Steve Stowe: Absolutely. I'm good.

Kevin Zhao: Right.

Kevin Zhao: You guys ready to start. John Yancheng, everyone ready.

Steve Stowe: We're gonna start. Yeah.

Steve Stowe: Okay, of what's the Steve stoles here?

Steve Stowe: First, st vice President John Ricardo. Here?

Steve Stowe: Second, was question page 10.

Steve Stowe: I should get some and recording Secretary Kevin Zahn. Here

Steve Stowe: treasure may find may find 10.

Steve Stowe: Okay.

Steve Stowe: Council. Member Wei, min. Chen council members, Rina Mcnama.

Steve Stowe: Sabrina, are you here? Or are you online recording in progress, Kevin? It's no Council member yanking Chen here.

Steve Stowe: Council, Member Febiora.

Steve Stowe: When did that?

Steve Stowe: That they are out?

Steve Stowe: Okay, Council, Member Maya Rosenberg, Maya. Area

Steve Stowe: Council Council, member Amara. Stern.

Steve Stowe: No.

Steve Stowe: correct here. So

Steve Stowe: all right, that's it. And we do have 7 in person. Right, Kevin. We have 7 in person, great.

Alina Lewis: I'm sorry, Steve. I didn't hear him call my name. It's Alina.

Steve Stowe: Oh, my God!

Steve Stowe: Hey, Irena, I'm sorry. Yeah.

Alina Lewis: Hi, that's okay. No worries. I'm here virtually tonight. Thank you.

Steve Stowe: Thank you. Oh, yeah.

Steve Stowe: Sorry.

Junmi chen: I didn't.

Steve Stowe: Okay, okay, thanks, Kevin. 1 min. We're just

Steve Stowe: okay. Thanks, Kevin. Welcome everyone to the Cec meeting for February 2025.

Steve Stowe: As always at our meetings we have interpretation in Arabic, mandarin, and Spanish.

Steve Stowe: You should see video of those interpreters and their names listed in the chat in the participant list. Those interpreters will now provide their instructions for anyone who would like to use interpretation services. Could our Arabic interpreter please introduce yourself.

Layla Al-Marzooqi - Arabic. Interpreter: Sita Sittah Shukran.

Steve Stowe: Thank you. Could our mandarin interpreter, please introduce yourself.

Mandarin-Sophia Xie: That will be the mandarin announcement, Id. How much

Mandarin-Sophia Xie: Amando announcement complete.

Steve Stowe: Thank you.

Steve Stowe: Could our Spanish interpreter, please introduce yourself.

Spanish - Alexander Vasquez-Doe: Good evening. This is the Spanish introduction.

Spanish - Alexander Vasquez-Doe: tres cuadro siate nueve sey seis cuadro uno uno cuadro ingreso la clave ocho tres tres tincos se estres

Spanish - Alexander Vasquez-Doe: terro venti ocho mas el signo en numero telephono

Spanish - Alexander Vasquez-Doe: parano intern pill gracias. Thank you.

Steve Stowe: Thank you.

Steve Stowe: Just a reminder for those of us speaking tonight. Please try to keep in mind that we have interpretation occurring.

Steve Stowe: and, if possible. Try to moderate the how fast you are speaking.

Steve Stowe: We're here tonight at is 201. The Madeline Brennan School, thanks to Principal Rob Chula for hosting us here.

Steve Stowe: We'll now go over the agenda for tonight.

Steve Stowe: And I should be able to share that. Okay.

Steve Stowe: So tonight's meeting, we'll have our 1st public speaking session. Then we're going to be joined by Director of School Security Director, Mark Rampersant.

Steve Stowe: We'll have report of Superintendent Dr. David Pretto, on the fair student funding report of Council. President, second public speaking, session, 2 resolutions, one an anti-bullying resolution and resolution on adding geometry.

Steve Stowe: and that is will be the conclusion of the calendar meeting. The business meeting will immediately follow.

Steve Stowe: So

Steve Stowe: for our first, st and I do want to take a minute and just recognize a few guests. In addition to our superintendent, Dr. Predo, we had the school staff family leadership coordinator, Bill Chin. Here in person, with us family support coordinator, Sylvia Chaszinski.

Steve Stowe: as always, at our meetings. I also want to know a few representatives from elected officials who have joined us, Andrew Suaratto from Assemblyman, Michael Tanusis's office, as well as Tony Krupchin, from Councilman

Steve Stowe: Justin Brannan's office. If there are others here, and I do see our Csa representative, Lisa Fung, Fernandez here. So thank you all for attending, and if there are other representatives from

Steve Stowe: elected officials, please feel free to identify yourself in the chat.

Steve Stowe: you know.

Steve Stowe: Hi, ina our face liaison Ina Krasinski is here, and we do appreciate her being here in person, which is, which is not always common with face liaisons. But so thank you, Ena.

Steve Stowe: let's go to our 1st public speaking. Session

Steve Stowe: looks like we have 3. Is there any? 1st of all, is there anyone in person to speak in pub for speaking

Steve Stowe: great. So yeah, laptop right there.

Steve Stowe: and we'll call up so who's is it, Cyrus Clancy Baker?

Steve Stowe: And just to run through the there's the 3 min for speaking.

Steve Stowe: Yeah, and otherwise the floor is yours. It's going to ask it on you, and you just press. Yes, and then you can start.

Public Speaking: Hi. My name is Cyrus Fintechlanty. Baker and I currently attend Ps. 682, the Academy of Talented Scholars, and today I will be talking about the Hmh. Curriculum interreading on September 5th 2023, my school and the rest of the schools in District 20 faced a huge change, and you may be wondering what type of change and I will explain. The change I am talking about is the most

Public Speaking: worst change possible. A curriculum change. All of District 20 has been forced to change their current curriculum to Hmh. Interreading. I want you to know 3 things about interreading

Public Speaking: number one. Nobody else is here, probably to talk about

Public Speaking: math or science, only reading. No kids would rather come to school board meetings than play video games. But here I am. This curriculum is so bad that even an 11 year old would rather come to score board meetings instead of scrolling. Tiktok reels

Public Speaking: number 2. The point of reading is to make you a better citizen. Hmh. Only teaches us to take more tests. People may say that Hmh. Improves test scores, and they would be absolutely incorrect. Instead.

Public Speaking: the overall statistics of standardized test results in the whole city show that a 2% 2.6% drop while math scores are flying with the boards, with a 3%, 3.1 4%

Public Speaking: increase in test results. I'm not sure about you, but I would don't want a curriculum that can't promise what they say it can.

Public Speaking: Finally, I am in 5th grade going into the middle school next year, and I purposely ranked 1st

Public Speaking: I ranked BSI, the Brooklyn School of Inquiry.

Public Speaking: I ranked Mark Twain because they used our own curriculum applications to free hmh.

Public Speaking: that is how worse this curriculum is compared to Teachers College.

Public Speaking: In conclusion, if you want to go into the future with a terrible reputation caused by even worse curriculums, keep District 20 this way.

Public Speaking: please. If anything, walk a mile in District 20 shoes and experience this horrible curriculum in progress. Thank you.

Steve Stowe: Thank you, speaker, we appreciate you coming out to speak as a student. It's really admirable of you. So thank you.

Steve Stowe: Next speaker. Is Kelly Clancy

Steve Stowe: anything else.

Public Speaking: Good. I'm Kelly Clincy, my son Cyrus just spoke, and I'm also the mom of

Public Speaking: 2 other kiddos in District 20, and although I completely agree with everything my son just said about hmh, and how it's really been negative. I wanted to talk about something else tonight, which is that I really have been very upset and worried about the conversation about education on a national level, and I wanted to come here tonight to ask the School Board to be brave, and I know that's a tough thing to do. But I will say that, like my kid.

Public Speaking: shows me how to be brave every day. He wants to keep talking about hmh. And his curriculum, and how it's not serving his needs, and I'm really proud of him for doing that. And it's something that I see it with these kids across the district is that they're willing to stand up for bravery, and I will say that one of the reasons that we live in Brooklyn is because of the fact that

Public Speaking: we wanted to raise our kids in the most diverse city in the country, and we not only wanted to raise our kids in a city that was diverse, but in a city that deeply valued diversity. And we, my husband and I, are very worried about the fact that

Public Speaking: there's going to be a lot of pressure on New York City to begin to roll back a lot of diversity initiatives and and a lot of it will be under the guise of parent choice. And I want to tell you as a parent that I will really appreciate everything that the School Board can do to push back against these initiatives. And so what that means, I think, is continuing to loudly proclaim that our schools are places for everybody.

Public Speaking: including kiddos, who are undocumented, including kids who are trans or non-binary or gay, including kids who come from diverse families and celebrate diverse holidays.

Public Speaking: And the other thing that I'll say is that I think there's been this real

Public Speaking: sense that if we give a little bit so Eric Adams says, well, ice can come in as long as you feel threatened. It's okay that they'll leave us alone, and I think that what you see is the exact opposite. Like if you were brave from the get go, that is, when you're able to protect all of the kids who need protecting, and as soon as you give a little bit. That's when they come after everything related to diversity. And so I don't want to send my kids to schools where

Public Speaking: you can't talk about black people, or you can't talk about women where you can't talk about gay families, all of the things that are being banned from

Public Speaking: being spoken about on the national level, or being banned from talked about in higher Ed. That's going to come here.

Public Speaking: And so I wish there were 50 parents here tonight. But I wanted to be the 1st parent to stand up and say, that's not the schools we want to send our kids to. We're proud of the diversity in New York City, and everything that the Administration can do to loudly proclaim that, and also to protect every kid in the district. That is what we hope that you will do, and thank you for being here, and thank you for your service, and we'll keep. We'll keep coming to these meetings. So thanks.

Steve Stowe: And then I believe in no one else in person for speaking right?

Steve Stowe: I don't believe so. And then online, we, it looks like we have one person signed up online.

Steve Stowe: Yeah, Chen, Xia, Yang.

Steve Stowe: we'll just look online and see, okay.

Steve Stowe: am I pronouncing that right? Can someone tell me chun CHUN XIA chun chunxia yang.

Steve Stowe: CHUN. XIA last name. Yang.

Steve Stowe: Should I unmute myself? Yeah. They signed up to speak. If they want to speak.

Kevin 愷文（立夏）Zhao: Okay. Hey? 20.

Kevin 愷文（立夏）Zhao: I'm gonna open. Chinese.

Steve Stowe: That's fun.

Steve Stowe: Okay, say that again, Kevin. So you send a message. Oh, I'm going to over.

Steve Stowe: There's a Chinese interpreter, and she and

Steve Stowe: and she can ask her. Make her comment through the interpreter if she wants to.

Steve Stowe: Okay, can she hear me when I speak? Now? Yeah, okay.

Kevin 愷文（立夏）Zhao: Fine New Year.

Kevin 愷文（立夏）Zhao: speaking.

chunxia yang: Too.

Steve Stowe: This office.

Steve Stowe: Tennessee speaking. Yeah, I don't know what she said.

Steve Stowe: She spoke. But then a group.

Steve Stowe: It's he typing.

Steve Stowe: Yeah, she we didn't hear the person she's muted. Now, right? Yeah. She unmuted and mute herself. Yeah.

Steve Stowe: okay, my phone is actually

Steve Stowe: of to each other.

chunxia yang: Oh, yeah.

chunxia yang: so far.

Steve Stowe: Yeah.

chunxia yang: You'll.

Steve Stowe: Oh!

chunxia yang: The country

chunxia yang: mature.

Steve Stowe: Okay, yeah.

Steve Stowe: Go ahead, please.

Steve Stowe: Oh, Sophia, go ahead.

Mandarin-Sophia Xie: Yeah.

chunxia yang: Bye.

Mandarin-Sophia Xie: Yeah, I mean.

Steve Stowe: No.

chunxia yang: Oh, oh, sneez, yeah.

Steve Stowe: Yeah.

chunxia yang: Oh, so how about? She tried to.

Mandarin-Sophia Xie: Dine into the Chinese line.

Steve Stowe: At least you sign up to to the public speaking.

Steve Stowe: If she wants to speak she can speak. Now. I'm asking her. Yeah.

chunxia yang: Oh, certain people don't even.

Steve Stowe: Yeah.

Mandarin-Sophia Xie: I think the parent just

Mandarin-Sophia Xie: she's asking how to get on the Chinese. I already gave her the instruction, and she said, Yeah, she wanted to speak. She just want to listen to the Chinese translation.

Steve Stowe: She doesn't need to be a public school.

Steve Stowe: Okay? Yeah. Thank you. Sophia. Okay.

Steve Stowe: we can move on to the next one. Good. All right. Thanks. Anyone else signed up.

Steve Stowe: Not at the moment. Okay, so let's move along to the next item on the agenda is

Steve Stowe: chief rampersant on Mr. Rampersand, are you on?

Steve Stowe: And if so, sir, the the floor is yours. We're very grateful for your time and for being here, and we're looking forward to hearing from you, so you can unmute and.

David Barone: I'm going to be sharing my screen. With Chief Rampersand. Can you give me access to do that?

Steve Stowe: Yeah.

David Barone: Thank you.

Mark Rampersant, Safety and Prevention Partnerships: Okay, are you guys able to hear me.

Steve Stowe: Yeah, loud and clear.

Mark Rampersant, Safety and Prevention Partnerships: Thumbs up. Thank you very much. I'm having some technical difficulty, but I do have my partner here who will introduce himself shortly again. My name is Mark Ramperson. I'm the Chief of Safety and Prevention partnerships for New York City public schools. David. Want to introduce yourself.

David Barone: Hi, everyone! Good evening. Thank you for having us, David Barone. I support the respect for all, and anti-bullying and Bispace harassment.

Mark Rampersant, Safety and Prevention Partnerships: So, 1st and foremost, thank you for allowing us an opportunity to share this space with you and be a thought partner as you you propose your regular, your resolution, of which you want to have considered. I appreciate you just allowing us to share a little bit with you. We'll be really brief. Go over a little bit of what we do, as it relates to bullying Chancellor's regulations, and we'll talk briefly about safety transfers which we know you're very interested in next slide, please.

Mark Rampersant, Safety and Prevention Partnerships: It's super important that you are reminded. You're reminded that at the office of safety and prevention partnerships, we remain committed to ensuring that our student, our school communities are safe and secure and supportive learning environments. We don't only focus on the physical safety of our schools. We focus on the emotional safety. And for us that equals complete safety. Right? So we're not only the school safety agents, the scanning machines and other, we are also the support of our guidance counselors.

Mark Rampersant, Safety and Prevention Partnerships: social workers. I'm sorry school counselors, our social workers, our Cbo partners, our community based organizations that help provide support for our young people as well. That is the very work that we are committed to doing in this space.

Mark Rampersant, Safety and Prevention Partnerships: Next slide. All of our communities deserve to be a safe and supportive learning environment that is free of discrimination, harassment, intimidation, and or bullying. This is not only a buzzword for us. This is action. We do lots of work in training our schools to ensure that we are ensuring that our young people have a safe and supportive learning environment. Next slide.

Steve Stowe: Yeah.

Mark Rampersant, Safety and Prevention Partnerships: So harassment, discrimination, and or bullying. New York City public schools is committed to providing a safe and supported learning environment as I've just shared.

Mark Rampersant, Safety and Prevention Partnerships: There is no place, no place of bullying of any kind accepted in New York City. Public schools and our schools have no choice but to take every single complaint of bullying, harassment, or intimidation seriously as outlined in our Chancellor's regulations, which addresses student to student harassment, intimidation, and or bullying. This is not an option for our school. This regulation governs

Mark Rampersant, Safety and Prevention Partnerships: the way by which our educators respond to bullying in schools, and this regulation is aligned with the New York State dignity, for all students act better known to some of you as Dasa, next slide.

Mark Rampersant, Safety and Prevention Partnerships: So you know, New York City public schools is obligated to provide a report on our student to student bullying harassment, and this includes our sexual harassment, intimidation, and discrimination. We are required to submit this report twice a year on May 31st and on November 30, th for school year, 1920, new York City public schools.

Mark Rampersant, Safety and Prevention Partnerships: We've updated our business rules to collect data to include additional infraction codes. So we went from 22 infractions to 44,

Mark Rampersant, Safety and Prevention Partnerships: right? So we were intentional about increasing the number of infractions that would, in fact be considered bullying.

