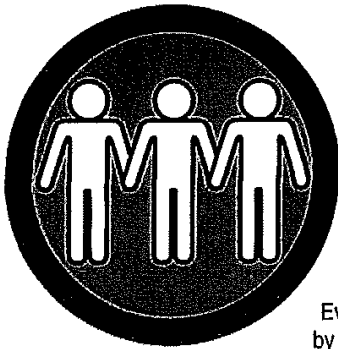
Students and staff who are outside of classrooms during a lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation, students and staff must be trained to hide or possibly evacuate themselves away from the building to the nearest school and report to school officials immediately upon arrival.

Examples of Lockdown Conditions

The following are simply some examples of when a school might initiate a Lockdown:

1. Dangerous animal within school building
2. Intruder
3. Angry or violent parent or student
4. Active shooter



Evacuate Condition

Evacuate is called when there is a need to move students from one location to another in an orderly fashion.

Public Address

Evacuations will be initiated by using the fire alarm system. The public address, when used for an evacuation will begin with "Attention" followed by specific directions and is repeated twice each time the public address is performed.

Building Response Team (BRT)

The Building Response Team (BRT) should be activated and members should follow directions as outlined in the School Safety Plan and BRT Action Sheets.

Responsibility

The classroom teacher is responsible for administering all evacuation directives which include:

1. Grab evacuation folder (with attendance sheet and assembly cards).
2. Lead students to evacuation locations as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards

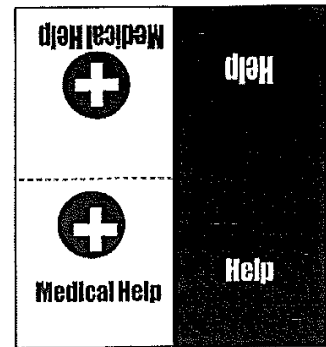
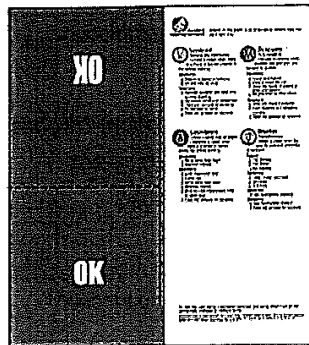
Evacuation Assembly

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to lead their classes to appointed locations outside of the school where they will be required to take attendance and report any problems or concerns to school staff or first responders using the Assembly Card system. These locations are usually the same as the locations listed on the classroom fire drill posters. However it is always possible that special circumstances will require classes to follow their alternate evacuation route. **IT IS CRITICAL THAT ALL STUDENTS BE TRAINED TO REMAIN SILENT AND LISTEN FOR ADDITIONAL DIRECTIONS FROM THEIR TEACHERS**

Assembly Card

The Assembly Card system is employed for administration or first responders to quickly (visually) identify the status of the teachers' classes.

1. **Green Card (OK)** - All students accounted for, No immediate help is necessary
2. **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
3. **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

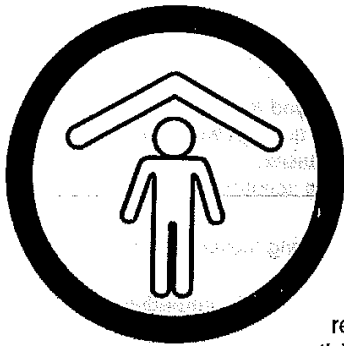


Drills

Evacuation protocol including Assembly Card System should be used during every fire drill.

Contingencies

Special needs evacuation plans should be developed and drilled, including specific protocol for the securing of medication and pharmaceutical supplies and a location to ensure privacy if there is a need to administer medication during the evacuation. On- Site school health professionals must be consulted to review critical care information as it applies to staff and students.



Shelter-In

Condition

Shelter-In is called when there is a threat or hazard outside the school building or when the need for personal protection is necessary. Shelter-In may be the response to violence or criminal activity in the immediate neighborhood, a dangerous animal on the playground, or an environmental condition. Training should also include spontaneous events such as tornado, earthquake or airborne irritants. Shelter-In uses the security of the physical facility to act as protection.

Public Address

The public addresses for Shelter-In is: "Attention. This is a Shelter-In. Secure the exit doors." and is repeated twice each time the public address is performed.

Actions

The Shelter-In Protocol demands locking all outside access points allowing activities within the building to function as normal.

Classes that were held outside, such as physical education class, would return to the building and if possible continue inside the building.

There may be an occasion where students expect to be able to leave the building (examples are end of classes, job commitment, etc.) Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but full cooperation is important to ensure their safety.

For environmental conditions, immediately consult with your custodial engineer to review actions that may include turning off heating, ventilation or air conditioning system.

The Shelter-In directive will remain in effect until hearing the "All Clear" message "The Shelter-In has been lifted" followed by specific directions.

Building Response Team (BRT)

The Building Response Team (BRT) should be activated and members should follow directions as outlined in the School Safety Plan and BRT Action Sheets.

Responsibility

Depending on the situations, administration or teachers may be required to lock the doors or windows. Staff members assigned as floor wardens or other safety related responsibilities for a "Shelter-In" should be identified in advance and should actively drill the protocol. This includes securing doorways, windows, loading docks, and fire escape ladders (leased locations) and other access points.

The assigned staff is designated as having "Shelter-In Duty" ****These are NOT your Building Response Team (BRT) members. Staff assigned may include the floor wardens**

There should also be staff assigned a person with "secondary responsibility" for Shelter-In Duty in the event the person with primary responsibility is absent or unable to perform the protocol.

Classroom teachers or instructors are required to take attendance and determine if attendance has changed since the start of the class. If there are extra or missing students, the teacher should notify the main office.

The main office should gather information from the classrooms regarding missing or extra students in the classroom.

