Stephen Stowe: Welcome to the July 2024 Cec. 20. Calendar and business meetings.

Stephen Stowe: Joyce, can you take attendance, please?

Stephen Stowe: You come and go. Yeah.

Elizabeth Chan: Yes. Sorry.

Joyce Xie: So me.

Stephen Stowe: We can hear you, Joyce.

Joyce Xie: Okay, so

Joyce Xie: now, we're gonna attend them for July 12,024 CC, 20

Joyce Xie: calendar meeting. Steve Stoke.

Stephen Stowe: Clear.

Joyce Xie: John.

John ricottone: Here.

Joyce Xie: It is big.

Stephen Stowe: I look here.

Joyce Xie: Joyce! Here

Joyce Xie: may one.

junmi chen: Yeah.

Joyce Xie: When main

Joyce Xie: okay, yin t.

Stephen Stowe: Yeah, I.

Joyce Xie: A

Joyce Xie: Maya.

Joyce Xie: Oh, yeah, Kamara.

Joyce Xie: no.

Joyce Xie: Kevin.

Joyce Xie: hey? By Viola.

Joyce Xie: Okay, Sabrina.

Sabrina McNamara: Here.

Joyce Xie: I felt so.

Sabrina McNamara: Bye, everyone.

Joyce Xie: Okay. But

Joyce Xie: Steve, do you see how many in person today? Because I see a lot of mine today? You know, everyone's to enjoy. The

Joyce Xie: everyone's on a vacation.

Stephen Stowe: Yeah, I just wanna before we do that, Joyce we got when Ming and Tamara both joined online

Stephen Stowe: while you were

Stephen Stowe: after you called their name. So they're both here.

Joyce Xie: Okay. But.

Joyce Xie: Not only

Joyce Xie: Tamara.

Stephen Stowe: Fabio and Fabiola just joined as well.

Stephen Stowe: So we do not. We do not have quorum in person, so no votes on anything tonight.

Joyce Xie: Thanks.

Joyce Xie: no. We got Roy's views.

Stephen Stowe: All set choice.

Joyce Xie: Yeah, Steve, the voice is here now.

Stephen Stowe: Oh, thanks, Joyce!

Stephen Stowe: As always at our meetings we have interpretation available in Arabic.

Stephen Stowe: mandarin, and Spanish

Stephen Stowe: for anyone wishing to use interpretation.

Stephen Stowe: You should see

Stephen Stowe: video of those interpreters, and you should see their names in the participant list.

Stephen Stowe: I will now have those interpreters make their introductions and instructions.

Stephen Stowe: Could our Arabic interpreter. Please introduce yourself.

Arabic - Haydy Elsanabary: Hi! Good afternoon. My name is Heidi. I'll be the Arabic interpreter, Arba Sabah tis Sita, Arba vadi ali Ital rams Sita, Tammanya, Arba

Arabic - Haydy Elsanabary: surf surf reset the sip. Written name Arba, then a limitation back.

Arabic - Haydy Elsanabary: Sita Sita arba wah wah arba Sita Tammany Arba sif sita sif it means arba alam Shabak sukhran wahand bikum.

Stephen Stowe: Thank you.

Stephen Stowe: Could our mandarin interpreter? Please introduce yourself.

Stephen Stowe: mandarin interpreter. Can you hear me?

Letao Z Mandarin Interpreter: Yes, ma Li. Jing, ho, Jian.

Letao Z Mandarin Interpreter: good evening. I'm the manual interpreter tonight, if you

Letao Z Mandarin Interpreter: great thanks for telling you. Yeah.

Stephen Stowe: And could our Spanish interpreter, please introduce yourself.

Spanish Interpreter-Waldina Diaz: Conferencing Espanol por marcar el tres correntice nu fsa, says Quorenta uno cathorse denue tres guarante sete nuevsa says guarante uno cat torce and grazar, la calave ocho trent titres

Spanish Interpreter-Waldina Diaz: cinco, say stress serotos, ocho symbol, numeral tenue ocho trentai stress cinco say stress serotos ocho symbol numeral portfabort, and also telephone and silencedor. Para la calidad

Spanish Interpreter-Waldina Diaz: del sonido de la interpretation gracias message. Deliver.

