



Chancellor's Parent Advisory Council

[Tweed Courthouse *52 Chamber Street, New York 10007 / Email: CPAC@DOEexternal.NYC](mailto:CPAC@DOEexternal.NYC)

CPAC Parent Advisory Council Board

Chairperson – Rosa G. Diaz

1st Vice Chairperson – Randi Garay

2nd Vice Chairperson – Erika Newsome-Rodriguez

Recording Secretary – Ashlee Mulero

Corresponding Secretary – Josephine Cangelosi

Treasurer - Rebecca Staley

Parliamentarian & Livestream Coordinator – T/B/D

Website: www.cpacnyc.com / Twitter: [@cpacnyc](https://twitter.com/cpacnyc)

Facebook: <https://www.facebook.com/cpacny>



CPAC@DOEexternal.NYC

CPAC Virtual Monthly MEETING

December 12th, 2024 - Minutes

Call to Order:

Meeting: Started at 9:34 am

Present: All Executive Board members

Rosa begins with a welcome

- **CPAC EB Members for School Year 2024 - 2025**
- **CPAC Procedures and Standing Rules**
- **CPAC Rules Summary done by Erica Newsome**

Presidents Council Current Members (Present) Roll Call done by Randi:

D1, D2, D3, D4, D6, D8, D12, D17, D20, D21, D22, D25, D26, D29, D30, D31, D75, BKHS, MHS, QHS

CPAC Chair Rosa:

- **Shares the agenda for the December meeting and going over presentations**
- **Discussed that the November minutes were shared and will review together before the end of the meeting.**
- **However, the minutes for October are still unavailable.**
- **CPAC Calendar for Executive Board meetings and General meetings**
- **Any suggested topics for upcoming General meetings please send to Executive Board Members via email which is provided on the CPAC website**
- **Shared a breakdown of CPAC Committee Chairperson**

First Presentation:

Issues with DOE's Implementation of Class Size Reduction (Class Size Matters) by Leonie Haimson

- **New class size law passed June 2022 by NYS legislature and signed by Government in September 2022, who gave DOE an extra year to comply**
- **Law requires NYC to provide a 5 year class size reduction plan to cap class size at 20 students in grades K-3, 23 in grades 4th-8th, and 25 in HS classes by the end of September 2028**
- **Phys Education and Performing Arts group classes to be limited to 40 students per class instead of 50**
- **An additional 20% of all classes supposed to achieve these caps each year**
- **Schools with highest levels of poverty to be prioritized for smaller classes first**
- **Some exemptions allowed in the law but only with agreement of UFT and CSA**
- **Where are we now in 2024-2025 School Year?**
- **We are now in the 2nd year of the five-year phase in**
- **DOE was already at more than 40% compliance when law was first passed, mostly due to enrollment decline and we did meet 40% benchmark this year**
- **But class sizes increased in most schools after the law passed because of ongoing school budget cuts and enrollment increase last year**
- **Meeting 60%-100% compliance in years three to five extremely unlikely without significant changes in DOE policies and practices**
- **Contrary to be what the lawn requires, DOE has not developed nor implemented a real five-year plan, especially one that will provide the necessary space**
- **Bar graph is shared: DOE data shows average class sizes are larger now at all grade levels than in November 2021- before class size law was passed**
- **Bar graph shared: DOE size compliance ranges widely from 25% in D26 to 80% in D23**
- **Bar graph shared: In grades K-3, compliance ranges from 19% to D26 to 80% in D5**
- **Bar graph shared: In grades 4-8, compliance ranges from 23% in D28 to 87% in D23**
- **In HS classes, compliance ranges from 26% to D26 to 80% in D23**
- **What are DOE proposals to reach the caps next year?**
- **Principals in consultation with their SLTs can apply for additional funds to lower class size; deadline Dec.20th**
- **Process completely voluntary, and no total funding announced, nor how many teachers hired with these funds**
- **DOE says schools can only apply if they have available space for smaller classes, without affecting current programming**
- **Yet more than half of principals responding to DOE survey last year said they do not have enough space to lower class size to mandate levels (650 out of 1280 respondents)**
- **Last year's Blue Book reports that 428 schools were over utilized, enrolling 325,000 students; many believe 88 underestimates overcrowding**
- **Last year, percent of students in overcrowded schools increased in two thirds of Districts**