Mark Rampersant, Safety and Prevention Partnerships: We introduced our online bullying complaint tool where parents can actually report bullying directly from their cell phones, and that will automatically ignite and always report at the school level that requires the principal to get in touch with the reporter in a certain number of days, investigate, and then come back with a final disposition of which must be

Mark Rampersant, Safety and Prevention Partnerships: shared with the person making the respective complaint. In 2324, school year, when compared to the year prior. The number of bullying complaints increased.

Steve Stowe: But.

Mark Rampersant, Safety and Prevention Partnerships: 3%. We expected that we increased the number of codes

Mark Rampersant, Safety and Prevention Partnerships: that would qualify to be under the the bullying complaint area. So we

Mark Rampersant, Safety and Prevention Partnerships: expected to see an increase. As it relates to the violations, we saw a 2% increase, and in District 20, the number of bullying complaints increased by 6.4%, and the violations increased by 5.7%. During that year. Again, we expected to see an increase as we widened the net for infractions that would qualify under the respective bullying

Mark Rampersant, Safety and Prevention Partnerships: code.

Steve Stowe: We did.

Mark Rampersant, Safety and Prevention Partnerships: More training. We did more professional development opportunities for schools offered to parents. We did lots of work with our superintendents to get the messaging out around these codes, and what qualified in the bullying category? And we talked more about being intentional, about the supports provided next slide.

Mark Rampersant, Safety and Prevention Partnerships: all right in a situation.

Steve Stowe: Oh, okay.

Mark Rampersant, Safety and Prevention Partnerships: Experience bullying harassment. Which led to a consideration of a student, a consideration of a student. Transfer. This sounds like a recommendation from you your your folks regarding

Mark Rampersant, Safety and Prevention Partnerships: on transfers for safety transfers. William, we are. Let me talk a little bit about this respective regulation. 8,449 for safety transfers. This regulation set forth the respective procedures that grants a safety transfer when a student is a victim of a violent crime, that.

Mark Rampersant, Safety and Prevention Partnerships: Yeah, it's

Mark Rampersant, Safety and Prevention Partnerships: that took place on our school property in another situation. When a when a student, it is determined that a student is continuously

Mark Rampersant, Safety and Prevention Partnerships: being feeling unsafe in school as a result of a bullying situation, intimidation, or harassment. This is when a safety transfer is considered. It is very important to understand that, as outlined in Chancellor's Regulation 4, 5, 0, an involuntary transfer process. It is governed by a number of very, very important steps that are taken

Mark Rampersant, Safety and Prevention Partnerships: for a a 1-time bullying incident. We don't necessarily.

Steve Stowe: One.

Mark Rampersant, Safety and Prevention Partnerships: Sort of

Mark Rampersant, Safety and Prevention Partnerships: send the kid to another school, because there was an incident between 2 students. There are a number of factors that must be considered. Not no student with an Iep can be considered. This is a K to 12 decision. It is for general education students only.

Mark Rampersant, Safety and Prevention Partnerships: So it is super important that we understand that when these situations take place and certain information is not shared with the parent of the victim, and I'll use the term victim loosely here for the victim, that when the response is not automatically that the aggressor

Mark Rampersant, Safety and Prevention Partnerships: gets a safety transfer, it should not be perceived that the school is not doing everything within their power. It's super important that you understand the process and understand that the safety, the involuntary safety process is a request.

Steve Stowe: Yeah.

Mark Rampersant, Safety and Prevention Partnerships: Made by the principal, and a number of factors must be.

Mark Rampersant, Safety and Prevention Partnerships: must be in place before we can even consider that conversation again.

Mark Rampersant, Safety and Prevention Partnerships: This does not include our students with an Iep. It's super important that we understand that.

Steve Stowe: Right.

Mark Rampersant, Safety and Prevention Partnerships: David, you want to do next slide.

Steve Stowe: Gosh!

David Barone: Yeah. So looking at the 3 additional Cec 20 recommendations, you recommended that we review all existing disciplinary policies and based on quantitative and qualitative data, determine what policies are most effective at reducing bullying, harassment, discrimination, and review ineffective policies and make changes. Recognizing that there is no one size fits all policy for different schools.

David Barone: As Chief Rampersand stated, we have expanded our bullying codes from 22 to 44 to prompt additional potential material incidents related to bullying. We also have superintendent meetings, conducted monthly meetings with superintendent teams to share best practices tailored to each district, informing policy decisions. We have an individual support plans that a school can put in place for a victim of bullying. But when a student is identified as a repeat victim.

David Barone: oh.

David Barone: and a second time ors requires that school implements the individual support plan for that student, and the use of these isps has led to a reduction in additional incidents for most students. We also have the Ors parent platform, which introduces.

Steve Stowe: Yes.

David Barone: Introduced to address underreporting in school incidents. Now, when a parent submits a report, it automatically generates an Ors report for the school.

David Barone: moving on to additional recommendation from Cec. 20, new York City public schools, prioritizes, supporting schools with the highest rates of material incidents reported under local law. 51. We analyze bullying data and student perception surveys to identify targeted needs and supports for schools with that targeted support, we do identify a top 30 schools in need and provide direct restorative services for those schools.

David Barone: We also have a restorative justice team that delivers direct supports from that group of adults that are in all 5 boroughs to additional identified schools. Outside of that top 30 we offer professional development. We partner with common sense to offer citywide trainings on cyberbullying.

David Barone: Each school has a Rfa. Liaison who must attend a mandated training on chances of regulation a 832,

David Barone: and and which it informs on bullying and cyberbullying and harassment.

David Barone: Additionally, all students must complete mandated bullying prevention workshops by October 31st

David Barone: and all staff must attend and complete required bullying prevention. Workshops by October 31.st

David Barone: Your last recommendation follow-up program survey is taken of students at the end of each school year in order to verify that they have retained the content. Knowledge from the annual mandated anti-bullying training. Superintendent teams have the access to district specific data to support schools based on their needs.

David Barone: Principals attest on October 30, by October 31st each year that the Rfa. Liaison received the training on Chancellor's Reg. A. 8, 32, and the students and the staff have received the required bullying training.

David Barone: Individual schools are responsible for tracking the annual delivery of those mandated trainings. Schools are responsible for assessing the effectiveness of training, and how well students retain that information.

David Barone: They do not only have to do this training once they could do it repeated. All school staff has access.

Steve Stowe: To the room.

David Barone: Required trainings and resources on the New York City public school, Info, Hub, and our students have access to additional trainings through our restorative practice teams in community building tier, one peer mediation and access to all of our youth programs.

David Barone: I'll turn it back to you, Mark.

Steve Stowe: Yeah.

Mark Rampersant, Safety and Prevention Partnerships: So, Council. It's very important that you understand that we don't come. We don't come to you today from a place of we know it all. We've done it all. We have it all. We have the Golden Star to address all of our respecting bullying problem

Mark Rampersant, Safety and Prevention Partnerships: or to solve every bullying problem throughout the city that may exist. What we will say to you is that we continue to do the work to ensure safety for our students, and every single case of bullying is taken very seriously

Mark Rampersant, Safety and Prevention Partnerships: put in additional measures to ensure back there

Mark Rampersant, Safety and Prevention Partnerships: is a lot of referral process. Any time a parent feels like a bullying case was not handled properly.

Mark Rampersant, Safety and Prevention Partnerships: Well, the response that they got from a school may not be, you know, in line with the discipline code.

Steve Stowe: It's in

Steve Stowe: important to understand that there are various steps that you can take, including contacting the superintendent for a follow up and follow through.

Mark Rampersant, Safety and Prevention Partnerships: Every

Mark Rampersant, Safety and Prevention Partnerships: again. Schools do not have the choice to not support bullying in the or system, as my partner just shared.

Steve Stowe: Here.

Mark Rampersant, Safety and Prevention Partnerships: Parents now have the ability to produce, to start.

Steve Stowe: Thank you.

Mark Rampersant, Safety and Prevention Partnerships: Bullying report that goes directly into the schools or system, which is the only State recognized system of record that will then start the report.

Steve Stowe: In each.

Mark Rampersant, Safety and Prevention Partnerships: Who is required to get back to that parent or that reporter with a disposition, as it relates to their respective findings after an investigation is done, and as my partner shared outside of an investigation depending on

Mark Rampersant, Safety and Prevention Partnerships: the number of times, the young person has been a victim of bullying, the school has to have an individual plan, a safety plan to support that young person, and that consists of a number of things, including a regular check-in, with the guidance counselor.

Steve Stowe: Or another caring adult. In the building which is documented the students. Feelings are also documented. There are conversations around how this person is feeling, and whether they feel safe in the school community, and how else the school

Steve Stowe: support this young person if they've had any other respective challenges.

Mark Rampersant, Safety and Prevention Partnerships: So.

Steve Stowe: That.

Mark Rampersant, Safety and Prevention Partnerships: Is pretty much our sharing.

Mark Rampersant, Safety and Prevention Partnerships: We look forward to a robust conversation with you, sir. Thank you.

Steve Stowe: Yeah.

Mark Rampersant, Safety and Prevention Partnerships: For the opportunity to present to you today.

Steve Stowe: Yeah, that was great. Thank you. Both Chief Rampersant and David, and I'm sure my colleagues have questions, too. I just want to lead off with a few one question the data that you cited on

Steve Stowe: the change in incidents from in 2023, 2024. If if you want, you can go back to that slide. But I was just curious. How does that data is that data taken from the

Steve Stowe: is that or's reporting data.

Mark Rampersant, Safety and Prevention Partnerships: Online occurrence. Reporting system. Yes.

Steve Stowe: And I think I just saw there did it have? And is that the data that goes? So that goes to local law? 51. I have different numbers for District 20. I show the incidents declined

Steve Stowe: for District 20 under local law, 51 in 2324. So I was just surprised to see

Steve Stowe: your data there. I mean, this is coming from. I'm I took my data from the DOE website, where all the the local law. 51 reports are filed, and

Steve Stowe: is there some something I'm missing here or.

Mark Rampersant, Safety and Prevention Partnerships: Yeah, Gina, you want to speak to this respective data, or David, you want to speak to the data. And while we're seeing a difference. Where did you pull yours from, President.

Steve Stowe: From from the website, from the DOE website, where they've you know, they've got the links to each each 6 months. I think it is twice a year and I could actually pull it up if

Steve Stowe: if it's helpful. Actually, I don't think it's a good use of the meeting time to go through that. But.

Mark Rampersant, Safety and Prevention Partnerships: You'll you'll you'll stay connected with us, and we'll compare the data, and we'll clarify for you ours versus yours. And you can share with the with the rest of the the council. Fair enough.

Steve Stowe: Yeah. And actually, if you guys have, maybe while we're talking, maybe if someone could look up because I show 581 material incidents of bullying, harassment and discrimination in District 20 in the school year 2023, 24. So maybe, if you guys can, what's your absolute number. It might just be an interesting reference point.

Mark Rampersant, Safety and Prevention Partnerships: Yeah. So we always use percentages, not actual numbers. But we can definitely break that down for you and get back to you.

Steve Stowe: And like I said I, I show a decline. So I

Steve Stowe: but then overall, you know, in in my big picture question for you, you know, for you guys is.

Steve Stowe: I hear what you're saying. And you know, you guys have some some policies in place, and it's it's sort of common to when we talk about these policy issues. You know the the New York City public schools that come in and they give us what the policies in place are. And and we know you guys work hard day in, day out. We don't doubt that there's still this trend, and you know you can correct me if if you're looking at different data. But I still have, as in our resolution.

Steve Stowe: incidents are going up up in New York City. Public schools, and

Steve Stowe: enrollment is also going down over this time period. And so we're seeing

Steve Stowe: increasing incidence on a smaller student base. And that's concerning. And I guess, just high level. Do you have any kind of response to that? Is it? Is it sort of the same way you view things.

Mark Rampersant, Safety and Prevention Partnerships: So it's definitely data that we constantly look at right? Well, we shared with you that we identify the top 30 schools that are showing the greatest increase, especially in the area of bullying, and we offer additional supports. One of the things that we need to consider is that we had a very unfortunate time this past year. Thank God! Thank God, it's over right with with the unfortunate October

Mark Rampersant, Safety and Prevention Partnerships: incident that that occurred right and and whilst the young people.

Mark Rampersant, Safety and Prevention Partnerships: our young people. Some have not so great intentions, and they do things that you know they are sorry for later. Right? So our our incidents in schools always reflect what's happening outside. I appreciate you pointing out the fact that you know we have all of these respective systems in place, but we are always looking for other ways by which we can ensure safety for young people in schools, and it's important that we have partners such as yourself.

Mark Rampersant, Safety and Prevention Partnerships: that can help A hold us accountable. And then, B. More importantly, be a thought partner in this space, and offered offer different innovative ideas by which we can address right? And so again, we can take this by school, by school to see where the real increases are. We do look at recidivism as well. Right? More than one student may be responsible for multiple incidents.

Mark Rampersant, Safety and Prevention Partnerships: and these are the things that help us determine where we're directing our respective supports.

Steve Stowe: Yeah. And that's a perfect segue to my next question, because very often, when we have these conversations about education, it, it comes back to sort of general terms, like supports and resources, and I always like trying to drill down a little bit. What does that mean? What? What are the supports that we're talking about in this case specifically.

Mark Rampersant, Safety and Prevention Partnerships: Absolutely, absolutely so some of the supports that centrally we have a group of social workers and or school counselors that we can direct to schools to provide direct supports and services to that respective schools, especially if we have one student who is recidivist right, we can provide direct supports in that respect our restorative justice team, who have been super effective in going into schools and resolving

Mark Rampersant, Safety and Prevention Partnerships: helping to resolve issues whether it's bullying, intimidation, harassment, or otherwise. They've been helpful in that space. I know that David talked about a group

Mark Rampersant, Safety and Prevention Partnerships: that we contract with, that we sort of. They do push in in schools and provide support. We work with various community-based organizations that we redirect into schools where we see they have the greatest number of incidents occurring, and we work with our student services staff from the superintendent's office that push in in the area of climate and culture.

Mark Rampersant, Safety and Prevention Partnerships: just to ensure that schools have the most effective systems in place, and if they don't, we provide, we, you know, we contract out and provide those supports for them. We also go to schools, and we conduct our own respective assessments to ensure that there are these opportunities for young people to be unsupervised, and where these bullying situations happen, help them to rectify those respective situations.

Maya Rozenblat: Oh, Steve, may I? I'm sorry

Steve Stowe: Go ahead. Maya. Absolutely.

Maya Rozenblat: Hi, it's going to be a few things. Thank you for the report so. And let's name things by the name right incident. October incident is the attack on Israel.

Maya Rozenblat: and the incidents are anti-semitic incidents that took place all over District 20 is the, you know, hot, hot spot in a way, because we have large Muslim community, and we have large Jewish community. And these kids go to public school.

Maya Rozenblat: So incidents were Muslim child, you know, in Fort Hamilton High School, chasing Jewish child with Caesars

Maya Rozenblat: and staff, didn't do anything to protect the child.

Maya Rozenblat: And then the problem was that there is such a huge bureaucracy, buildup processes and procedures. And trust me, I work in finance. I'm in regulatory reporting. You hide the schools. Administrations were hiding

Maya Rozenblat: behind endless bureaucratic procedures. They would not. You know it's such a buildup that there is no way to get to the core. I haven't heard the end of any stories, any reports. And you know other child in middle school in District 20 was receiving messages on the phone.

Maya Rozenblat: Hi, this is your gas camera, you know. Come, it's Auschwitz calling you.

Maya Rozenblat: These kind of things happen in District 20, and I haven't heard, you know moms would come to me and complain. And this is a stress test for all the policies and procedures in place, and I am sad to say that they failed to protect children. Moms came to me. I'm Jewish. I have Jewish community that comes to me. They came to me many times, saying they feel unsafe.

Maya Rozenblat: and some moms choose to pull kids out of school.

Maya Rozenblat: So I just, you know, I just wanted to say that this was a stress test. And it's very.

Steve Stowe: Boring. To be honest, I don't know.

Maya Rozenblat: That you know this procedures do not. I understand there is all kind of build up all kind of policies, all kind of services. But all of this prevented school to, you know, to effectively react and punish. And, you know.

Maya Rozenblat: be very assertive. These people who, with kids

Maya Rozenblat: who you know, who were.

Steve Stowe: Okay.

Maya Rozenblat: You know, Bowling so.

Steve Stowe: Got it.

Maya Rozenblat: Just wanted to share.

Steve Stowe: So.