Stephen Stowe: Thank you.

Stephen Stowe: Just a reminder to speakers, because we will have interpretation in 3 languages. Please try to speak

Stephen Stowe: slowly, to allow the interpreters

Stephen Stowe: to keep up

Stephen Stowe: during tonight's meeting. We will have 2 public speaking sessions.

Stephen Stowe: one at the beginning of the meeting and one at the end of the meeting.

Stephen Stowe: If you wish to sign up to speak in either of those sessions.

Stephen Stowe: you can do so using the form

Stephen Stowe: that has been posted online in the chat.

Stephen Stowe: And there is also a link at the Cec website under the meeting information.

Stephen Stowe: And if you are here in the room we can

Stephen Stowe: we will prioritize in person speakers for the 1st speaking session, and we can just

Stephen Stowe: go by a show of hands here in the room.

Stephen Stowe: Okay, I think that's it for administrative announcements, Kevin, can we just go over the agenda for tonight?

Stephen Stowe: So for the calendar meeting tonight we will have the 1st public speaking session.

Stephen Stowe: then the office of district planning will be here for their annual district 20 overview.

Stephen Stowe: Then we'll have a report from our superintendent, Dr. David preto

Stephen Stowe: report of Council president and

Stephen Stowe: We'll we'll have to wait and approve the minutes once we have

Stephen Stowe: for I'm at our next meeting hopefully.

Stephen Stowe: and then immediately following the calendar meeting is the business meeting, and the only item on the agenda at the moment is a review of the budget from the past year that just finished

Stephen Stowe: and we will open a discussion about the budget for the next year. But we will not be voting on the budget tonight, because we don't have the budget yet.

Stephen Stowe: Thanks. Ken.

Stephen Stowe: Okay,

Stephen Stowe: let's get started

Stephen Stowe: with the 1st public speaking session. And I do want to note

Stephen Stowe: we have with us in person, State Senator Iwan Chu,

Stephen Stowe: and I'm just looking in our list of other. In addition to our district staff, Dr. Superintendent, Dr. Preto. As I mentioned, we have Deputy superintendent, Dr. Joseph O'brien, with us family support, coordinator, Sylvia Jacinsky.

Stephen Stowe: And I see with us also

Stephen Stowe: Brenda from Council Member Susan Zhuang's office.

Stephen Stowe: See Serena from Assemblyman Lester Chang's office.

Stephen Stowe: 12.

Stephen Stowe: And if there are any other elected representatives, I encourage you to

Stephen Stowe: just identify yourselves in the chat, and I will acknowledge you, and certainly, if you'd like to speak, you can sign up as well.

Stephen Stowe: So for our public speaking. If we have elected officials present, we will prioritize them. And so our 1st speaker, I'm assuming she wishes to speak. We, Senator Chu

Stephen Stowe: say that again. Yeah, is that okay? I went.

Stephen Stowe: Hmm, wait.

Stephen Stowe: Well, thank you. Yeah, of course.

Stephen Stowe: So evening, everybody. I'm stay. Senator Yuanshu. Thank you for letting me using your laptop to speak to all of you here

Stephen Stowe: 1st and summertime I wanna congratulate all the graduates and the parents if you have a great, if you have any graduates this year happy graduation, and wish everybody a happy summer I it was a very busy week for me that graduation week. I personally, was able to attend 8 of the school industry 20,

Stephen Stowe: so I wish I could go all them. But I tried my very best, and make sure my schedule, work it out.

Stephen Stowe: and also a little recap for my support for our local school here. Last year I was able to secure allocate around a million dollar for District 20, which include 11 schools with the 48 water fun water fountains. And this year I was able to double the amount

Stephen Stowe: with the 2 over 2 million dollars for 17 schools in District 20 in my district Senate district 17 for over capital funding support over 2 million dollars.