-
- **Bar graph shared: The Percentage of Students in Overutilized Schools increased from 37.7% in 2021-2022 to 39.7% last year**
 - **Only strategies DOE offering for schools to expand their classroom space**
 - **Fully use and repurpose existing space without affecting programming**
 - **Go to multi-sessions**
 - **Expand online learning (which should not be done w/out parent consent)**
 - **At a recent CEC meeting, DOE official said elementary schools could also request to move 3K or PreK classes into nearby CBOs, especially as they have 1000s of empty seats**
 - **Many schools will still not have space to meet the 5-year class size goals**
 - **Yet class size working group recommended that school should be able to cap enrollment at lower levels if there are underutilized schools nearby**
 - **They propose guardrails that no student would be forced to attend school far from home: no more than half hour by walking for elementary schools; half hour by public transportation or school bus from MS students; one hour Public transportation or School bus for HS students**
 - **By refusing to allow schools to cap their entering classes next year, it will be difficult for many to meet 4th and 5th Year targets, without transferring students out of the school, causing unnecessary disruption**
 - **DOE proposes all “over enrolled” schools be forever exempted from lowering class size, especially if they're underutilized schools nearby, claiming this is the result of “high demand” rather than lack of space caused by their enrollment policies**
 - **Yet DOE controls enrollment in a non-transparent manner that hurts both sets of schools**
 - **How the DOE enrollment policies undermine schools?**
 - **Capping enrollment when there are underutilized schools nearby would benefit schools at overcrowded schools, allowing them to have smaller classes and access to lunch, jim, and other facilities at more reasonable times**
 - **Currently under enrolled schools would receive larger budgets and better able to provide art, music, advanced coursework and other programs and services necessary for a quality education**
 - **More evenly distributing enrollment over time could lead to more economic and racial diversity as well**
 - **It would also save years of time and billions in school construction costs**
 - **DOE already allows enrollment caps in some schools for purpose of controlling class sizes**
 - **DOE already caps enrollment if necessary to meet UFT contractual class size levels**
 - **Principles as certain high-demand, elite schools are allowed to cap enrollment and offer smaller classes, so why shouldn't this happen at less privileged schools?**
 - **Special music school in district 3 receives about 400 applications per year, yet admits only 15 kindergarten students, enabling class sizes of 15 in grades K-5**
 - **Bard Early College HS in Manhattan and Queens receive more than 5,000 applications for 9th grade each year, and except only about 150 students, allowing class sizes of 24 or less**

-
- **What should schools do?**
 - **SLTs and principles should apply for as much class size funds for stopping as they need to reach the Caps - remember deadline is December 20th!**
 - **For elementary schools, consider asking to move 3K and Pre-K classes to nearby CBO's with empty seats**
 - **If your school is in an area where nearby schools are overcrowded, demand that do we build more schools in your community**
 - **If your school does not have sufficient classroom space with other underutilized schools nearby, you should ask your enrollment to be immediately capped at lower level while pointing out you cannot, it will be difficult if not impossible to attain the caps in year 4 or 5**
 - **What should parents do?**
 - **We have a resolution for CPAC, PAs, SLTs, CECs to consider with these provisions at <https://tinyurl.com/classsizereso2024>**
 - **Please also sign and share our petition at <https://tinyurl.com/classsizepetition2024>**
 - **If you're willing to meet with your elected reps email us at info@classsizematters.org**
 - **Sign up for our newsletter to be kept updated at <https://classsizematters.org/subscribe/>**
 -
 - **Second Presentation:**
 - **Dangers of Subway Stuffing by NYPD Transit Bureau Sgt Patrick Huang (20yrs) and Sgt Derek Sambolene (18yrs)**
 - **A Deadly Game : The Tragic Consequences of Subway Surfing by Chief Joseph M. Gulotta NYPD Chief of Transit**
 - **Subway Surfing Definition: riding outside of a train car - weather on top, side, or back of a train**
 - **Line graph was shared: Subway Surfing 911 Calls- A Growing Problem from 2018 to present**
 - **Subway Surfing on Social Media: NYPD connects with various social media platforms to help remove the dangerous content being posted**
 - **Subway Surfing Popular Culture: asking families to be careful having kids play this game or not to play at all**
 - **Consequences:**
 - **Injury**
 - **Death**
 - **Arrest/Police Custody**
 - **Juvenile Record**
 - **Impact on Friends/Family**
 - **Embarrassment**
 - **Trauma**
 - **Heartbreak**
 - **Two videos shared of families, friends, and surviving subway surfers as to how Subway Surfing has impacted their lives**