Mark Rampersant, Safety and Prevention Partnerships: And thank you for that. We appreciate your position on that, ma'am.

Mark Rampersant, Safety and Prevention Partnerships: We can

Mark Rampersant, Safety and Prevention Partnerships: definitely agree to disagree in this space, and I say respectfully agree to disagree. One of the things that I will continue to reiterate is schools are required to take every one of these cases very seriously. New York City public schools went one step further. We met with our faith-based leaders to talk about different ways and different things that we can. We can put in place to support all of our young people.

Mark Rampersant, Safety and Prevention Partnerships: regardless to religious background or otherwise. We were intentional about creating a team, a meeting the moment team that consists of an attorney.

Mark Rampersant, Safety and Prevention Partnerships: 2 attorneys, and some additional school staff, so that when we do have cases of Islamophobia or anti-semitism, they are handled separately by a team that is, addressing and providing the direct contacts and supports to principals to ensure that they're handling these cases accurately

Mark Rampersant, Safety and Prevention Partnerships: and with with a swift response.

Steve Stowe: Awesome.

Mark Rampersant, Safety and Prevention Partnerships: Every. Unfortunately, every one of these incidents doesn't require a disciplinary sanction, and we think disciplinary. We think suspension, we think, transfer, and all of the different things that people request. But every one of these cases is a learning opportunity for our schools to teach our young people.

Mark Rampersant, Safety and Prevention Partnerships: You know, teach our young people to be respectful of all, and we are intentional, and we'll continue to be intentional in those respective spaces. But I appreciate your sharing, ma'am, I respect your sharing

Mark Rampersant, Safety and Prevention Partnerships: and I hope that you will see greater greater response and follow up through the respective schools that you're dealing with. If there's any particular school in concern for you. We'll be more than happy to visit that school, and give it the additional attention that it may or may not require.

Maya Rozenblat: Thank you.

Steve Stowe: Chief Hamerson back to a couple times. You mentioned

Steve Stowe: policies that are effective. And I think you most recently said of making sure that schools have effective systems in place.

Steve Stowe: What are some examples? What are some examples of effective school safety and anti-bullying policies, and what are examples of some that are not effective.

Mark Rampersant, Safety and Prevention Partnerships: So not effective is what was just described by the individual who just spoke is when schools are not responding to cases of bullying seriously. What is not effective is not at the front door. Students are not welcomed by caring and loving staff when they enter into the building

Mark Rampersant, Safety and Prevention Partnerships: it is not effective if school, if every student in the building doesn't know the respect for all liaison, and there's not signage posted throughout the building telling you who that person is, and when that person is available to you it is not effective. When young people don't have at least one caring adult that they can go to. If they feel uncomfortable, they feel uneasy because of any harassment, intimidation, or bullying. It is not effective when there is not print rich

Mark Rampersant, Safety and Prevention Partnerships: print rich systems throughout the building, guiding our students to all of the respective practices that exist throughout our entire school system. It's not effective when we depend solely on the uniform school safety agent at the front desk to be responsible for safety and security in our school, as I shared out originally.

Mark Rampersant, Safety and Prevention Partnerships: we we are not only concerned about the physical safety. But we're concerned about the emotional safety of our students as well, and that is the evidence of caring and loving adults throughout the building. So those are some of the areas.

Steve Stowe: Right. And I guess, have you seen like, it's interesting when you're mentioning the the 30 schools. And this is when you say 30 schools. That's citywide. Right? That's in all of New York City.

Mark Rampersant, Safety and Prevention Partnerships: 5, 30, yes.

Steve Stowe: Like the priority. Okay?

Steve Stowe: you know. Obviously, I'd love it if you could mention some of the schools specifically. But I'm just. I'm more just curious about the I'm more curious about the the policies that have been shown to work and success stories or or not. If you'd like to speak candidly and say, where? What are some things that have been tried that haven't worked in some of these these hotspots.

Mark Rampersant, Safety and Prevention Partnerships: So some of the things that may not work is, if the outcome is not satisfactory to the parent

Mark Rampersant, Safety and Prevention Partnerships: right. If the expectation for the parent is that the response from New York City public school is to remove every young person that commits an infraction that's not going to work

Mark Rampersant, Safety and Prevention Partnerships: the the process that doesn't allow for communities to come in and be a part of the solution as opposed to standing on the outside and just being perceived as the problem.

Mark Rampersant, Safety and Prevention Partnerships: like practices, work when you involve the community in education for young people. And when I say that I mean the safety right policies work when you don't stand alone as a school system, right in the middle of a community that's responsible for raising, keeping a child safe, nurturing, supporting, and otherwise. Right? Because what's interesting, sir, is our New York City public schools are even responsible for what happens at the household.

Mark Rampersant, Safety and Prevention Partnerships: So if something happens on the weekend and on social media, and all of those things that you are well familiar with, it becomes the responsibility of the principal.

Mark Rampersant, Safety and Prevention Partnerships: So it requires a community to address those issues because the principal can only be responsible for what they're responsible for. And that's the inside of the school, the perimeter of the school. They need collective support of the respective community to ensure the safety and security and well-being for our young people as they transition through the neighborhoods.

Mark Rampersant, Safety and Prevention Partnerships: and when they're on weekends. I want to share a quick story with you, if I may, without giving you the name or the school. But a young person was found sleeping outside of a New York city. Public schools on one of the coldest days, coldest days of this past couple of weeks found outside at 2 Am. Sleeping outside of a school by a passerby.

Steve Stowe: Got it.

Mark Rampersant, Safety and Prevention Partnerships: Right. Nypd got this young person, and they found the reason why the young person left the house, and when I say young, I mean 8 years old.

Mark Rampersant, Safety and Prevention Partnerships: and the young person shared. The reason why they went to school is when the doors open, that they would get to see their guidance counselors.

Mark Rampersant, Safety and Prevention Partnerships: when we offer nurturing, welcoming environments for our kids, when our young people are in trouble, the place that they go.

Steve Stowe: Oh!

Mark Rampersant, Safety and Prevention Partnerships: Is to schools right? And if you have all of the systems which are just described, tools work well.

Steve Stowe: Oh!

Mark Rampersant, Safety and Prevention Partnerships: Schools work well, but we can't do this work without our community partners.

Steve Stowe: No.

Mark Rampersant, Safety and Prevention Partnerships: Our community partners are not only our businesses and our faith-based organizations, but it's our parents and our community-based organizations as well.

Steve Stowe: Yeah, I guess the the point. Oh, did you have a question cut? Yes, go ahead. One of our council members would like to ask another question.

Steve Stowe: Give me one second one second.

Steve Stowe: Okay, you can hear me, too.

Kevin 愷文（立夏）Zhao: Okay, thank you.

Kevin 愷文（立夏）Zhao: Well, 1st of all, thank you for the report and the explanation. I just have some 2 quick questions. I mean.

Kevin 愷文（立夏）Zhao: 1st of all, we are talking about physical bullying now. I mean, I meant, I hear you mention about mental health.

Kevin 愷文（立夏）Zhao: but that's let's say the topic was narrow one, and we continue on that.

Steve Stowe: On a fiscal.

Kevin 愷文（立夏）Zhao: Ruling incidents we just mentioned before.

Kevin 愷文（立夏）Zhao: I was just wondering, what school will you do? Different to

Kevin 愷文（立夏）Zhao: one to prevent this from happening? 2.

Kevin 愷文（立夏）Zhao: Hope is good, do. But I mean to do

Kevin 愷文（立夏）Zhao: after fact. If that happens, if that isn't happen again, what would you do better?

Kevin 愷文（立夏）Zhao: And we'll which one they're going to do.

Mark Rampersant, Safety and Prevention Partnerships: Thank you for the question, sir. It is not about what

Mark Rampersant, Safety and Prevention Partnerships: going to do. It's about the systems that exist in schools. Currently

Mark Rampersant, Safety and Prevention Partnerships: right? And I'll say again, if you are hearing from parents that there is a particular school that you are concerned about, please raise that to our level, and we will make sure that we're pushing in to ensure that those systems exist. Number one, your question is, what is schools going to do about the presence of physical bullying. It's education. It's advising our students of how to properly act within a school.

Mark Rampersant, Safety and Prevention Partnerships: It's ensuring that there are constant reminders that horseplaying and bullying, and all of the things that lead to these kinds of complaints are not happening. It's supervision throughout the school. It's the introduction and the presence of all of the amazing activities that our schools offer through after school programs, day programs, sports teams, and otherwise.

Mark Rampersant, Safety and Prevention Partnerships: it is the clear and present constant caring adults that are throughout the building. It's the opening the door to offer for any young person a caring adult who will take their report of bullying seriously. It's creating spaces where young people don't hold things to themselves, that they feel confident that schools are going to do something when they tell them something.

Mark Rampersant, Safety and Prevention Partnerships: It is, in fact, it is, in fact, super important to remember that we are a very, very large school system.

Mark Rampersant, Safety and Prevention Partnerships: not perfect by any stretch of the imagination, and we can always do better, and we always welcome these kinds of forums and these thought partners to help us to create other more innovative ideas by which we can address the issue of bullying. But it is important that

Mark Rampersant, Safety and Prevention Partnerships: we, as communities, pull together because the young people who are committing these unfortunate acts of bullying, they have parents as well, and we need the parents to be partners in these spaces to also reiterate the importance of the education regarding bullying.

Mark Rampersant, Safety and Prevention Partnerships: There was a second question, Sir, what was the second part of the question?

Steve Stowe: The second question is, if the incident happened, I'm sorry you good.

Steve Stowe: The second question is, if that incident happened again, what school will do

Steve Stowe: to be more effective or to be from currently what you're doing.

Mark Rampersant, Safety and Prevention Partnerships: Yep, it's super important as a reminder to reiterate what we shared with you. Any case of bullying being reported more than once to a victim. Every one of our schools is responsible to put in a safety plan in place for that young person. It is also important to know that every one of our schools is guided by the discipline code, when there is a disciplinary sanction administered to a student who may

Mark Rampersant, Safety and Prevention Partnerships: be the aggressor, as it relates to bullying, and some of that can consider. I mean some of the disciplinary sanctions that can be considered is actually suspension as well.

Mark Rampersant, Safety and Prevention Partnerships: So it's important to know that while these other systems are in place, it doesn't disallow our schools from taking a heavy handed approach and suspending a student where they deem necessary.

Steve Stowe: Is, did you have a follow up, Kevin? Because I was I had a go ahead. Go ahead.

Kevin 愷文（立夏）Zhao: So the follow up.

Kevin 愷文（立夏）Zhao: This is.

Steve Stowe: What do you mean? Care to.

Kevin 愷文（立夏）Zhao: So tunes of the student who was 40 before.

Steve Stowe: For example, example, bullying we're talking about was an apparent satisfy.

Kevin 愷文（立夏）Zhao: The answer.

Mark Rampersant, Safety and Prevention Partnerships: Was the

Mark Rampersant, Safety and Prevention Partnerships: Kevin. It's important that we educate parents, not only about the prevention preventative measures that exist with bullying. It's also important that every one of our parents are familiar with the discipline code.

Mark Rampersant, Safety and Prevention Partnerships: very important that they're familiar with the discipline code because the discipline code clearly outlines the different measures, interventions, and disciplinary sanctions that schools can administer. Some parents are absolutely satisfied

Mark Rampersant, Safety and Prevention Partnerships: right?

Mark Rampersant, Safety and Prevention Partnerships: And some parents are not so satisfied. So you know, mixed bag, as it relates to bullying, depending on what degree of bullying it is. I hope, that answers your question.

Steve Stowe: I'm sorry. I don't think that answers my question. My question is.

Kevin 愷文（立夏）Zhao: Parents of the who was wound before. The particular incident was that covey that resolute the solution.

Kevin 愷文（立夏）Zhao: and he his or her.

Steve Stowe: Done, who feel comfortable.

Kevin 愷文（立夏）Zhao: Industry.

Mark Rampersant, Safety and Prevention Partnerships: Are we talking about? A.

Mark Rampersant, Safety and Prevention Partnerships: I'm not.

Steve Stowe: I'm not following. I'm sorry I was referring to the incident we're talking about.

Steve Stowe: If a parent's not happy with the resolution I was just asking if the parents are happy with the solution or not? If a parent is not happy with the resolution, is that what you're asking solution solutions? If the parents are convinced with the solution that their son will be okay. Now in the school.

Steve Stowe: can you say the verb again, Kevin? What's the if? What's the question, then, if you're

Steve Stowe: so just a few minutes ago we talked about incidents. Yeah. A kid was bullied in school.

Steve Stowe: and I assume school teach something. Now, my question actually is.

Steve Stowe: is the parent of the kid

Steve Stowe: convinced his kid is safe in that corner? Yeah. And this is a hype. Okay? And

Steve Stowe: so does the school do the schools follow up with the parents to make sure that the parents are happy with the outcome? Yeah, that's a question.

Steve Stowe: Chief rampersant. Did you follow that I was just clarifying with Kevin the question.

Steve Stowe: It's it's does this do the schools. And I've actually had this. I've had this conversation with parents, too. Sometimes the process goes through and it's put in place, and parents have

Steve Stowe: some element of dissatisfaction with the outcome. Don't necessarily feel comfortable approaching the school. Do the schools follow up with the parents in these cases, especially in cases like Kevin was saying, of repeat

Steve Stowe: bullying offenses or harassment, or physical offenses?

Mark Rampersant, Safety and Prevention Partnerships: I'll reiterate. Thank you, Kevin, for clarifying. I'll reiterate that every one of our schools is required to conduct a thorough investigation, as it relates to bullying.

Mark Rampersant, Safety and Prevention Partnerships: and a part of that disposition is to reach out to the parent and provide information regarding the outcome of said investigation, including what we just described a safety plan for the young person the share out one of the things that will not happen. Kevin, unfortunately, and Ferpa prevents them from doing so is to share the disciplinary sanction administered to the aggressor.

Mark Rampersant, Safety and Prevention Partnerships: if, in fact, they substantiated the bullying situation. So when you ask the question of whether or not the parent is satisfied. One of the things that the parent will not know is the disciplinary sanction that's administered to the aggressor. So I can't say to you whether the parent would be satisfied or not. It's a case by case, and it depends on the level of aggression administered to constitute bullying. David. Anything you want to add to that.

David Barone: Yeah, I think also, the the parents have a voice in this, too. If they, if they want to know and

David Barone: understand what is going on outside of Ferpa. They said, we haven't received anything. They have access to the Escalation protocol on the respect for all website they can email respect for all, and then we can put them. We can find a response to them.

David Barone: If there it wasn't deemed as a material incident, they're not going to receive a response, but if there is, we can put them in touch with the correct person at the superintendent's team to let them know what happened with the incident.

Steve Stowe: Okay, for now

Steve Stowe: there's a lot of we could talk about this a long time, and I do want to be mindful of time. But I just want to. I want to try to hit on a couple of our specific asks from our resolution. And I just want to.

Steve Stowe: You know, for example, the transfer process. And you mentioned Chief Rampersand, that

Steve Stowe: you need the, you know. Of course, we understand the the alleged aggressor. In all these cases also has parents you mentioned. We need their partnership in the situation.

Steve Stowe: I think we've talked about this at a past meeting a year or so ago, but parents of the alleged aggressor. They need to agree to any safety transfer for their child.

Steve Stowe: and in many cases that leads to the victim's family feeling like they have no choice. If the aggressor's parents are not agreeing to the transfer, then the victim's parents feel backed into a corner, and they end up having to be the ones to potentially transfer their child out of the school.

Steve Stowe: I believe we believe as a Cec. That's in our resolution that that's a it's sort of a a shortcoming in the system, and the way that the regulations are written.

Steve Stowe: Do you agree with our interpretation?

Mark Rampersant, Safety and Prevention Partnerships: So I agree that it is not. It is, 1st of all, I'm always bothered when a student who is the victim, the parent opts to move that victim out of the school. It feels like the victim is being victimized for a second time.

Mark Rampersant, Safety and Prevention Partnerships: especially if this is a student who is thriving in their school community and has to now uproot and then move to a new environment where they have to, you know, meet new friends and learn the new environment and then get acclimated to a new school. It is definitely one of the regulations that the Chancellor has tasked us to look at, and we are in the process of looking at that regulation to see

Mark Rampersant, Safety and Prevention Partnerships: what other ways can we streamline the process? I can tell you that it will not result in every case of a bullying situation, of the aggressive being transferred out of the school, that

Mark Rampersant, Safety and Prevention Partnerships: from a standpoint of student transfer process just wouldn't wouldn't work well for the system. And when I say work well, that means that the response can't be to move the kid every time the young person is considered right, and so we.