Stephen Stowe: and so that our school, when they're providing outstand curriculum and school support for our family and students. I wanna make sure I did everything I can to support our local school to make sure their facilities updated. Their auditorium is cool, the chairs are safe. If we need to renovate the kitchen or the window. They have funding support over there. So.

Stephen Stowe: and the little thing about my legislation update tomorrow I one of my bill. Well, actually, 2 of my bill regarding to E-fi safety related for us street safety. Governor will sign to also just a little recap. You will see the news tomorrow. So wanna emphasize how this Ei scooter mop safety impact our school setting because

Stephen Stowe: I also heard a lot of issues. When parents are picking up or drop off their students, their kids, they're sometimes on the sidewalk

Stephen Stowe: without help. Matt and I really wanna emphasize. It's about the safety, not just pedestrian, but also our younger kids. So please please use your best judgment. That's keep everyone safe. Don't ride on the sidewalk. Don't ride on the sidewalk and make sure you where you utilize those vehicles

Stephen Stowe: put a helmet on it, and if you're riding on those moped. It has to be registered with the license and a driver and also insured so and that link to another bill a legislation I'm currently working on.

Stephen Stowe: I'm not sure if you're aware. Few months ago there's a tragedy happened right outside of 5th Avenue and 60 Street a very beloved Puerto Rican community member, who got struck by a moped rider.

Stephen Stowe: and he lost his life and leave a whole family. In very

Stephen Stowe: sudden set heart, however, the daughter reached out to me, Vivian Varado.

Stephen Stowe: regarding this issue, and how I can actually tighten up through legislation. Basically, it's those mop rider. That person individual

Stephen Stowe: was operating a mopat without license, with the suspended license. No insurance, no, no license play.

Stephen Stowe: And however, with the current situation, I also spoke to it. Da. Often they can only charge with the misdemeanor.

Stephen Stowe: However, there, this specific individual has a lot of reckless driving history in the past, and for me, if killing someone is a crime. Reckless driving is a crime when you intentionally, by choice, riding on a on license, on insure mob.

Stephen Stowe: reckless driving behind wheel.

Stephen Stowe: That cannot be just a misdemeanor. So I'm working on legislation to introduce a serious, more stronger

Stephen Stowe: crime charge to for this kind of situation, and I will name after I have already have the honor. An agreement from the family. Vivian. Boreal, she agreed to lend me his father's name to honor him. This bill will be Efference Bill, which was also announced at yesterday's on the news

Stephen Stowe: once. It's implement I will explain more in detail. We're working on the final details on this legislation. So that's overall my update for the district here. So just one thing, I wanna wish everybody a real, safe.

Stephen Stowe: and healthy, relaxing summer. So that's use our best common sense. Best practice. Keep everybody safe if you need it, right on those vehicles. Put a helmet on. If you have any issues, let me know that my office know how I can be supportive. I also work very closely with our superintendent Pedal to identify our school needs. So I'm here to commit to support our school environment. Thank you. Have a wonderful summer.

Stephen Stowe: You. Thank you, Hector.

Stephen Stowe: Thank you so much, Senator Chu, for for being here and taking the time to update us. We really appreciate it.

Stephen Stowe: and I think

Stephen Stowe: the work doing for school safety, especially with the issues you point out is very much appreciated.

Stephen Stowe: the seeming prevalence of scooters everywhere these days.

Stephen Stowe: let me just take a look at the

Stephen Stowe: public speaking. Kevin, do we have anyone signed up for a but actually anyone in person to speak?

Stephen Stowe: Are you? Gonna do you want to speak, Steve. Okay. And I think you're the only one other one here. Okay, alright. So in person we have.

Stephen Stowe: speaker, Steve Mahoney. Yeah, Steve, you want us to stick here. What do you think, Kevin? Yeah, it's I'm fine with

Stephen Stowe: Dick.