-
- **Subway Surfer Operations:**
 - **Certified drone pilots + apprehension teams work together to intercept subway surfers**
 - **Over 150 Interventions since October 2023**
 - **Average age : 14 years old**
 - **Drone video shown to parent/guardian**
 - **Shared a photo of different Train Keys to be on the look for since they can be used to access MTA areas**
 - **Subway Surfing Informational Pamphlet is given to parents who are called in to the precinct to pick up their**
 - **What Can You Do?**
 - **Ask them out right about subway surfing**
 - **Look for items used by Subway surfers**
 - **Find out what they're doing after school**
 - **Ask about unexplained injuries**
 - **Tracking apps to monitor location**
 - **Monitor their social media**
 - **Kevin Dantzler can arrange for this presentation to be shared at schools**
 -
 - **Third Presentation:**
 - **New York City Public Schools Citywide Behavioral Expectations**
 - **Safety and Prevention Partnerships by Mark Rampersant, Chief and Dr. Robin Davson, Executive Director, Office of School Safety: School Climate and Culture**
 - **Objectives**
 - **Review NYCPS Citywide Behavioral Expectations to support student learning/Discipline code**
 - **Consider the logical progression of possible student disciplinary responses and factors of consideration**
 - **Clarify documentation/record keeping, timelines and dispositional guidelines related to student discipline**
 - **The Citywide Behavioral Expectations/Discipline Code Value Statement was shared**
 - **The Discipline Code: Available to students, staff and families on the NYCPS website**
 - **Set standards of behavior, accountability, and support for all students governed by chances regulations A-443**
 - **Highlight students Bill of Rights and responsibilities**
 - **Provides a range of permissible disciplinary measures and student support**
 - **Ensures both consistency and equitable treatment for all students**
 - **Set stone for safe and secure schools conducive to quality teaching and learning in every school**
 - **Views behavioral incidents as an opportunity for student growth and learning supported by guidance interventions**

-
- **Promoting positive student behavior: School culture and climate have a profound impact on students academic progress and the relationships with peers and adults.**
 - **Each school is expected to promote a positive School culture that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students pro-social behavior.**
 - **Social emotional learning must be a basic component of a school's program of universal prevention for all students**
 - **Parents who want to discuss supports and interventions in response to students behavior should contact their child's school, including the Parent Coordinator, or, if necessary, the Family Support Coordinator in your District Office**
 - **The Impact**
 - **Effective social emotional learning helps students develop fundamental life skills, including:**
 - **Recognizing and managing emotions**
 - **Developing caring and concern for others**
 - **Establishing positive relationships**
 - **Making responsible decisions**
 - **Handling challenging situations constructively and ethically**
 - **Progressive discipline**
 - **What:**
 - **Use incremental supports and interventions as teachable moments to address and welcome student behavior**
 - **Insure both accountability and positive behavior change (of rather than punishment)**
 - **Why:**
 - **Handle misbehavior on a case-by-case basis**
 - **Collaborate with other offices and within OSYD to support the school, the student with the goal to minimize the possibility of recid negative behavior**
 - **Where:**
 - **The "Progressive Ladder of Support and Disciplinary Responses" outlined in OSYD's Discipline Code**
 - **Procedures and chances regulations A-443**
 - **Applying the Discipline Code**
 - **The students age, maturity, and nature/severity of the incident**
 - **The circumstances and extent of injuries (if any)**
 - **Students prior behavioral record and the supports and interventions that have been provided previously**
 - **Students IEP, BIP, 504 Accommodation Plan, if applicable**
 - **Which infraction code clearly aligns with the misconduct**
 - **Weather supports and interventions are needed**
 - **Are there other mitigating circumstances? Social emotional needs of all parties involved**
 - **Disciplinary Responses: Guidance Interventions and Supports**
 - **The discipline code offers an extensive list of guidance interventions/supports for all infractions. Some examples are: Conflict resolution, Restorative practices, Development of individual behavior contract**
 - **Individualized support plan, Mentoring, Reference to counseling supports, Guidance support, Mediation**
-

-
- ***There are Disciplinary Responses: Teacher Removal and Suspension***
 - ***Students with Disabilities: References Chancellors Regulation A-443 and SOPM***
 - ***Alternative Learning Centers (ALC's) are located within the 5 Boroughs***

Chancellor Melissa Ramos- Aviles Speaks

- ***Special Thanks to Randi for inviting the Chancellor to Kingsborough BKHS, attended CEC meeting at D21***
- ***Reminder of CEC applications begin January 2025***
- ***Thanked everyone for her time and open to question and answer***

- ***Anthony's Hot Topics by Anthony Aguilar CPAC FACE Liaison***
- ***PA and PTA should be meeting quarterly***
- ***Interim Financial Report can be discussed with the principal (due Dec)***
- ***Create goals for your PA/PTA***

- ***Question and Answer Segment.***
- ***November minutes went over together.***
- ***October minutes tabled. Still awaiting minutes.***
- ***Next meeting January 9, 2025***

- ***Adjournment at 11:54 am: Veronica D17 and A. Rodriguez***

CPAC Minutes by Recording Secretary Ashlee Mulero D1