Steve Stowe: Agree. We agree like, oh.

Steve Stowe: only in situations, only in situations where there's basically no other choice. And and I would like to ask you like. What leads?

Steve Stowe: What's the escalation that was required to get to a point where a transfer is kind of the next option. Those are the situations we're talking about when it's the end of the line. A bunch of other stuff has been tried.

Steve Stowe: There's no better way other than to get one of these kids other than to separate these kids. That's what we're really focusing on.

Mark Rampersant, Safety and Prevention Partnerships: So you just described it. Right? You said all else failed. That means the school did the safety plan for the kid right? Other interventions, such as guidance and outside support, Cbo supports and other disciplinary measures have been administered. But this young person is still not responding, and continues to upset the school environment by his, her their actions.

Mark Rampersant, Safety and Prevention Partnerships: Right, then, then, the school can request for a general education student request involuntary transfer

Mark Rampersant, Safety and Prevention Partnerships: that process. It goes through a process. The school just has to show the respective interventions that have been administered, and how the number of incidents student was involved in, of the interventions that was administered by the school. The response from conferences from parents, the work that has gone into rectifying the actions of this young person are considered

Mark Rampersant, Safety and Prevention Partnerships: before a involuntary transfer is in place. The problem. Steve, is

Mark Rampersant, Safety and Prevention Partnerships: in some cases schools consider that to be an arduous process, right? We can't just take the word of a request to involuntary transfer of school without having the background, information, number of incidents involved, egregious acts of whatever, by the student interventions administered by the school and all of those things right. And there's always the consideration to ask the parent to simply volunteer

Mark Rampersant, Safety and Prevention Partnerships: volunteer to have your child, you know, transferred to another school for a new start. And I'm talking about the aggressor, not the victim. Right? And so all of those are the measures that are taken before consideration is given to an involuntary transfer process.

Steve Stowe: There's a question in the chat we received. Why are students with ieps excluded from the transfer process?

Mark Rampersant, Safety and Prevention Partnerships: I don't. I don't receive.

Mark Rampersant, Safety and Prevention Partnerships: I don't

Mark Rampersant, Safety and Prevention Partnerships: have all of the factual answers, but it has a lot to do with the students. Mandated services being provided, the involuntary, the school to be transferred to has to have those systems in place. This is a state thing, not a New York City public school thing. I will get the response to that, Steve, and I'll get it to your office. As to the why students with ieps have been excluded from this process, but I know that it's got a lot to do with their respective disabilities.

Steve Stowe: Okay.

Steve Stowe: and just quick. I do want to wrap up here because we've taken enough of your time and our time

Steve Stowe: on the data. You know, you know, just to be, you know, perfectly candid with you, you know.

Steve Stowe: It would be nice to see some measures of sort of analysis of what's being done? And you've answered. I've asked the question a couple different ways, and I don't think we've got a sort of a super clear answer, but I understand you can say what you can say. You know there's concern that the move away from suspensions in recent years has led to an increase in some of these incidents. And you know, we talk a lot about the systems in place in schools.

Steve Stowe: making sure people, teachers and other staff are engaged. Schools are huge places. Stuff is happening all the time. There's there's no way that the good, hardworking staff of our schools can be everywhere, at all times, in every place, and also, as you say, with the prevalence of social media on the weekends. It's just it's too much for the staff, you know. It's we can't have an ISP for every potential kid.

Steve Stowe: Have someone an adult walking behind every kid at all times. There's there's, you know, in general, in public policy. Sometimes you have to set the penalty

Steve Stowe: at a sufficiently high level, so that it discourages. You know it's not unlike fare dodging on the subway, you know, if the penalty for dodging is not high enough, then people are going to do it. Do you feel? How do you respond to people who feel like the penalties in the New York City school system. Right now the move away from suspensions and other traditional disciplinary measures has led to an increase in bullying.

Mark Rampersant, Safety and Prevention Partnerships: So I would say that I respect everybody's opinion

Mark Rampersant, Safety and Prevention Partnerships: as it relates to what they believe will solve the problem or address the problem of student actions, I can tell you, on a personal level based on what I see in some of the data, especially when it relates to our students who are recidivists. One thing is that a suspension

Mark Rampersant, Safety and Prevention Partnerships: doesn't address the action

Mark Rampersant, Safety and Prevention Partnerships: right? A suspension doesn't address the action addressing the action will address the action right? Get to the why, get to the what you can suspend the student. All you want that doesn't correct the action. We have to get to the root of what transpired right? And just as a point of clarity.

Mark Rampersant, Safety and Prevention Partnerships: If you review the discipline code, you will see that what was added to the discipline code is more interventions before suspension.

Mark Rampersant, Safety and Prevention Partnerships: and that does not mean that you are required to take these respective interventions. These interventions were offered to schools to consider before suspending there is no school that doesn't have the right to suspend. Just I want to correct the record. We suspend students for upwards of one academic school year.

Mark Rampersant, Safety and Prevention Partnerships: and we've done it several times this year, right? And so that notion that schools can't discipline, that is, in fact, not correct, that are people who are not reviewing the discipline code. There have been some changes in the discipline code, and one of the things have been added to the code is more

Mark Rampersant, Safety and Prevention Partnerships: interventions and more guidance approach to addressing student behavior. Because what we saw is we're suspending, suspending, suspending. And what's interesting, Steve. It's the same students that are being suspended right at some point when you deal with these fair evaders who are jumping the turnstile, and you give them a fine, and you give them another fine, and you give them another fine. What you're going to find is they are not paying the fines.

Mark Rampersant, Safety and Prevention Partnerships: so you can continue to give them fines. All you want, and eventually those fines will turn into something different. But what I am saying is suspension, suspension, suspension without addressing

Mark Rampersant, Safety and Prevention Partnerships: is not going to make the difference. I'm sorry. I don't know who that was, but I apologize. But, Steve, I got a.

Steve Stowe: Yeah, yeah, no, thank you so much for your time, Chief Rampersand. We appreciate the conversation, the dialogue, and thank you for reading our resolution in depth by the way, and and responding to it directly.

Mark Rampersant, Safety and Prevention Partnerships: Thank you very much and good night to everybody. We appreciate your input, and we appreciate you being a thought partner in this space, Steve. We're not done here. We owe you some correction in the data my chief of staff did share that. There was a mistake on the data on our part, we will send you the corrected numbers and corrected information, just so that we are clear. But I am one who stands in front of my mistakes. I apologize for the data

Mark Rampersant, Safety and Prevention Partnerships: that's a call.

Mark Rampersant, Safety and Prevention Partnerships: Mix up, have a great night and talk soon.

Steve Stowe: Thanks so much. Have a good one. Thank you.

Steve Stowe: Next we'll have our superintendent's report, which will be the fair student funding the annual required fair student funding update. So.

David Pretto: The Prado screen.

David Pretto: Good. Alert.

David Pretto: Yeah.

David Pretto: Hey? Good evening. CC, 20. Welcome to the annual school budgets. Engagement session.

David Pretto: I'm David Preto, superintendent. District 20, and I'm happy to be here with Ira Kerper, who is our district budget representative, representing Brooklyn, South High Schools and District 20. Tonight. He's and he supports our schools directly with all matters related to budgets, and will support us this evening with any budget related questions and concerns.

David Pretto: Every spring the panel for educational policy votes on the New York City public schools, school budget allocation formula for the following school year, which is known as the fair student funding formula.

David Pretto: In preparation for this event. Superintendents and borough-based support staff present the New York City public schools proposed fair student funding budget allocations for fiscal year 25 to all community and citywide education councils.

David Pretto: The purpose of today's presentation is to review the New York City public school budget and allocation formula, review, fair student funding and the weights for fiscal year 2026, which aligns with the 2025, 2026, school year.

David Pretto: This presentation reflects our continued approach in how New York City public schools is conducting community engagement around our school budgets. As it relates to the fair student funding formula.

David Pretto: Our goal is to increase our transparency, and ensuring that you, as critical community stakeholders, are made aware of how schools are funded and made aware of the resources available to you to better understand your school budgets

David Pretto: appreciate you joining the meeting today, and we'll dive into this presentation.

David Pretto: So today, I'm going to be discussing 3 main topics. First, st an overview of this year's overall New York City public schools, budget, and the specific budget for our district.

David Pretto: a detailed explanation of the fair student funding formula and a walkthrough of the new web pages created to increase budget transparency.

David Pretto: If you have questions during the presentation.

David Pretto: please direct them to the chat. If in person requests, I just request to hold all the questions to the end.

David Pretto: We'll have team members ready to respond to these questions

David Pretto: questions that we're not able to answer during the presentation will be collected and shared with the New York City public schools team who will then respond and I'll share back with the group.

David Pretto: Additionally, the intention of this session is to collect public comments on the formula for the upcoming school year.

David Pretto: I ask that if you have specific feedback on the weights for the fair student funding formula that you please feel free to share that feedback with the following website, budgetpublic comments@schools.nyc. Dot, Gov. And I'll post that at the end of the presentation

David Pretto: the New York City Public Schools team will take public comments received at this email address into consideration in the coming weeks.

David Pretto: I'm going to provide an overview of the overall New York City public schools budget where the funding comes from, how our budget is spent. A review of our district's budget and directions for where you can find school specific budget information.

David Pretto: I'm now going to provide an overview of our overall budget, and where the funding comes from.

David Pretto: this data is based on the most recent budget included in the Mayor's January plan.

David Pretto: our total budget for the 2024, 2025 school year is 41.2 billion, or about $32,284 per student in our system.

David Pretto: New York City provides most of our funding

David Pretto: for the 2025, 2026 school year. The city will contribute 24 billion or 59% of our total budget.

David Pretto: Most of our city funding comes from what we call city tax levy dollars.

David Pretto: City tax levy funds are drawn from local taxes which include property taxes, sales, taxes, and personal income taxes. Every year the mayor proposes the amount of city tax levy funding we get, and the city council must pass the budget into law before the new fiscal year begins. On July first.st

David Pretto: 15 billion dollars or 36% comes from New York State funding.

David Pretto: New York State is our second largest source of funding.

David Pretto: Every year. The Governor proposes the amount of State funding that we will get mainly based on the number and types of students enrolled in our schools, and then the State legislature must pass the budget into law before the new fiscal year begins on May. 1st

David Pretto: funding generally comes from income and corporate taxes as well as property and sales. Tax

David Pretto: Federal funding comprises a total of 2 billion dollars or 5% of our funding for this school year. The Federal Government is our 3rd largest source of funding.

David Pretto: Every year. Congress proposes a budget, and the President must sign the budget into law in advance of the new fiscal year which begins on October first.st

David Pretto: Every the every student succeeds act, or Essa provides the rules for allocating most of the Federal funding we receive

David Pretto: in the previous slide. I covered an overview of where New York City public schools receives its funding from. And now we'll shift into how the funding is spent in our schools and across our system.

David Pretto: within our budget we have mandated costs that must be covered annually, including employee benefits, pension and debts as well as state mandated payments to charter schools, non-public and contract schools.

David Pretto: This pie chart represents represents the major costs.

David Pretto: I will provide a brief explanation of each section, and I'll begin with early childhood, which is located on the bottom right hand side of the pie chart.

David Pretto: So for employee benefits, pension and debt.

David Pretto: This overall 12.1 billion pays for healthcare and other employee benefits pension payments for staff and then debt payments on loans for school construction and upgrades

David Pretto: for charter schools. We allocate 8% or 3.4 billion dollars for charter schools as mandated by State law

David Pretto: for non-public and contract schools. These are schools. These payments cover schools and programs that educate New York City students, but are not directly run by the New York City Department of Education.

David Pretto: This 2.3 billion includes students with disabilities that attend specialized schools

David Pretto: and supplemental services to students who attend non-public schools.

David Pretto: The superintendent and field offices and central offices combined

David Pretto: comprise approximately 1% of the overall budget.

David Pretto: The School Operations section pays for non-instructional services that students receive.

David Pretto: The 5.2 billion dollars is used to pay for costs, including free breakfast and lunch available to all students.

David Pretto: bus routes, loan payments on buildings. This is both new construction and renovations.

David Pretto: and this is similar to a mortgage payment.

David Pretto: We allocate 1.9 billion dollars to support early childhood. This is all birth to 5 instruction across the city.

David Pretto: and then, lastly, the largest proportion of our budget is allocated toward K. 12 schools and instruction. We allocate 15.8 billion dollars or 38% of our overall budget annually to support our schools, which includes general education, teachers, guidance counselors, deans, health and school climate initiatives, such as gym teachers respect for all week like this week, climate action days, special education after school activities, summer school and other operating expenses.

David Pretto: This also includes funding for textbooks, computers, materials, and supplies.

David Pretto: And now, transitioning from the citywide view, we'll take a look at the budget and funding source breakdown for District 20.

David Pretto: So, as you can see

David Pretto: in District 20, we have an 862 million dollars overall budget across 48 elementary and middle schools that serve 43,749 students.

David Pretto: This does not include District 75, since those programs are not funded through fair student funding

David Pretto: school budgets are comprised of a mix of fair student funding and other funding sources. I'm going to ask.

David Pretto: I'm going to ask to have the directions for how parents and community members can search the new budget website to search specific individual schools in the district on how to access the listing for their school budgets. We're going to drop that into the chat.

David Pretto: So we've reviewed the overall New York City public schools budget and the district's overall budget

David Pretto: during the presentation. I won't be reviewing individual school budgets. Those are available on the public website.

David Pretto: This slide shows you the steps to find the school budgets from the homepage.

David Pretto: I'll give everybody a minute to use this information to be able to load your school specific budget if you're interested, and we'll also drop the directions to this page into the chat.

David Pretto: One note specifically around pre-k centers and charter schools, pre-k centers and charter schools do not have budget reports on the DOE website. These will only be for the community schools in the district.

David Pretto: So who decides how the money is spent.

David Pretto: Once this funding is in place within school budgets. Principals are responsible for the funds allocated to schools, and have a great deal of flexibility in how they spend the funding.

David Pretto: These choices are made in partnership with school leadership teams or slts.

David Pretto: as principals and slts create the school's comprehensive educational plan or cep.

David Pretto: They identify school-specific instructional needs and priorities and align the school budget with to this plan

David Pretto: principals work with their slts to create the school's budget in alignment to the goals and instructional priorities outlined in the Cep.

David Pretto: Superintendents like myself, supervise all principals in our district through this process, and must approve all school budgets and their alignment with the school. Cep.

David Pretto: I'll now go into a little bit more depth around what fair student funding is, how it works. And the proposed formula for the upcoming 2025, 2026 school year.

David Pretto: So fair student funding or Fsf. Is the largest funding stream that we provide to schools. In fact, it accounts for nearly 2 thirds of most K. 12 New York City public school budgets.

David Pretto: The allocation of fair student funding provided to schools is based on the number of students enrolled at each school and the specific needs of those students.

David Pretto: We make these calculations based on our fair student funding formula which calculates how we distribute this overall pot of money to schools

David Pretto: within the formula. Students with needs that require more support, receive more funding in alignment with those needs.

David Pretto: In many cases schools also receive funding from other funding streams, including Federal funding streams like title one title 3 idea, which is funding focused specifically on special education or other targeted allocations for specific initiatives.

David Pretto: These pots make up the remaining funding within the overall school budgets

David Pretto: as a note, charter schools 3 K pre-k and D 75 programs are funded outside of the fair student funding formula.

David Pretto: additionally mandated. Iep related services, including speech teachers, occupational therapists and physical therapists as well as one-to-one paraprofessionals are also funded outside of the fair student funding formula.

David Pretto: The money provided to schools from the fair student funding allocation provides principals with significant flexibility, working in partnership with their slts, to utilize the funding, to design instructional programs tailored to the needs of their students within their school community

David Pretto: funding from the Fsf. Allocation provides for each school's basic instructional program and classroom services. This funding can be used to pay for classroom teachers, including the arts, gym and cluster teachers at the elementary level as well as school leadership, guidance counselors, social workers and administrative and pupil support staff.

David Pretto: Additionally, the fair student funding allocation can pay for after school programs, tutoring and intervention programs as well as teacher absence coverages and classroom resources and materials.

David Pretto: Now, I'm going to take this opportunity to further clarify some of what we have already discussed.