Stephen Stowe: Thank you, Steve. Sure. 1st and foremost, I want to say, thanks to Steve Stowe for upholding one of our basic freedoms.

Stephen Stowe: At our main meeting, which is free speech. He took some heat last week last month at the June June meeting. It may surprise some of our people. Even hate speech is protected as long as it isn't calling for incitement, defamation, fraud, obscenity, child pornography.

Stephen Stowe: fighting words and threats. So just the speech in and of itself.

Stephen Stowe: And

Stephen Stowe: whether

Stephen Stowe: we agree or disagree with it.

Stephen Stowe: that is all of our basic right. It's a public forum, and everyone's supposed to be able to speak out and raise their voice a concern as long as it's done in a respectful manner, even if it's unpopular. I want to bring to the Board's attention

Stephen Stowe: what I consider the disparate effect of our district. 75 children

Stephen Stowe: in some of our district 20 schools here that they're not being treated equally

Stephen Stowe: when we come to school. It's our home. So how come when our district? 75 kids are walking into PS. 1, 92, even. PS. 2, 64. There's no footprint on that front door

Stephen Stowe: identifying their school in my son's case. PS. 36 k.

Stephen Stowe: Across the street. I'm not sure what the

Stephen Stowe: district 75 number.

Stephen Stowe: with one exception. Well, 2, actually. But the big exception is up at the Avenue, Ps. 686. They got a beautiful mural on the floor. Mat, and all the school designations are printed there.

Stephen Stowe: Ps. 3, 71 K. Got a big poster up on the wall. So as these children enter that building, they feel like they're at home.

Stephen Stowe: Up at 1, 92, when he 1st started. Kindergarten, my son even had to use the poor door on the side

Stephen Stowe: because it was a separate entrance, you know. So that's just something in looking at it. The Seal Academy up on 16th Avenue. They have an older

Stephen Stowe: bulletin board.

Stephen Stowe: Oh, outside

Stephen Stowe: for District 75. Some of these newer schools have the variable message sign. So my request

Stephen Stowe: to Dr. Preto. Maybe they someone can look into, maybe sharing it. If District 75 school wants to get up there or and liaison somehow. It was explained to me by Steve, the budget and the money.

Stephen Stowe: Well.

Stephen Stowe: Kevin Lanahan, who's the principal of 36. He got the main site down on Linden Boulevard. He has 5 additional sites. I believe he doesn't have the money to put. A sign in front of every school, except perhaps his main one.

Stephen Stowe: you know. And that's just basically a concern of mine that all our children, when they they should feel that they're at home.

Stephen Stowe: not when they walk up to the 4th floor, but as they enter that building. This is their home, and and it may not be as elaborate, as beautiful as the main school.

Stephen Stowe: But there should be something there that these children are acknowledged as they walk in, as as they're learning what their numbers and their letters that they says this is my home, too.

Stephen Stowe: and that they're not like. The stepchild!

Stephen Stowe: So so, and

Stephen Stowe: let's see. Well what this Hawkins back to is a famous case. We all may remember Plessy versus Ferguson separate, but equal. But there's nothing equal about it, and

Stephen Stowe: perhaps we need another brown versus Board of Education to get this done right. But I think with the the doctor's help, and with his counterpart, perhaps at District 75. This may be something that we can address, because all children have to be able to have the sense of belonging.

Stephen Stowe: Thank you.

Stephen Stowe: Thank you.

Stephen Stowe: Steve.

Stephen Stowe: and then online, Kevin, we have

Stephen Stowe: rather than

Stephen Stowe: okay.

Stephen Stowe: Brenda, can you hear me?

Brenda (Office of CM Zhuang): Yes, I can.

Stephen Stowe: Go ahead. You have 3 min.

Brenda (Office of CM Zhuang): Okay. Hi, everyone. My name is Brenda Duman. I'm the new budget and legislative director for Council Member Susan Zwang. I would like to highlight. The council members. Dedication to education.