Drills

Shelter-In drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

Contingencies

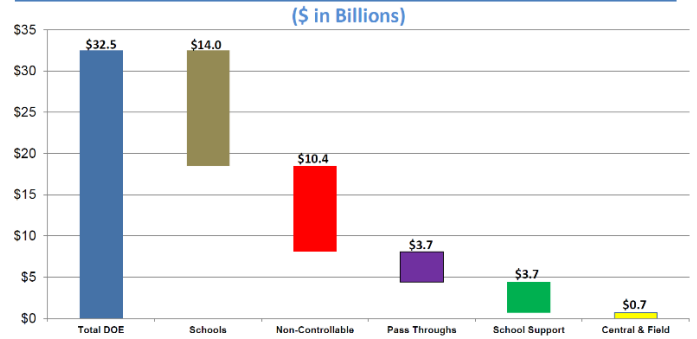
There may be physical attributes to the campus that mandate special handling of a Shelter-In. An example would be a campus where modular buildings are present. School leaders should discuss conditions under which it may be best for students in modular buildings to evacuate to the main building rather than going to Shelter-In in the modular building.

Addendum B

The FY 2019 DOE Budget Is \$32.6 Billion

	\$ in billions
City	\$12.3
State	\$11.1
Federal	\$2.0
Other Categorical & Intra-City	\$0.2
Total Operating Budget	\$25.6
Pension & Debt Service Costs (City & State funded)	\$6.9
FY 2019 Total DOE Budget	\$32.5

FY 2019 DOE Total Budget



In FY 2018, New York State Will Provide New York City With \$1.6 Billion Less Than Their Campaign for Fiscal Equity Obligation

- New York State has not kept up with its obligations to fund New York City schools as per the Campaign for Fiscal Equity ruling.
- The CFE ruling determined that New York State was not meeting its constitutional requirements in funding public schools and the State agreed to phase in additional funding to New York City schools over four years.
- During the recession, New York State walked away from this obligation.
- This year, the Department of Education will receive \$1.6 billion dollars less than its CFE-mandated level from the State.
- Without these funds, New York City cannot provide each school with 100% of their Fair Student Funding allocation.

The Mayor Has Made Significant Investments in Equity & Excellence Educational Programs

Academic Excellence	Student & Community Support	Innovation
Universal 2nd Grade Literacy	Single Shepherd	District-Charter Partnerships
Pre-K for All	College Access for all Middle Schools	Renewal Schools
Computer Science for All	College Access for all High Schools	Field Support Centers
AP for All	Community Schools	SchoolFinderNYC.gov
Algebra for All	NYC Summer Meals	ELL Translation Services

The Formula Is Strongly Aligned to the Framework for Great Schools

- The formula allocates over \$6 billion – the largest financial resource available to principals.
- Funding student needs through the formula provides the building blocks for capacity in every school to provide a supportive environment, rigorous instruction, and teacher collaboration; and empower principals to be effective school leaders.
- The funding model provides a student achievement centered approach to funding schools. Transparency in the formula increases trust and supports strong family-community ties.



2018-2019 Proposed Budget Weights

Grade Base Weight	Weight	Special Education	Weight
Grades K-5	1.00	Single Service <=20%	0.56
Grades 6-8	1.08	Multiple Services 21% to 59%	1.25
Grades 9-12	1.03	FT SC K-8	1.18
Academic Intervention	Weight	FT SC 9-12	0.58
Poverty Count K-12	0.12	FT ICT K	2.09
4-5 Well Below	0.40	FT ICT 1-5	1.74
4-5 Below	0.25	FT ICT 6-8	1.74
6-8 Well Below	0.50	FT ICT 9-12	1.74
6-8 Below	0.35	Post-IEP Transitional Support	0.12
9-12 Well Below	0.40	English Language Learners	Weight
9-12 Below	0.25	ELL K-5 (ENL Only)	0.40
9-12 Overage Undercredited OTC	0.40	ELL K-5 (Bilingual)	0.44
Portfolio Schools	Weight	ELL K-5 (Commanding)	0.13
CTE Nursing	0.26	ELL 6-12 (ENL Only)	0.50
CTE Health/Theater/Tech	0.17	ELL 6-12 (Bilingual)	0.55
CTE Business	0.12	ELL 6-12 (Commanding)	0.12
CTE Home Economics/Arts	0.05	SIFE	0.12
Academic	0.25		
Audition	0.35		
Transfer Heavy Challenge	0.40		
Transfer Non-Heavy Challenge	0.21		

We Would Like Your Feedback on Fair Student Funding

Comments and questions may be directed below by **April 24, 2018**.

Via email to

BudgetPublicComments@schools.nyc.gov

– OR –

By phone to (212) 374-6754.

A copy of this deck can be found at:

<http://schools.nyc.gov/Offices/DBOR/default.htm>

Addendum C:



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<hr/>				
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Dilip Nath	Shajid Ali Muhamad		Community Superintendent	
Karen Rose Scutt	Tanweer Ansari		District 26	

Website: www.CDEC26.org

February 28, 2018 CEC26 Budget Report

Opening balance is- \$13,041.35

Closing balance is- \$12,674.76

February Expense = \$366.59 (see next page for details)

Voted and approved on February 28, 2018

End of the year budget modification:

The remaining balance of \$116.00 from activity code I7ZZ (code 100 general supplies) will be moved to P-Card.

The remaining balance of \$324.00 from activity code I9E3 (code 300 furniture) will be moved to P-Card.

The remaining balance of \$151.00 from activity code I804 (code 400- water) will be moved to P-Card.

The remaining balance of \$1451 from activity code I80E (code 451- workshops) will be moved to P-Card.

The remaining balance of \$400 from activity code I80E (code 451-workshops) will be moved to vendor payment.