David Pretto: So throughout the presentation, I've been talking about the fair student funding and the fair student funding formula.

David Pretto: When we say fair student funding. I'm talking about the money that is allocated to K 12 schools from this large pot, not including pre-k centers or District 75 programs.

David Pretto: This year. Fair student funding is approximately 7.4 billion dollars.

David Pretto: The fair student funding formula is the method by which we decide how to allocate that funding to schools.

David Pretto: This slide outlines the formula, and how we utilize the formula to calculate the total amount of fair student funding that each school receives.

David Pretto: I'm going to walk through, how we utilize the formula to determine how much fair student funding each school receives, and how we determine that specific dollar amount. So if you see the Graphic on the top, we're going to move from kind of from the left to the right. A little bit of an order of operations exercise here. So first, st every school receives a foundational amount

David Pretto: which is provided to every school, regardless of the number of students that the school serves.

David Pretto: This covers per school overhead costs, such as the principal and school secretary, but can be used for any purpose.

David Pretto: We then fully fund the cost of the collectively bargained salary increases for staff and other personnel costs.

David Pretto: We then add funding to the formula for collectively bargain. Contractual pay rate increases for school staff.

David Pretto: Given the new set of collective bargaining agreements. We are looking at ways to update the formula for collective bargaining.

David Pretto: Then we calculate the remainder of the fair student funding by allocating a base amount for each student. This is the per capita

David Pretto: and then allocating additional funding based on each student's identified educational needs and instructional programs. It is in this part of the formula that we take into account the weights that we have been referring to throughout the presentation.

David Pretto: On the next slide. I'll dive more deeply into the weights that are utilized to determine the specific dollar amount that we allocate per student. So they have a clear understanding of what goes into this part of the formula.

David Pretto: I also want to pause here to reiterate that within this formula we take the time to examine the individual needs of each student to determine funding allocations. We make these individualized calculations for each student aligned to their individual and specific needs and education program to determine how much funding would be provided to that school for each student.

David Pretto: So this chart shows the proposed weights for next school year. That means, if approved by the panel for educational policy or the pep. In April

David Pretto: these weights will be used to calculate the school's Fsf. Allocation for the upcoming 2025 to 2026 school year.

David Pretto: This slide displays the Fsf. Weights for the current school year 2024, 2025, which are proposed to be maintained for the 2025, 2026 school year.

David Pretto: Here you can see the different types of weights that students can be eligible to receive, based on their instructional needs or academic programs

David Pretto: to more deeply understand the weights that we use to calculate that last part of the formula from the previous slide. The number of students per Fsf category and their Fsf weighted needs.

David Pretto: Each student's weighted need is determined by the Fsf formula.

David Pretto: I'll explain the different weights on this slide.

David Pretto: So for 2024, 2025, the base weight of one

David Pretto: was equal to approximately $4,254 per capita or per student.

David Pretto: This per capita is adjusted annually to reflect changes to the citywide average teacher salary.

David Pretto: The basic grade weight is allocated to schools for all students on their audited register the register that's taken on October 31, st

David Pretto: and this is calculated by considering instructional programming requirements by student grade level with the distinct weights for K through 5, 6, through 8, and 9, through 12.

David Pretto: Funding for academic intervention or ais is determined by student academic performance. When a student enters a school

David Pretto: using test scores from their prior year

David Pretto: for students where so for schools where students do not have incoming test scores in the lower grades, such as before students begin taking tests, or if they do not have prior test scores, we provide funding based on a student's poverty level

David Pretto: funding for special education is determined by the percentage of time students spend receiving special education services. For example, we have one wait for students receiving services for less than 20% of their week.

David Pretto: funding low intensity of services, another weight funding students receiving part-time services for up to 59% of their week.

David Pretto: or moderate intensity of services.

David Pretto: and then a final weight for students receiving more than 60% of their time receiving special education services distinguished by the majority service time.

David Pretto: A less inclusive special class, or more inclusive integrated co-teaching or ICT.

David Pretto: These special education weights are then also broken out by student grade level with the specific weighting value again determined, based on the cost of providing the instructional program.

David Pretto: We also provide supplemental funding that supports students who have been declassified as special education students. This funding supports students in their 1st year, transitioning out of special education services through the post Iep transitional support wait

David Pretto: funding for English language learners is allocated based on student grade level, reflecting mandated instructional services.

David Pretto: including bilingual and Enl instructional programming.

David Pretto: Additionally, we have weights for former elves who have achieved proficiency within the last 2 years, which is in which is indicated using the state designated term commanding.

David Pretto: We also provide funding for Els with students with interrupted formal education or safe status.

David Pretto: Students with this classification receive their respective l. Weight. In addition to the sip weight.

David Pretto: we also have another category of weights for portfolio high schools.

David Pretto: These weights are provided to schools based on the number of students who are involved in these academic programs. Within each high school

David Pretto: career, and technical weights have different tiers based on the type of career preparation program

David Pretto: programs that require more resources, such as nursing, agriculture and veterinary aviation, technology, automotive, culinary, etc. Require industry, specific equipment, higher level of consumable supplies and materials, student internship requirements that are integral to the program of study and highly specialized and ongoing industry training for teachers. These have higher weights to support that instructional programming.

David Pretto: There are also separate weights for students in specialized, academic or specialized audition schools and for students attending transfer schools. The transfer school weight is broken out into 2 tiers based on students, age and credit accumulation

David Pretto: transfer school students who are further behind in credits at the time of admission receive a higher weight.

David Pretto: Only students attending high schools are eligible for these portfolio weights.

David Pretto: Funding for students in temporary housing provides additional support to schools, enrolling students in temporary housing.

David Pretto: This has an impact on our asylum, seeking families who are living in temporary housing, providing additional resources to the schools, enrolling the Sth. Population

David Pretto: funding for the concentration of needs. Weight provides additional funding to schools with high populations of students with significant needs. Research shows that schools that serve higher concentrations of students with high needs require additional resources to provide robust education and appropriate resources and supports to their students

David Pretto: the concentration weight includes factors for proportion of students who are in poverty, students with disabilities, students who are in temporary housing, students residing in foster care, English language learners and students with low performance as key indicators of concentrations of need.

David Pretto: In summary, the 2025, 2026 proposed fair student funding weights are unchanged from this current school year.

David Pretto: So we just took a look at all of the weights that students could be eligible to receive within the fair student funding formula allocation.

David Pretto: I also shared that as we were calculating that formula for each school, we take into account the instructional needs of each individual student within the school. As we determine the school's overall budget allocations

David Pretto: in this slide we will take a look at how each student's calculation is determined.

David Pretto: The different types of weights are indicated by color on the right side of the slide.

David Pretto: In order to determine the weight for each school student, we evaluate their eligibility for the weight based on data in the New York City public school systems, that store key information about students.

David Pretto: I'm going to walk. I'm going to walk through the process for how fair student funding would be allocated for 2 students, Ava and miles through the fair student funding formula.

David Pretto: Ava and Miles are 2 students who attend to school in our district. Ava is a second grader, and Miles is a 6th grader.

David Pretto: The orange section shows the grade weight that they 1st receive.

David Pretto: because Ava is a second grade student.

David Pretto: She's entitled to the K to 5 grade weight of one again shown on the left side in orange. Since Miles is a 6th grader. He's entitled to the grade weight of 1.0 8.

David Pretto: If they were a high school student they would receive a grade weight of 1.0 3.

David Pretto: The Navy Blue Section shows the special education weight.

David Pretto: So both students are students with disabilities requiring special education, classroom instructional services

David Pretto: either sets or special education teacher support services. They could need to receive special class or integrated co-teaching.

David Pretto: Ava's individualized education program or Iep states that more than 60% of Ava's instructional program is spent in an ICT setting, so Ava is entitled to the full time or more inclusive special education. Weight of 1.7 4 showed in navy blue. On the left.

David Pretto: Miles's Iep requires less than 20% of Miles's instructional program to be in an Iep setting. Therefore, Miles is entitled to less than 20%, or the low intensity special education, weight of 0 point 5 6, which is shown in blue on the right.

David Pretto: Both Ava and miles are classified as English language learners, or else and this is shown in Yellow

David Pretto: Ava is an elementary school, former multilingual learner, who tested out of l status within the last 2 years, because New York State requires 2 additional years of English as a new language service for former L's

David Pretto: Ava. Is entitled to the K. 5 Enl. Weight of 0 point 1 3

David Pretto: miles is also a multilingual learner. Miles is enrolled in a bilingual program at his middle school.

David Pretto: The school has appropriately coded miles as enrolled in a bilingual program in the New York City public school scheduling system known as Stars, and as such Miles is entitled to the 6 8 bilingual weight of 0 point 5 5.

David Pretto: Both Ava and miles are entitled to academic intervention services or ais, and this comes with its own category weight, and this is shown in red.

David Pretto: Ava is a student poverty, and therefore Ava is entitled to the Fsf. Academic intervention, weight of 0 point 1 2, which is shown in red. On the left. Miles is a student who entered the school in 6th grade with 5th grade test scores that were below proficiency. As a result he is entitled to the ais weight of 0 point 3 5, which is shown in red on the right.

David Pretto: Both Ava and miles are students in temporary housing, and this is shown in green. As such they both received the sth weight of 0 point 1 2

David Pretto: Ava. Attends a school with high concentrations of student needs, as shown in pink.

David Pretto: Ava attends a tier 3 school, the highest concentration of need, and is entitled to a weight of 0 point 1 2

David Pretto: miles attends a school with lower concentrations of needs which does not receive the weight.

David Pretto: The concentration of needs is shown in the pink bar at the top for 8 lines.

David Pretto: When you add all these pieces together, Ava's individual allocation through the Fsf. Formula would total of weight of 3.2 3 miles's allocation would total 2.7 0.

David Pretto: Using the example of these same 2 students, Ava and Miles, with the same student needs from the previous slide. We now look at a more realistic example, where the weight of 1.0 is equal to around $4,400. Ava's weight, of 3.2 3 is equal to $13,742, while Miles's weight of 2.6 6 is equal to approximately $11,317. Under this Fsf formula

David Pretto: you can find the following online on New York city public schools, info Hub, under reports.

David Pretto: slash financial data and reports. So you can find detailed information about each and every school budget allocation in the form of a school allocation memorandum or Sam.

David Pretto: you can find a summary of each school's total and fair student funding budget. Along with student and staff counts.

David Pretto: You can find a programmatic guide to fair student funding, as well as how the fair student funding allocation is calculated for each school.

David Pretto: And you can find all these things online for each individual school webpage under reports, slash budget, and finances.

David Pretto: You can also find detailed information of the school's budget based on the different types of funding schools receive, and you can find detailed information as to how the principal has budgeted for the current year, including the number of staff positions and other plan spending.

David Pretto: There is a new look and feel to the Fsf. School web pages.

David Pretto: There is a more streamlined look and feel

David Pretto: dollars up top, and then the register and associated dollars down below.

David Pretto: and then beginning of the year, mid-year change and final amounts for the school year, all on one page.

David Pretto: in addition to the current web pages detailing each school's galaxy, allocations and budget. Summary. A new school budget at a glance brings school brings together data on student enrollment, demographics, budget allocations and use of funds.

David Pretto: The new look also compares school demographic information to citywide averages.

David Pretto: Under K. 12. Funding for this school. You can see the school budget allocations rolled up into major funding categories. You can also see how each of these is a share of the school's budget. For this school fair student funding

David Pretto: makes up 74% of the budget, and under

David Pretto: under K 12, spending for the school, you can see the budget summary rolled up into spending categories. So classroom teachers, other salaries, employee benefits, and non-salaries, also known as otps or other than personnel spending. So these are supplies, materials, books, etc.

David Pretto: All public comments will be reviewed by the New York City public schools, teams, public questions and comments related to the Fsf. Formula will be posted on the panel for educational policy website.

David Pretto: analysis and response of each relevant question and comment will be available for review on the Fsf website in advance of the April 23rd vote

David Pretto: questions and comments may be directed to the following email, address or phone number by April 20, second, 2025.

David Pretto: And if we could drop this email and phone number in the chat. That would be great.

David Pretto: So we're going to want to send the public comments to budgetpublic comments@schools.nycgov or by phone, you can call (212) 374-6754.

David Pretto: Either one of these places to make comments will have community members have their public comments about this fair student funding formula, presentation be noted and analyzed prior to the April 23rd vote.

David Pretto: I thank everybody for your time and attention today and in advance. Thank you for sharing any questions. We will gather any unanswered questions and share back responses within a few days.

David Pretto: and we can proceed with any questions that folks may have. Yeah, David, there's 1 in the chat that was asked.

David Pretto: chat is

David Pretto: not letting me if a student needs change. A change during the year requiring the example is requiring a para for health reasons, or an Iep implementation of additional services.

David Pretto: But these services have not been included in the previously approved annual budget. Where would that money come from?

David Pretto: One?

David Pretto: This is, I'm sorry. This is Ira Kerper. This is our budget representative who's representing? Do you mind? Because someone online asked that question, would you mind just answering it at the podium there? And Kevin can unmute you one second, just one second.

David Pretto: Hi! I'm Ira Carper.

David Pretto: I think.

Public Speaking: So the answer for that is, if there's a new Para request. That's not part of fair student funding, they need to request it. It's a separate funding that comes. It's called Iep para funding, and the principal will request it from their budget. Liaison.

David Pretto: And what about just more generally, if

David Pretto: anything, related? New services required during the year? Forget about just the parrot? Is any new services? Is it a case by case basis, or is there? What's the process.

Public Speaking: It would, depends on what it is, but they would probably go to their budget person at Central, at their budget liaison in the

David Pretto: Every every school in the in New York City public schools has a budget director who they work directly with to support.

Public Speaking: That's.

David Pretto: You know, ongoing funding needs planning, you know, for these types of things as well as like working with their, you know, annual review for the budget for the upcoming year, and that money, if there was a midyear request

David Pretto: that money that's coming from, presumably there at the beginning of the year. There's sort of a pot of money set aside in the budget that's.

Public Speaking: You know, depending on how they ceremony, is reconciled every year.

David Pretto: Himself.

Public Speaking: So it's a new pot of money every year.

Public Speaking: Yeah, yeah, kids, kids leave.

Public Speaking: So every year we do a reconciliation. Sure, kids and any children that need new new a new para. They, the principal, requested, probably with the Az.

David Pretto: But but part of the process which was referenced in the presentation. There are 2 adjustment periods that are made

David Pretto: for audited registers. That's the October 31, st and then also for special needs students. So students with disabilities, English language learners, that is an additional adjustment that's made midyear. So some of the maybe midyear needs are caught up in some of the adjustments, whether there are less students requiring that funding, or if there are more students requiring that funding, and then beyond that.

David Pretto: they would be taken on a case-by-case basis, depending on what the what the specific need would be. And just so I understand right. The ability to

David Pretto: obtain additional funding.

Public Speaking: Me too.

David Pretto: The source of that funding that will be like a citywide you know, pool of funding.

David Pretto: or do. Does each school have a sort of a reserve, some cushion built into the budget.

Public Speaking: We go to Central to get it. So for paramounty we'll go to the Central and say, you know, this school needs 2 additional

Public Speaking: iep health, Paris, and then we'll request the money for that.

David Pretto: Okay.

David Pretto: And then I just wanted there was another question here. Why is

David Pretto: really hard to scroll down. It keeps jumping around.

David Pretto: You can't. Maybe mine is. Mine's not doing that.

David Pretto: Yeah. What was the? There was another question in the chat. I believe.

David Pretto: Sorry we're just trying to get to the questions in the chat and the the touchpad is very sensitive, and

David Pretto: we got that question, and then

David Pretto: does title one swp. Increase spending for all students. And is this weight implementation still used?

David Pretto: So the title 1 first, st the title, one Swp. As as well as title, one targeted assistance. Either decision that the school makes for using title. One funding is is part of that federal funding. So that's that 2 part of that 2 billion dollars overall that's provided to the city.

David Pretto: It's not part of fair student funding. Okay, and I'm just looking here.

David Pretto: There's I'm gonna hit. See if there's any questions on funding.

David Pretto: And then I'm gonna there's a couple other questions, and

David Pretto: then we can. I can pose those to you as well, David, just looking specifically on funding on fair student funding questions.

David Pretto: there's there's a couple of questions and and we'll take. We take questions from the chat at our discretion. But are you okay with answering a couple other questions? Yeah, a couple of questions in the chat, if I can. Yeah. Will the DOE provide student omni cards to District 75 children who receive bus service so they can attend after school and extracurricular activities.