Brenda (Office of CM Zhuang): And for this fiscal year

Brenda (Office of CM Zhuang): she has all together

Brenda (Office of CM Zhuang): allocated. Capital

Brenda (Office of CM Zhuang): to 10 schools in the district 43 is 187 Ps. 1 0. 1 Ps. 1 0. 5 PS. 1, 2, 8

Brenda (Office of CM Zhuang): Ps. 1, 76, Ps. 1, 86, Ps. 2 0. 5 Ps. 2, 47, Ps. 6, 82, and Ps. 97. Altogether for a grand total of $3,765,000.

Brenda (Office of CM Zhuang): So the Council, member one of her top priorities is education. And so.

Brenda (Office of CM Zhuang): you know, I I think it's reflected very much in in this year's budget

Brenda (Office of CM Zhuang): off.

Stephen Stowe: All set Brenda.

Brenda (Office of CM Zhuang): All set. Thank you so much.

Stephen Stowe: Thanks.

Stephen Stowe: Kevin, is that it for speakers at the moment? Okay?

Stephen Stowe: And Joyce for attendance. I noticed Maya just entered, just joined the meeting

Stephen Stowe: online.

Joyce Xie: Thank you. Steve.

Stephen Stowe: Okay, that's it. For our 1st public speaking session. Let's move on to the office of district planning.

Stephen Stowe: Joanie. Are you here?

Stephen Stowe: Or office of district planning.

Bryan Smith: Yeah, I'm.

Stephen Stowe: Assumed it was.

Bryan Smith: My team's here. Pleasure to be here.

Stephen Stowe: Nice to see you guys again.

Bryan Smith: I feel like.

Stephen Stowe: Just yesterday.

Bryan Smith: Yeah, right.

Stephen Stowe: So for anyone who missed my opening remarks, we have.

Jyoti Folch-Berman: Sorry, Mike.

Stephen Stowe: Morning. Thank you.

Jyoti Folch-Berman: Slow.

Stephen Stowe: Okay.

Stephen Stowe: Office of district planning is here with us.

Shahrukh Tasnim: Yes, Hi! Everyone.

Stephen Stowe: Hey, tasnim.

Shahrukh Tasnim: Good afternoon. Good to see you, Steve.

Shahrukh Tasnim: thank you. CC, 20, for having us here today. We work very closely last year.

Shahrukh Tasnim: and thank you for all your support as we work together to bringing all those new schools into the district. Today we are here to talk about the district data summary that we have shared with the CC. Before. Give me one second so I can share my screen.

Shahrukh Tasnim: Hey, me?

Shahrukh Tasnim: Can everyone see my screen.

Stephen Stowe: Yes, we can. Tasman.

Shahrukh Tasnim: Okay. Great.

Shahrukh Tasnim: so thanks. Again. CC, 20, for the opportunity to be here and present the district data summary to CC, 20 and district 20 community.

Shahrukh Tasnim: This district data summaries is something we share and review with each CC every year. The goal here is to identify key planning needs for the district and the priorities for the district for the upcoming school year. These planning meeting meetings and these conversations is not like one

Shahrukh Tasnim: one time thing. This is our kind of beginning conversation with the CC. And we work with the CC. Throughout the skill school here and anytime. There are any questions or concerns we are always collaborating with all our Ccs.

Shahrukh Tasnim: But for today we want to cover some of the data highlights that's presented in the district data summary and because this data is what we use and what we hope that the CC and the families can also, use to help understand the district landscape better. In this data summary.

Shahrukh Tasnim: we try to highlight some key points like the recent enrollment trends. How it's looking for the population. for each school. Sub sub sub category like, what is the population looking like for Es students, Ms students and high school students. We also talk about potential schools or buildings. That we are seeing where some kind of

Shahrukh Tasnim: where that needs a little more attention than others, especially the schools that are overcrowded, or schools where the enrollment is lower than the capacity. Thankfully. There's something not a big concern for District 20. Then we also talk about capacity needs in the district.

Shahrukh Tasnim: At the beginning of the presentation. We? There are slides about like the overall district planning process, and how we collaborate with the CC. Since we have worked closely with the CC. I don't want to read through all the bullets this presentation can be available to the CC. And we can share with Steve and and the CC mailbox, so that anybody who is interested.

Shahrukh Tasnim: So these are. These are like, you know, some.

Bryan Smith: You're cutting out a little bit. No.

Shahrukh Tasnim: Yeah, I got muted for one second. I don't know why. I don't know what happened, but I think I'm unmuted. Now, can you can. You guys hear me?

Shahrukh Tasnim: Okay? Alright. I got muted for a second, I think, by accident. But that's okay.

Shahrukh Tasnim: So for for CC's we we like, I said. At the beginning we work very closely with the CC to implement. Different kind of school intervention. One of the biggest thing is rezoning where we work very closely with the CC. Last last year the other school or district changes that our office some of the levers that are office uses

Shahrukh Tasnim: for school intervention includes unzoning school mergers, bringing in new schools, which is always exciting school reciting grade expansion and truncation.

Shahrukh Tasnim: This talks about how we engage with the CC. Throughout the process again. I'm not going to talk through this to save time for more, save more time for the district data summary. These are some major terms that we use in our district planning process.

Shahrukh Tasnim: This talks about Chancellors. a 1 dislike talks about Chancellors, a. R. 90, which basically governs the public review process for any proposal resulting in any kind of proposal that we are doing.

Shahrukh Tasnim: And now, we are going to talk about this week 20 data that I know. Everybody is really, this is what everybody really wants to hear about

Shahrukh Tasnim: so I'm going to start the district data summary by talking about the enrollment trend in the district.

Shahrukh Tasnim: So before I start with District 20. I just want to say that since the 2,018 2,000 19 school year, we have seen enrollment date decline all over the city. So the enrollment decline for almost all our district and for District 20, the total enrollment has declined by 10%

Shahrukh Tasnim: over the last 5 years. Enrollment decrease across all grade levels in District 20 with a 15% decline in elementary school level. And then a 8% decline in middle school enrollment

Shahrukh Tasnim: and a 5% decline in high school enrollment

Shahrukh Tasnim: enrollment trend. So that what I presented now is the 5 year enrollment change which might seem significant. But, like, you know, I just want to remind everyone that that includes the Covid years where, a lot of people left New York City, which which also affected overall enrollment. For the for all public schools for New York City.

Shahrukh Tasnim: So. But if you look at the one year change. Here you will see that the change is kind of stabilizing, and the change is becoming minimal. Like, for example, the K 2, 5, enrollment change within last one year was just one. There was actually a 1 person increase at the middle school level and at the high school level there was a 2 person increase. So what we are seeing is that

Shahrukh Tasnim: overall. If we are, if we and if we look at last year's enrollment we may predict that. That the enrollment is potentially stabilizing across all grade level in District 20.

Shahrukh Tasnim: but I also want to like mention it here, that even though the enrollment has declined in the industry 20 by 10 person over last 5 years, even after that, 30 of the 54 school building in the district. Are still over utilized meaning they're over

Shahrukh Tasnim: 100% utilized at this moment

Shahrukh Tasnim: for residential population in the district. What we see is that over the last 5 years, total K to 12 residential population in District 20 has remained stable

Shahrukh Tasnim: with just about 2% decline which means even through the covid year, the residential population hasn't significantly changed in this district. We see that since 22,018 and 2019 school year. The number of elementary school age children has declined by 9%.

Shahrukh Tasnim: The number of middle school student has increased a little bit by 1%, and the number of high school age children has increased by 8%. Again, referring back to the one year change we are seeing that the change has change is kind of similar. For example, like, you know, when the 5 year change in K to 5, that population was not

Shahrukh Tasnim: 9% for a 5 year. Span. There was just one decrease over last one year. And then there was a 2 person increase compared to like one person decrease through 5 years. There was a 2 increase just over one year, and and again the high school in in high school population has also increased by 3

Shahrukh Tasnim: and overall the population for K to 12 has increased by one in last one year.