David Pretto: That's something that we can. I mean that we can. We can definitely submit that to the city and get a response. What I do know is that district 75 students who are mandated for busing are, you know, are provided with that transportation. But we can escalate that question, and that's a and that's in District 75 you mentioned at the beginning is not part of fair student funding correct. That's just that's a status separate allocation. And then I'm just looking at.

David Pretto: I mean, there's a question in the chat about Iep. How is iep? Noncompliance still so rampant when students disabilities come in with funding for their related services? ICT.

David Pretto: etc. Where does their funding go, if not to their needs.

David Pretto: I I mean, I don't know how that would be. It's I don't think that's related directly to this presentation. But I will say that you know we work with schools. We work directly with principals in the district around, supporting

David Pretto: students with special needs, having all of their mandated services served, and that is, that is ongoing work. Any parent who

David Pretto: is encountering challenges or problems working with their school, having their ieps. In compliance we work directly with the schools and principals. So with that type of issue, I would definitely, obviously encourage a parent to reach out directly to their principal. And in the case where that's

David Pretto: where they're encountering challenges, they can reach out directly to the district office to to Bill Chin or Sylvia Jaczynski, and we work with schools on a regular basis. I have a couple of people on my staff

David Pretto: who we support schools and parents with ensuring that

David Pretto: mandated services are provided to students. It's a, it's a, it's a huge priority of the district and of the city. Yeah, yeah, and I, there's another question here which I which I like is

David Pretto: what kind of oversight do you provide for principals in terms of the budget?

David Pretto: So the comprehensive educational plan is that whole process, having principals, consult with slts and make decisions around how budgets are allocated in alignment with those ceps. The process for

David Pretto: evaluating principles by me starts with evaluating those goals and ensuring that the budget that schools have is aligned to those goals and action plans. That's the 1st step of that. How about the subsequent throughout the year. It's part, I mean, it's part of the process. Yeah. So I always consider goals that schools have set the action plans that they've made, and

David Pretto: how they've, you know, allocated and aligned those dollars to those goals, and to what extent the allocation of those resources have supported the school in meeting the goals, and

David Pretto: to what extent you know, other things could be considered. And that's that's part of it, is there scheduled is, you have a schedule throughout the year when you check in specifically on budget related issues. That's part of the process. We have scheduled evaluations for all the principals across. Broadly speaking, yeah. But I mean specifically on the budget. Or is it part of the the budget? Is part of those scheduled evaluation? Yeah, okay? And what what would be the remedies if, let's say, the budget, someone's way over budget

David Pretto: what would be the remedies or the conversation in that kind of situation?

David Pretto: It depends. You know there's no hard and fast answer for what? That would be broadly but

David Pretto: it would depend. Yeah.

David Pretto: okay, let's superintendent report.

David Pretto: John, did you want to any questions, any questions? By the way, Cec. Members for superintendent? Not just about fair student funding, but

David Pretto: we good, alright cool.

David Pretto: That's a big one. Yeah, no apologies needed.

David Pretto: Actually, I do. Maybe 2 questions go for that. Let's go.

Kevin 愷文（立夏）Zhao: Something say for non public school and non charter school.

Kevin 愷文（立夏）Zhao: I guess it's like for some kind of contract the schools.

David Pretto: Yes.

Kevin 愷文（立夏）Zhao: How do we fund it? Is it like a student voucher, or just the funding directly? Go to them.

David Pretto: It it? I mean. The short answer is, depends. We could get the specifics depending on what the school is. We could escalate for the specific

David Pretto: this you're talking about like the method of payment kind of

David Pretto: typically, those schools are for students with special needs whose special needs aren't being served in the public schools, and the New York City school system is paying that student's tuition at that school.

Kevin 愷文（立夏）Zhao: Okay.

David Pretto: There's a big.

Kevin 愷文（立夏）Zhao: A large portion, I think.

David Pretto: 38%.

Kevin 愷文（立夏）Zhao: And from A. K. 2, 12 instructions.

David Pretto: Yeah.

Kevin 愷文（立夏）Zhao: Is that including the still teachers, salary.

David Pretto: Yes, yep.

Kevin 愷文（立夏）Zhao: Does it? Thanks.

David Pretto: talk about that one thing for sure. Okay, it's moving along. It's not necessarily a district thing. It's a David. Is there someone at the division of school facilities, the department of school facilities, not the Sca. You know the Sca and then

David Pretto: Ds school facilities and different entities. Yeah, we have this one school that we're trying to help with their their project. And it's it's being batted back and forth, and the money's just sitting there. And who do we talk to a division of school facilities? Is there a particular liaison for the district? I mean, you can start with me, I mean, I could help figure out what's going on there between Sca and Dsf, yeah, the sca says it's now it's Dsf is responsible. But that's not what this the school doesn't know what's going on. All right, we'll we'll check in offline. We can just talk after.

David Pretto: Yeah, it's it's probably not. It doesn't need meeting time. I don't think but John's been really active in trying to get to the bottom of it. So

David Pretto: okay.

Steve Stowe: Tenant report. I think we're on to our second public speaking session.

Steve Stowe: do we have any anyone signed up for public speaking? Okay? And Steve is in person, so we can get him

Steve Stowe: prioritize him. Steve, did you want to speak?

Steve Stowe: You're signed up. So

Steve Stowe: yeah, right here, it's gonna ask you to unmute, and then you can just press, unmute when you're ready.

Steve Stowe: Can you unmute it? You're muted.

Steve Stowe: Can you unmute it, Steve? It's asking you right now.

Public Speaking: How you doing?

Public Speaking: My name is Steve Mahoney. I'm a parent of a child in a district 75, school here in District 20, and I'm also an uncle to

Public Speaking: 2 nieces and a nephew also within our district. I signed up there for freedom of speech, and it kind of ties in with that bullying.

Public Speaking: It just seems that sometimes, as adults, if we have a minority opinion, we also are subjected to some bullying.

Public Speaking: I've seen other Cecs throughout our city. If there's someone with a minority opinion and

Public Speaking: it's about listening to each other

Public Speaking: and presenting something, I guess, in a respectful manner, as a retired city worker. I remember going through a physical exam, and the men and women's standards were different, and they still are also in our military.

Public Speaking: and it just seems interestingly, during the

Public Speaking: epidemic of Covid we were told to trust the science, and then, when it comes to physical abilities, it seems that is it really fair to that 5 year old girl as she

Public Speaking: is in sports? And now she's at the college level, and someone may have transitioned and competes against her, and it's just like a sense of fairness. It really kind of makes you wonder.

Public Speaking: But notwithstanding that our children should not be harassed or bullied. That goes without saying. This is like some of the things that we all learn juvenile justice.

Public Speaking: Governor Hochul repealed a lot of juvenile justice laws that you carry signed into law as a result of a gentleman called Willie Bosket.

Public Speaking: and part of the rationale with. That is because our children are impulsive that they shouldn't be held to say adult standards. And then it makes me wonder. But if they're going to do a life altering change, how is it they have the mental acumen to make that decision. When it comes to holding them accountable for criminal behavior.

Public Speaking: They get a mulligan, so to speak, like they're not held up to that same standard. There just seems to be an imbalance in that.

Public Speaking: And that's like 2 things that I noticed.

Public Speaking: The Chancellor was speaking about money. I went to a city council meeting.

Public Speaking: and there were like 4 parents. But there was a lot of people addressing the

Public Speaking: special education aspect of the funding, and it's a

Public Speaking: really a daunting task. A lot of money goes

Public Speaking: to parents that have to get services in private schools because the city doesn't meet their obligation, and then the city seems to have a hard time paying them for services they had to laid out of pocket. And this is families that have the means to lay that money out, whether it's 2030, 40,000 a year. Many of our parents don't have that means, and that just is something that there's some inequity there.

Public Speaking: and that's pretty much it, Steve. And I want to commend. You. Remember last year you defended someone's right to speak that they didn't have a popular opinion. And that's what we're supposed to do. If we, as adults can't do it, how are our children going to learn how to have these conversations. Thank you.

Steve Stowe: Anyone else signed up to speak some more.

Steve Stowe: Okay, some Linkedin. I think they're online. Okay.

Steve Stowe: We've got 2 others. Do you remember who was first, st any way to tell, okay.

Steve Stowe: it's okay. We'll just go to both of them. Yeah, Joyce was okay. So next speaker up is Joyce. She.

Steve Stowe: Joyce you there! Can you hear us.

Joyce Xie( D43 City Council Office): Yes. Hello. Hi, Steve! Hi, Dr. Our old friend, new friend, this is Joyce. My name is Joyce. I'm presenting City Council's office tonight.

Joyce Xie( D43 City Council Office): We just need to get update. And also it's night. Today is last day. We usually celebrate the Noona New Year celebration. So also Happy Noona, New Years for everyone. Also. Snisma. We also have

Joyce Xie( D43 City Council Office): black history, black history month, and I see in this way many school doing the respect for all my kids get have fun for this hallway. They I prefer my kids. When they learning, have fun they will enjoy the learning. So the little update is for our city Council's budgeting, too.

Joyce Xie( D43 City Council Office): City Council's capital funding. If we apply, I just want to remind that every parent or have principal online. If the panel online, do you mind remind your principal just reminding our city councils.

Joyce Xie( D43 City Council Office): capital funding, ending, if you name reply, city council and board of President. The deadline is February 25 Pm. If only City Council's capital funding is March 20, also. Thursday, 5 pm. So this is just an update, because February 20th is coming soon. So budget is every schools, I think, keep going. I think Dr. Peter also talking about budgeting tonight.

Joyce Xie( D43 City Council Office): Okay, thank you.

Steve Stowe: Wouldn't need.

Steve Stowe: Thank you, Joyce, and and with a cameo from from my buddy

Steve Stowe: next speaker up is Tam. Just all I see is the name is Tam TAM. Are you there? And.

Tam R.: I'm here. Hi!

Tam R.: Hi!

Tam R.: I had a so thank you for taking the questions in the chat. By the way, Dr. Predo and

Tam R.: and councilmember Stowe for for doing that to appreciate it. I just had kind of an ask. I guess I'm curious about the oversight seeing, experiencing as a parent of a student with multiple disabilities, with an Iep, since you know, 2 years old, going through the process. He's an 8th grader now.

Tam R.: Not all slts are alike. I'll start there. I think that that's where a lot of the oversight comes from. We get to see the budget, and we're privy to that, but we're not always privy to that. We don't always get to see it. I've been serving on an slt for a few years. I still have not seen the budget.

Tam R.: and that's a very opposite experience from the previous school where I was on the slt. So I'm wondering if there's a broader training, more deep training that the DOE can offer for Slt training for schools. I've seen some really empowered slts that get stuff done that care about the cep which you referenced, that actually look at it! How is it funded? How is it in alignment? How are the goals? How is the Cep

Tam R.: protect, not protected. But how is the budget in alignment with the Cep? How is it supporting the Cep? That's what we're supposed to be doing as slts? So there's a discrepancy, and there's just a difference across the board with how slts are operating, and I feel like there is

Tam R.: very little accountability sometimes with the administration, with the principals, especially when it comes to sped when it comes to related services. When it comes to sets. When it comes to ICT. Having 2 teachers in the room. The money's there. If you look on the paper it's supposed to be. But if you're not getting those services, and it's not just one student. But it's

Tam R.: it's a lot of students who are getting missed services, who don't have 2 teachers in the room for quite a lot of periods. Where did their money go if you're looking at 1st student funding, but also just student funding in general.

Tam R.: If you have those things, you you're coming in with the money to cover it. So it it just feels

Tam R.: fraudulent. And it's a systemic problem, which is, you know, the system's fraught with challenges. But I'm wondering if maybe that can be, the 1st step is looking at how slts are empowered. Just so they know their rights, and they know what they can do to look at the budget and say, Hey, this isn't right, or this looks great, or can we ask for more money here? We need it.

Tam R.: Thank you.

Steve Stowe: Thank you, speaker.

Steve Stowe: and we have. The next speaker is Stephanie. Stephanie. Are you there?

Stephanie Igneri: Yes, I'm here. Can you hear me?

Steve Stowe: Yes.

Stephanie Igneri: Hi, I'm calling as both a parent of a 6th grader and a teacher in District 20. And I'm really calling to speak in regards to the resolution for putting geometry in 2 middle schools. In my opinion.

Stephanie Igneri: we really focus. The focus has always been really to teach for understanding. And we want our students and our children to genuinely understand concepts being taught where we're sent to meetings where we're trying to streamline it to be consistent from elementary school through middle school.

Stephanie Igneri: so that these students are prepared in high school to generally understand concepts and not just take exams, to move forward

Stephanie Igneri: by putting an advanced course as geometry in middle school.

Stephanie Igneri: We're really putting students in a situation that they're actually at a disadvantage, because teachers will be teaching to answer questions rather than genuinely understand the concepts, because the fundamentals that are being taught in 6th and 7th grade will be lost

Stephanie Igneri: to a Regent, which in the end. You need 31 out of 87 credits to pass, which by no means is 38% competency reason to skip a grade.

Stephanie Igneri: So by really putting things too early in for our students. We're putting them in a disadvantage in the long run that they will not have the opportunity to genuinely understand and own concepts which in District 20, I think we pride ourselves on pushing our kids to not just be able to solve a problem, but actually understand concepts that they could take their skills and apply them in future learning.

Stephanie Igneri: So I'm not sure where you know, if there's how that really is going to be addressed that students will be able to get that same quality education if they're taking these courses in 7th grade, when genuine understanding is needed for them to own and really problem, solve all of those concepts.

Steve Stowe: Okay.

Steve Stowe: Thank you.

Maya Rozenblat: May may I see? Hi! It's Maya, can I.

Steve Stowe: Maya, we don't know. We don't. Typically, as you know, go back and forth. We let public speakers speak, and but Maya, when it comes time for the resolutions coming right up so you can share your opinions then. But.

Maya Rozenblat: Thank you.

Steve Stowe: thank you. Anyone else signed up for public speaking. No, no, that's good. Okay, that concludes our second public speaking session. I realize I forgot I had 2 announcements I just wanted to make for my

Steve Stowe: President's report. One of them is that last week

Steve Stowe: I just have to look up this individual's name. Make sure I get it right. Last week

Steve Stowe: there was a call for Cec. Members, everyone and I know a number of you were on the call with a new office, a new office within the DOE. It's called the Office of Policy and Advocacy.

Steve Stowe: and the senior executive director, Katie

Steve Stowe: Jeter Linick. I think I got her name wrong, but she's newly appointed, and basically the point of the office, as she described it, is to

Steve Stowe: Try to engage parents more effectively, and we all on Cecs. We know about our resolutions. We write all the time, and

Steve Stowe: you know the DOE can read those. They can respond to them. They obviously don't have to do what we say. And that process has worked, and in some cases has not worked well over the years. And so this individual.

Steve Stowe: I'm optimistic about it because I'm just an optimist by nature. There were many parents on the call who were less optimistic about it.

Steve Stowe: I think a key point is whether this department actually has the ear of the decision makers, the Chancellor and the Deputy Chancellors in the, you know, across the board.

Steve Stowe: and then and they took a lot of questions, and my point was.

Steve Stowe: I think the do. I love the idea? I think the DOE should also not be afraid to

Steve Stowe: number one sometimes just say no to a resolution, and but just explain why, instead of

Steve Stowe: you know, kind of half-baked answers or poor answers or answers that are not grounded in sort of the type of policy detail that you would expect from an organization like the DOE.

Steve Stowe: There was a lot of talk on the call about coming up with some kind of database of Cec resolutions across the city, which I think is a great idea in trying to again just share, get more exchange of information across different Cecs. The office is also. They were asking all of us exactly how they could. The best way to engage with parents.

Steve Stowe: This is sort of an ongoing thing. As long as we're doing the Cec. Work.

Steve Stowe: The.

Norma Arias: Have to be there at 7 30. But I was wondering if I could stop.

Steve Stowe: This has been an ongoing thing, you know, parent engagement. And this office sounds like they're going to be taking a little bit of the lead on

Steve Stowe: how to structure those engagement sessions, whether they're big events, smaller events targeted to single issues open-ended. We have, you know, Cec. Presidents have meetings with the Chancellor every other month. There's obviously a ton of different we've heard in the past sort of targeted meetings with subject matter experts. So anyway, it's encouraging, and I encourage every

Steve Stowe: person running for Cec. To. You know this will be part of the next Cec. Term more than it will this one. And so hopefully. That's a mechanism that will. That will be effective. The woman like I, said Katie, the executive director. She's said all the right things on the call about being very committed to this.

Steve Stowe: Cec elections are coming up. And, Kevin, is it possible to share that?

Steve Stowe: There's I just want to share screenshot? This is just from a presentation I've given in a couple different places about the elections, and if you could scroll to the one slide with the dates on it. That's really all I want to. Highlight is just

Steve Stowe: remind every one of the key dates right here. Keep going. No, keep going right there.

Steve Stowe: So key dates. February 16th is the deadline, so there's a few more days to register. Candidate. Forums will be held between February 26th and April 24, th

Steve Stowe: and then voting will occur from April 25th to May 13th

Steve Stowe: in June, sometime in June the results will be announced, and then the next Cec. Term begins July 1, st 2025, and runs for 2 years.

Steve Stowe: I think we've heard what's the number now? The bill and Sylvia 2828 people so far registered in District 20. So keep those registrations coming in. And then, Kevin, can you also share my

Steve Stowe: browser the, or do I need to do that I just want to show the my school's account screen on my Internet browser. Yeah, how do I? I have it pulled up.

Steve Stowe: It's on Chrome.

Steve Stowe: It's okay, we don't have to do it. Yeah, it's 1 of the. It's okay. Everyone just go to your New York city. My school's account to

Steve Stowe: to register. And if you need help setting up the account, your 1st stop should be your school parent coordinator.

Steve Stowe: to make sure to get your account set up, and once you get on the account. Everything is very automatic from that point. It's a pretty easy process. So

Steve Stowe: those are my only 2 comments. Let's move on to the resolutions.

Steve Stowe: our 1st up is Resolution 3. 0, yeah. Here we go. You set this up for me, and I

Steve Stowe: resolution 3. It's our resolution on bullying and harassment. It was really the brains behind. It is one of our council members. Would that Council member like to speak on it? Introduce it? Okay.

Steve Stowe: you sure?

Steve Stowe: All right. I'm going to give full credit to councilmember John Ricotone. You know he's been really, you know, he's very passionate about the the issue of bullying and harassment and discrimination in New York City public schools. And he's wanted to

Steve Stowe: sort of make a statement about this for a while. And so this is kind of this resolution is his work finally put down to paper. And essentially, there's 2 key things, and a lot of this was discussed with Chief Rampersand.

Steve Stowe: One is. There's this this we've heard over and over again with the safety transfer process.

Steve Stowe: and how it's frustrating for parents of victims who feel like they're the ones being pressured to transfer more often than the alleged aggressors are. And so this asks for amendment to Chancellor's regulation

Steve Stowe: to Chancellor's reg. A 450 to add the bolded line. Simply that if there's a case of a transfer having to happen, that it's it's the aggressor or the perpetrator, and not the victim.

Steve Stowe: And then the second key point of this resolution is just about the increase in bullying and incidents that we've seen

Steve Stowe: and and really wanting

Steve Stowe: sort of a high profile effort to address that. And you know I just heard I'll just share the comments I heard from chief rampersand tonight, you know, it's it's very common to hear back the processes that are in place.

Steve Stowe: but it's sometimes it's difficult to get any kind of guidance, or sort of tangible target metrics, or or things that they're shooting for. And I can understand that I get it like it's you don't necessarily want to commit yourself to something when there's so many variables at play. But we're really saying here on this resolution, you know, we think there's

Steve Stowe: we think there's a problem. There's a lot of policies, a lot of complexity at play here, but we think there's a problem, and we'd like the DOE to to address it, and at least to be more transparent about laying out some quantitative and qualitative data, to say what works in schools and what doesn't. And

Steve Stowe: and I don't think we got there in the conversation with with Chief Rampersant. So that's something that I think is still very valid in passing this resolution. So

Steve Stowe: those are my comments on the resolution. Did anyone else want to share anything.

Maya Rozenblat: Steve. Hi! It's Maya. May IA quick comment in our district we had exactly. I apologize. We had exactly same situation as described when the bullied student, who was a victim, was forced to leave the school because the parents of the child, who was the bully sort of shared the child's views, probably.

Maya Rozenblat: and, as I said, it's a very diverse district. So we have all kinds of people here, so we can't just put the faith into parents thinking that they're going to take and do the right thing always. Unfortunately. So, I think this is very, very to the point, and I think that that will, you know, kind of close the the gap, close the loop here.

Maya Rozenblat: I think it's very important.

Steve Stowe: Thanks, Maya.

Steve Stowe: Anyone else want to. Yeah, I just want to second the statement we made.

Steve Stowe: Oh, with.

Kevin 愷文（立夏）Zhao: And we needed some.

Steve Stowe: Does it?

Kevin 愷文（立夏）Zhao: For instance, for the person to bully somebody else. It's not like we connect raise.

Steve Stowe: Of.

Kevin 愷文（立夏）Zhao: I wouldn't say punishment, but but they need to know

Kevin 愷文（立夏）Zhao: going to happen to them, that to scare all from doing it.

Steve Stowe: Rather than just say, Oh.

Kevin 愷文（立夏）Zhao: We can interven, because if somebody is consistent and pulling us cost me.

Kevin 愷文（立夏）Zhao: I don't think they are much early interven. We can do to prevent.

Steve Stowe: Thanks, Kevin.

Steve Stowe: Anyone else want to speak on this.

Steve Stowe: I just think that the victim is being victimized twice when they have to be transferred out of the classroom or out of the school. So that's why the voting resolution I went forward with it.

Steve Stowe: Thanks, John.

Steve Stowe: 1 1 comment I'll make, too, is you know, and I said this at another meeting, but I do find that in my experience with the district

Steve Stowe: these are tough situations, and almost always in when I've been talking to parents that the district

Steve Stowe: does a good job. And I think this issue we're talking about here. It's really kind of more macro. And what's happening in District 20 is also happening in District 21 and District 15, and across the city. And you see that in the data, like our data actually shows that while it's increasing across the city.

Steve Stowe: the proportion of material incidents in District 20 is is actually slightly below where it was in 2018. It's it's basically in line. It's it's been bumping around. But so you know, this resolution is not suggesting that District 20 is.

Steve Stowe: you know, an outlier here. It's we think there's sort of, you know, something else going on broadly, and you know, perhaps societally across the country, too. So just wanted to make that point clear.

Steve Stowe: Okay, is there a motion to vote on this resolution?

Steve Stowe: What's that? We can still vote because we have 7 quorum? And there's some people online who will vote. But yes, I saw that, and I think she's coming back.

Alina Lewis: I can make a motion receive motion.

Steve Stowe: Is there a second? Second? Okay, thank you. So, Kevin, can you take a roll call? Vote on the resolution to approve the resolution.

Kevin 愷文（立夏）Zhao: Alright. We'll call for to vote on a resolution Steve Stowe, President.

Steve Stowe: I vote? Yes.

Kevin 愷文（立夏）Zhao: Okay.

Kevin 愷文（立夏）Zhao: John Ricardo.

Kevin 愷文（立夏）Zhao: Nicole. Okay.

Kevin 愷文（立夏）Zhao: Elizabeth Chen. Yes.

Kevin 愷文（立夏）Zhao: Kevin. Zhao. Yes.

Steve Stowe: Meifan Chen.

Kevin 愷文（立夏）Zhao: What do you mean, Chen?

Steve Stowe: Yes.

Kevin 愷文（立夏）Zhao: Okay, Yang, adding them.

Alina Lewis: Yes.

Steve Stowe: See you.

Kevin 愷文（立夏）Zhao: Yep! Hi.

Steve Stowe: We heard Jorlena. Yep.

Steve Stowe: Oh, Sabrina's not here. She had emailed me and said, She's not fibiota.

Kevin 愷文（立夏）Zhao: I don't think she's around it.

Steve Stowe: Oh, yeah.

Kevin 愷文（立夏）Zhao: Via Rosible.

Maya Rozenblat: Yes.

Kevin 愷文（立夏）Zhao: She said, yes, okay.

Steve Stowe: Yes, dude, she's not attending the meeting tonight. She's absent.

Kevin 愷文（立夏）Zhao: Alright! We got 123-45-6789 years.

Steve Stowe: Great thanks, Kevin. The resolution passes.

Steve Stowe: So next up is Resolution 4.

Steve Stowe: Where am I capturing?

Steve Stowe: I can then.

Steve Stowe: Oh, it's such good!

Steve Stowe: Thank you. So resolution for the geometry resolution. I just want to quickly introduce this one. It's something that I've and I've already chatted with the superintendent about it. So he knows about it. I just really wanted to put this into into writing. I want this to be made public. This is something that I'm very interested in, and I think is

Steve Stowe: I think it's the right thing to do for a segment of students, I'll sort of, you know, share my views. You know I very much appreciate the teacher and parent speaking earlier, but by no means does this kind of resolution envision one

Steve Stowe: being forced on all students, regardless of whether it's appropriate for them or not or 2. Does this resolution definitely does not imply not understanding material. I would never suggest that we need to accelerate kids for no purpose. The point of this is just

Steve Stowe: there's there's, you know, it's my strong belief that there's a segment of our students who can handle geometry in 8th grade. And and so that's the ask here is that we just consider

Steve Stowe: how that could be done in District 20

Steve Stowe: just to walk through it. You know, it's it really starts from this this idea that math in particular, is the most structured academic pathway compared to some of the humanities. And so there's

Steve Stowe: when it lends itself to a conversation about acceleration and sort of ability and grade level. And so the typical definition of acceleration. I know some say that you know algebra in 8th grade is acceleration.

Steve Stowe: This resolution maintains that an acceleration is is geometry in 8th grade, because in high school.

Steve Stowe: the most advanced math students could presumably take courses beyond calculus. And so the you know, the traditional roadmap for advanced students is calculus senior year of high school. This resolution posits that there's

Steve Stowe: there's even more, and there is. There's even more that students can do differential equations. Ap stats, multivariate calc. Theoretical coursework, independent study, ap, computer science, all kinds of things that a cohort of students could move on to in high school if they've had

Steve Stowe: this type of of Education foundation in in middle school. The resolution also

Steve Stowe: pushes back on the idea that you know we talk about getting credit in high school. Some high schools will give you credit. Not all do.

Steve Stowe: I don't think that's a bad thing, if you, you know, taking a subject again, I don't think is a bad thing at all. In some ways it can actually strengthen your knowledge and your ability and your confidence in that particular subject.

Steve Stowe: You know there's a clear need within our. You know, if we talk about the broader societal impact, you know, a lot of people say there's a shortage of stem graduates. There actually isn't. There's a very broad of stem stem grads in this country from from higher education, but in terms of

Steve Stowe: the most advanced skill set. That's where it's it's somewhat lacking. And you can see that in the data on

Steve Stowe: doctorate and master's degree programs in stem, 50% of those graduates, year in, year out are from our non-citizens, and a lot of times those citizens will take their degrees and go seek employment back home. And so, you know, I think this, you know, I'm just talking big picture now, you know, national and kind of societal. I think we need to do a better job of creating a pipeline of

Steve Stowe: of the most advanced and capable stem students within. You know, us citizens who are will obviously bring their skills to and and sort of stay in the country.

Steve Stowe: There's a really interesting study. I read for this by the Rand Corporation about mathematics, education in middle school and high school, and they had a chart that we've cited in this resolution showing geometry. And it's offered across the nation and its prevalence in middle school, and nationally, 24% of middle schools offer geometry.

Steve Stowe: New York State was of the States they cited in their table. New York State was the lowest. Only 6% of New York Middle schools offer geometry. 11% in California do 14% in Texas. Florida has a very

Steve Stowe: focused program on it, and almost 70% of middle schools in Florida offer geometry, but the bigger the bigger picture here is just 24% of the country middle schools offer geometry.

Steve Stowe: New York State should as well.

Steve Stowe: And then I do point out that there's several other middle schools throughout New York City that offer geometry as an option in 8th grade, including some schools in District 21. Our neighbor is 239 is 228, including several schools in Queens district 26, and district 28 as well.

Steve Stowe: And then finally, you know, I you know, as a selection for this this program.

Steve Stowe: Very much. Make it student-centered. What's right for the student. And, as I said at the outset of this, this is not envisioning

Steve Stowe: kind of, you know.

Steve Stowe: pushing, you know, thousands of kids into this program. This, this should be based on on a screen process using a test using grades, using teacher assessment of the student and then sort of a conversation with the parent or guardian as well.

Steve Stowe: So the ask is very simple. Asking of our superintendent, Dr. Prado, to add geometry as an option for middle school students in District 20.

Steve Stowe: So I've talked enough. Anyone else want to say anything on the resolution.

Maya Rozenblat: Hi, Steve! It's Maya.

Steve Stowe: Go ahead. Maya!

Maya Rozenblat: Hi, I just wanted to share a story because I have 2 children. One was in private school, which is Big Apple Academy in District 20, actually, and my other child was in Brooklyn School of Inquiry, which is public school.

Maya Rozenblat: And my older child was offered geometry and successfully took it past the

Maya Rozenblat: region for geometry, and went to high school already these 2 regions algebra, one and geometry, and went right into algebra. 2. My other child, you know, passed algebra one and went to

Maya Rozenblat: I'm sorry, and and went to high school without, and and do geometry in high school. So 1st of all, I the course is the you know. The course is very.

Maya Rozenblat: I don't want to say it's easy, but it's not nuclear science definitely. And the previous speaker said, you know that we should focus on thinking. And children. You know all the foundation blah blah! All the loud words. But I think that this course is really doable for middle school student who is fairly advanced.

Maya Rozenblat: District 20 has historically a lot of population with kids with parents who focus the kids on stem. So we have very capable student body in District 20 and parents across different communities are endorsing additional courses like this. So just in my case, I want to say that

Maya Rozenblat: you can see that private schools are offering geometry, and public schools are not. What is it telling us? It's telling us that geometry in in middle school is sort of privilege of kids in private school, which is not right. You know, it's

Maya Rozenblat: we should be able to offer kids from families who are not, you know, affording private education, same opportunities. So I think it's also that in that in mind we should keep that in mind that when kids come to college.

Maya Rozenblat: his from District 20 should be just as good as kids from just, you know, as a good level as kids from private schools. Also, geometry in middle school affords

Maya Rozenblat: to be more advanced for sat preparation. So if child did a geometry in middle school, those concepts are already in Psat and in sat, so I also think it will allow the better scores.

Maya Rozenblat: So I think I said. I think I said enough. Steve.

Steve Stowe: Great. Thank you, Maya. I always feel compelled on these kind of things, too, to say that my kids would not have been a target for this at all. My boys, I love them. They're very average math students. And so this is truly something that I strongly believe benefits a group of students, and I believe in advocating for groups of students that are not my own.

Steve Stowe: Anyone else want to make a comment or.

Alina Lewis: Steve, I have both a question and a comment, but.

Steve Stowe: Yep, go ahead, Alina!

Alina Lewis: So can I ask the question first? st

Steve Stowe: Yeah.

Alina Lewis: The part of the resolution like, I'm just confused. Does it mean that if they take it in the 8th grade they get exempt from it the 9th grade or not. Can you just clarify what was happening there.

Steve Stowe: Different schools have different policies. Alina.

Maya Rozenblat: I can speak up, Steve. So, Alina, if your child takes region exam on geometry, and why the child wouldn't if if the child took the course and take and gets 85 on the region. Exam.

Steve Stowe: Necessarily.

Maya Rozenblat: Shsat schools will not take will pass this the child will take next next math. Course. I don't know about other schools, I know, because my son went to Brooklyn Tech, another child went to Staten Island Tech. Actually, my my younger, my older child, got, I think, 83, and Staten Island tech still enrolled her in the next math course.

Maya Rozenblat: So I think it's it's like that. I don't know if it's other schools. I would think that they would. They would follow this suit

Maya Rozenblat: if the child took geometry in middle school and passed

Maya Rozenblat: at least 85. Probably other schools are more relaxed.

Steve Stowe: My.

Maya Rozenblat: Yeah.

Steve Stowe: It's the discretion of the High School principal.

Alina Lewis: Okay.

Steve Stowe: No matter what the score was that they got on the regions.

Alina Lewis: What does that look like in the rest of the district, though in practice like do a lot. So outside of the Sh. Sat schools do a lot of kids

Alina Lewis: get exempt then in the district or not in practice.

Steve Stowe: District 20.

Alina Lewis: Yeah, and 20.

Steve Stowe: It's it's really the discretion of the principal

Steve Stowe: that's citywide. That's not just in District 20.

Alina Lewis: Right. But I'm asking how it plays out in the district. So in how like, what are the numbers.

Steve Stowe: It's literally, it's literally a case by case basis. We don't have any students to take the geometry we had. We don't have any. Take students who take the geometry regions.

Steve Stowe: We have many students who take algebra, the now biology, but living environment before. And now we have students taking us history. I mean us history. You don't find out whether or not they're going to take it or not. Us, history is typically in 11th grade regions, so we don't have any data on that, and we're going to have more students taking it this year than we ever had. But it's you know, we can get more hard numbers. But the short answer is is that

Steve Stowe: you know the 85 is not a guarantee that the student is exempt from, you know, having to go through the algebra going through algebra in high school or geometry, or any other regions.

Alina Lewis: Okay, thank you. So, Steve, should I make my comment now.

Steve Stowe: Yeah. Go ahead. Alina.

Alina Lewis: Okay. So I, there's a couple of things. I think that what the teacher said at the upset was is really important. And I think that district wide. We have to be super careful to not think that faster is necessarily better, and like.

Alina Lewis: I won't get into the details. But I think that's a flaw in the superintendent's program like taking the Us. History regents when you're in 8th grade versus 11th grade. So I don't think that I think we do need to be super careful about that. Faster does not mean deeper and better

Alina Lewis: that all being said, I think that Steve's point is really, really, really important like this is not saying that this is for everyone. And I think.

Alina Lewis: you know, that's a really important principle in education.

Alina Lewis: practice and research in general is like everything is highly contextual. So I really appreciate that you said that, Steve, and that it's an opportunity for some kids that may be right, and not for everyone, but it's certainly not an imposition.

Alina Lewis: And then the only other thing I would say is that I think, Steve, you met alluded to like a robust screening for it. That would include qualitative and quantitative data. And I just wanna

Alina Lewis: double sign on that. I think it should include both standardized test scores, but also other measures outside of that. So I would hope that whatever screening is used is not simply test scores, but includes some qualitative data as well, and those are my comments. Thank you. Thank you, Steve, for putting this forward.

Steve Stowe: Thanks.

Steve Stowe: There's a question in the Chat superintendent, I'm curious to answer. Is there an age requirement with New York State to take the geometry regions, an age requirement. Yeah, the only the requirement, the requirements is that they're enrolled in

Steve Stowe: a course that is on the pathway to take that geometry regions, and that they have already passed the algebra. One regions. So they have to take algebra first, st and then they take geometry. Here's a question we don't have to belabor this too much, because the details are getting into the weeds here. But I'm curious about your thoughts on

Steve Stowe: the geometry regions 1st and 7th grade, and then I'm sorry. Algebra regions 1st and 7th grade and then geometry in 8th grade versus

Steve Stowe: certain students taking geometry class in 8th grade and algebra class in 8th grade on a pathway same time. Yeah, same time.

Steve Stowe: I mean, my, any quick reactions. My quick reactions is that's

Steve Stowe: that's too much for one student because it would give them it would give. It would make 6 the rationale, 6th and 7th grade. It would be a, you know.

Steve Stowe: more foundational work. It would be more of a traditional 6th and 7th grade

Steve Stowe: foundational work. If you want to look at it that way, and then geometry is like a specific course in geometry only, you know the 6, th 7, th and 8th grade curriculum engages students in geometry units, you know, going through up into 8th grade. That's the general education, geometry, curriculum. This would be pure geometry all year, and then also pure algebra ones specifically for the regions. At the same time.

Steve Stowe: I mean.

Steve Stowe: that would be not advocating for one or the other. I'm just curious. The 2 I was chatting with another teacher like along the lines, kind of along the lines of what Alina was alluding to like. That sounds like a different version of like

Steve Stowe: way, too fast all at one time. Yeah, just curious. Okay. Anyone else want to comment on the reso.

Steve Stowe: I want to make a comment, and selecting students.

Kevin 愷文（立夏）Zhao: I really think that maybe you shouldn't.

Elizabeth Chan: Say you're selecting students like.

Elizabeth Chan: since we're putting this program out, it should be students own interests selecting them as their own option.

Elizabeth Chan: And I kind of don't like

Elizabeth Chan: saying urges the use of a screen process. I felt it's like archaic and parent and guardian consent.

Elizabeth Chan: Because why can't the students, and so themselves. If they

Elizabeth Chan: show like a specialty, they just go in and pick the course themselves.

Steve Stowe: Yeah.

Elizabeth Chan: Without needing parent consent.

Steve Stowe: yeah, that's a fair point, Elizabeth. What would you like to see here? Would you like to see student consent as well.

Elizabeth Chan: No student selection themselves like. If they have an interest in geometry, then they pick it themselves instead of you, saying, selecting students.

Steve Stowe: Yep.

Elizabeth Chan: That's their choice. Yeah. And and so we're, we're trying to make this program for students that are interested in it

Elizabeth Chan: for themselves, not because their parents are pushing them.

Steve Stowe: Right? Yeah, no, that's fair. How do.

Elizabeth Chan: And I don't know.

Steve Stowe: Let me let me look at this, too. I can. I think I know what you're trying to say.

Steve Stowe: I still think we can keep the I mean when we say selecting, it's not like, Yeah, it's not like we're going and saying, the student has urine, and you have no say in it. But later on in this, the the criteria here I think we can incorporate something of what you're saying.

Steve Stowe: or just the use of, I mean does adding the students, you know.

Elizabeth Chan: Interests.

Steve Stowe: Students.

Elizabeth Chan: Own interests, because sometimes, like grades, might not reflect how well a person could do in geometry.

Steve Stowe: Right right?

Steve Stowe: And such a lot of this.

Elizabeth Chan: Green is the wrong word.

Steve Stowe: Well,

Steve Stowe: Maybe.

Alina Lewis: Trained is the wrong word, Steve, if you just say, like a comprehensive process, or something.

Steve Stowe: Elizabeth. If I say, students demonstrated interest. Yeah, that should be

Steve Stowe: the point I was putting, I was putting parent guardian consent in there to

Steve Stowe: to protect against a situation where

Steve Stowe: a parent might think their child is is

Steve Stowe: too stressed, overloaded with stuff not ready for this, and the parent says, you know what? Thank you for the offer, but I don't want Steve to be taking. That's what the thinking was in there. It wasn't to be like.

Steve Stowe: Let's get all the tiger moms out there and give them the sign off. This is like a course that we're just putting out. There is not for everybody. It should be their own self-interest of what they want absolutely.

Elizabeth Chan: So that's why I'm just thinking the wording sounds very like like you, said Tiger mom, or pressure peer pressure.

Steve Stowe: How does it look to you right now, Elizabeth? Does it look so? Whereas in selecting students for geometry in middle school, this resolution urges the use of a screen process using a test

Steve Stowe: grades.

Steve Stowe: Assessment student demonstrated.

Elizabeth Chan: And parent guardian.

Elizabeth Chan: I just feel like it doesn't sound like it's open to every student that might have an interest. It just sounds very like us.

Steve Stowe: You know.

Elizabeth Chan: You know.

Elizabeth Chan: Oh, it's the honor school, and only the honor students going, you know. That's.

Steve Stowe: It is actually Elizabeth. It is like we don't think we don't think every 8th grader should be.

Elizabeth Chan: But even some students, that they might not do well in a better subject, or in another subject, they might actually, with their own interest, do very well.

Steve Stowe: And geometry.

Elizabeth Chan: That's what I'm.

Alina Lewis: Can I make a suggestion.

Elizabeth Chan: If that's the case, would a student have a bandwidth to do the geometry? Or if you more folks are improving their other subjects?

Elizabeth Chan: Yeah, we could say that.

Steve Stowe: I didn't, Elizabeth. I didn't focus. I just focused this one on math. I mean, there's a whole other conversation about all the other subjects that honestly, it's a little. It's, it's considered more difficult to figure out how accelerating some of the humanities. It's just it's just a different ball game than the math program. But

Steve Stowe: I want you to be comfortable if you're I mean, and I guess if you vote we vote for me, I feel like

Steve Stowe: who knows?

Steve Stowe: And remember, this is like the idea here. Anyway, this is yeah. I'll let's go ahead. Alina. Did you want to make some suggestion.

Alina Lewis: No. All I was gonna say is, try to to get incorporate what Elizabeth is saying. Maybe just say something about process, because what I thought I heard you guys saying is.

Alina Lewis: she wants a process for the kids input to matter. And you want a process for some kind of like teacher, input slash performance input. But you could just say something generic like.

Steve Stowe: Yeah, Alina, what? I added to the I know you're not online here. You're on your phone, I think. But I added a line that says student demonstrated interest.

Alina Lewis: Yeah, I I think that's fine. I mean, if you guys want it to be more generic, you could

Alina Lewis: say, A, Yeah, that's fine.

Maya Rozenblat: I I think that I.

Steve Stowe: Anyone else, call.

Maya Rozenblat: And I think that we, you know, we don't have to give schools the directions of how to pick students. I'm sure they will find the effective way, and they have their own processes for that.

Steve Stowe: And I like, and Maya to that point, like, I definitely feel strongly about the process we've laid out here. This gets into conversations with Superintendent Fredo, and he has, you know, he has ultimate say over this, and you know it's like a lot of conversations we've had in the past. But this is what we would like to see, and how it goes from here to your point is.

Steve Stowe: you know, that's kind of the next step. But we just really wanted to make a statement about this. And I think this I personally, I strongly believe there would be a lot of interest in the district, and I hope you'll take it seriously, and I think you will, and so is there a motion to vote on this

Steve Stowe: second? Kevin? Can you take a roll, call, vote alright.

Kevin 愷文（立夏）Zhao: But taking a role for the

Kevin 愷文（立夏）Zhao: to vote on Resolution number 4

Kevin 愷文（立夏）Zhao: to create geometry course for middle schools.

Kevin 愷文（立夏）Zhao: Steve Stowe, President. Yes.

Steve Stowe: John Ricardo.

Steve Stowe: Yes.

Kevin 愷文（立夏）Zhao: Elizabeth, Chen.

Steve Stowe: Yes.

Kevin 愷文（立夏）Zhao: Kevin's. Yes, very fun, and.

Steve Stowe: Yes.

Kevin 愷文（立夏）Zhao: Wei Min Chen.

Steve Stowe: Yes.

Kevin 愷文（立夏）Zhao: Yan Ching, Chen.

Steve Stowe: Yes.

Kevin 愷文（立夏）Zhao: Adding a noise.

Alina Lewis: Yes.

Kevin 愷文（立夏）Zhao: Okay. Thank you.

Steve Stowe: Sparina. I think she's not around right?

Steve Stowe: Okay.

Steve Stowe: Viviota!

Kevin 愷文（立夏）Zhao: Around. Maya wasn't.

Steve Stowe: Vote.

Maya Rozenblat: Yes.

Kevin 愷文（立夏）Zhao: Yes. Okay.

Steve Stowe: And MRI is now right.

Steve Stowe: We got 1, 2, 3, 4, 5, 6, 7, 7 years in person.

Kevin 愷文（立夏）Zhao: And 2 years online.

Steve Stowe: Great. Thank you.

Steve Stowe: Thank you, Kevin. The resolution is approved.

Steve Stowe: so that oh, let's approve our minutes from the January meeting.

Steve Stowe: So the minutes have been previously sent around to Cec members. Are there any changes to the January

Steve Stowe: 2025 calendar meeting minutes?

Steve Stowe: Okay? And I think we've we've all had a chance to review these right? So we can.

Steve Stowe: So if there are no changes to the calendar meeting minutes, then the minutes are approved.

Steve Stowe: This concludes the agenda for the

Steve Stowe: Cec. 20 calendar meeting for February?

Steve Stowe: Is there a motion to adjourn the calendar meeting?

Steve Stowe: Second, all in favor anyone opposed?

Steve Stowe: Does anyone? Would anyone like a break before the business meeting? Or do we want to go right to the business meeting?

Steve Stowe: Go right right into it.

Steve Stowe: Everyone. Good. Okay. So we will start the business meeting at 8, 46 pm.

Steve Stowe: Welcome to the Cec. 20 February business meeting. We have interpretation for this meeting. As well

Steve Stowe: could our Arabic interpreter, please introduce yourself.

Layla Al-Marzooqi - Arabic. Interpreter: Assalamuaikum.

Steve Stowe: Hang on.

Steve Stowe: Thank you.

Layla Al-Marzooqi - Arabic. Interpreter: Shukram.

Steve Stowe: Thank you.

Steve Stowe: Could our mandarin interpreter, please introduce yourself.

Mandarin-Sophia Xie: mendo announcement, compete.

Steve Stowe: Thank you. Could our Spanish interpreter, please introduce yourself.

Spanish - Alexander Vasquez-Doe: Good evening. This is the announcement for Spanish el numero de telephono.

Spanish - Alexander Vasquez-Doe: Thank you.

Steve Stowe: Thank you for the business meeting tonight. There's

Steve Stowe: one agenda item that I know of, and then, of course, anyone, if they have anyone else think anything else they want to bring up. That's fine, too.

Steve Stowe: The only thing on the agenda, I think, is the budget item, just we need to approve one budget. Change

Steve Stowe: and the minutes 1st minutes first.st

Steve Stowe: Alright.

Steve Stowe: we'll do the minutes 1st approve the minutes from last month everyone has had a chance to review these offline.

Steve Stowe: Are there any changes to the business meeting? Minutes from January?

Steve Stowe: No, the minutes are approved.

Steve Stowe: You had you had, I think, Kevin, at 1 point you offered to walk through the budget issue. Right? Yeah. Yeah. So our administrative assistant, Kevin, will walk through the proposed budget. Change.

Steve Stowe: So let's see.

Steve Stowe: So the plan is to right now we have

Steve Stowe: the legislative practice coming up in March, and we have 18. 0, 1 right now, but we can add in the 2 50

Steve Stowe: coming from Member reimbursement.

Steve Stowe: One of our members has not come in, for it's been

Steve Stowe: December, January, and this month's meeting. So they're ineligible, and they've been

Steve Stowe: lack of better word, mia, so they're not at other meetings. They can't claim the reimbursement.

Steve Stowe: So I plan, or I'm suggesting to add to 52,

Steve Stowe: the parents events, which is more than enough, but just might as well have it there just in case something comes up last minute for the breakfast, and then another 101, 25

Steve Stowe: to our office supplies budget line.

Steve Stowe: So in total moving 3, 75 from

Steve Stowe: member reimbursement and putting 2 50 into parent involvement. And then 1, 25 into office. Plus.

Steve Stowe: does that make sense? Everyone. What we're doing

Steve Stowe: makes sense. Everyone good. Okay, motion to vote on that budget. Change. Second.

Steve Stowe: Kevin, can you take a vote on that, please?

Steve Stowe: I'm sitting here one o'clock.

Steve Stowe: Okay? And so and I'll just yeah. I'll just state it one time, just for the record. Clearly, the motion is to transfer $375 from

Steve Stowe: member reimbursement into the office supplies and the event line item, and that's as outlined on the sheet before us.

Steve Stowe: John Lucaso. Yes, these are the 10. Yes.

Steve Stowe: Kevin Dunn. Yes, may find Chen.

Steve Stowe: What do you mean, Chen? Yes, Yan Ching Chen? Yes, Arena Lewis

Steve Stowe: is not wrong. Arena in there.

Steve Stowe: Nope screeners is not around and Tamara is not around.

Steve Stowe: Okay, we got 1, 2, 3, 4, 5, 6, 7. Yes.

Steve Stowe: thank you. So the motion is approved.

Steve Stowe: Any other business guys, anything anyone wants to bring up. We're having the legislative breakfast. Kevin and I saw the school today. It's going to be at Ps. 1, 63,

Steve Stowe: march 28.th Keep that on your put that on your schedules. March. Huh? Oh.

Steve Stowe: tomorrow! What's tomorrow? I didn't get an invitation.

Steve Stowe: Where's Tony? Where's my invitation?

Steve Stowe: Oh, and our next meeting is March 12th at Ps. 170. So all right. Motion to adjourn the business meeting, all in favor. Aye, business meeting is adjourned. Thank you interpreters for your service. You were dismissed. Have a good night. Thank you. Everyone.