Shahrukh Tasnim: So overall with this data. We we it seems like the total K, 2, 12 population has remain. It seems like it's stabilizing at this moment based on the data we have.

Shahrukh Tasnim: I am going to turn it over to my teammate here.

Shahrukh Tasnim: Brian, do you want to take over from the next slide.

Bryan Smith: Sure.

Bryan Smith: So the next slide is on

Bryan Smith: District 20. Elementary school retention

Bryan Smith: this is familiar. It was in the district data summary last year. It's a returning character.

Bryan Smith: Elementary school retention tracks K. To 5 age residents of District 20. We've grouped them here by where they choose to attend school

Bryan Smith: to the right, we have percentage share of residence for both 1819 and 2324. So you could compare what those raw numbers represent for the whole of residence.

Bryan Smith: And yes.

Bryan Smith: as you can see, the lion share both in 1819 and in 2324

Bryan Smith: of District 20 elementary school residents either attend District 20 schools

Bryan Smith: or non-public schools located in District 20

Bryan Smith: to the tune of about 95, and then, I think, 93 or so. Currently

Bryan Smith: think this is higher than anywhere in Brooklyn.

Bryan Smith: The graph below corresponds directly with the table above. So they're best read together. That's why there's no numbers on these lines, so you could track trends by looking at the lines and seeing what colors the lines represent. But then, if you want to know the individual numbers behind each of those dots they just correspond to the graph above. Basically.

Bryan Smith: So this is middle school retention.

Bryan Smith: This mirrors the one above

Bryan Smith: similarly to at the elementary school level. We see large amounts of students and middle school staying within district 20 schools

Bryan Smith: or attending non pub.

Bryan Smith: But the only differences here we have a significant portion more significant than previously in Es, that attend other district schools. You could attribute some of this to the fact that these are older students. And they're they could travel, basically, I would say.

Bryan Smith: but for the most part you're seeing, not a huge change in percentage share here, like a small loss of 2 in the share of students attending district 20 schools, and a small increase of 3 for the percentage share of students attending nonpost for the most part.

Bryan Smith: So this is, this might be new to some folks. We've had this internally in our office, but I think we just put it in the

Bryan Smith: district data summary this year. Some of you may have seen it in another form when we had CC. Meetings, but some of you may not remember this.

Bryan Smith: This is the in-out model.

Bryan Smith: It's basically like a balance sheet for the accounting majors here

Bryan Smith: working down from residents at the Es. And Ms level. There's 2 tables stacked next to each other.

Bryan Smith: and then counting the total number of outbound students

Bryan Smith: students that are being deducted from residents, either going out to other districts. D. 75 d. 79 out to charters or out to non post.

Bryan Smith: and then below that we have the inbound students.

Bryan Smith: and then we again track years 2,01819 and 2324. Here

Bryan Smith: something to note is that

Bryan Smith: I'll

Bryan Smith: we're seeing a decrease in the amount of students

Bryan Smith: inbound from other districts. If you look at the total outs, both at the Es. And Ms level, we're seeing a little bit of a decrease in students coming from other districts. But please note that surrounding districts are also losing residents so that could also play a factor. There's just less residents to go around, even in other districts, to maybe choose d 20 schools.

Shahrukh Tasnim: Judy, do you want to? Talk about from this slide 15

Shahrukh Tasnim: you want to take on this slide.

Shahrukh Tasnim: I know jody is online. I'll give her a few more seconds, if not, I can. I can talk about the rest of the.

Stephen Stowe: Yeah, that's fine, Tasman. While we're waiting for her. Just I just wanna ask you guys, do you want us to hold questions for the end. That's what I was.

Shahrukh Tasnim: Yes, yes, yes, please. That'll be. That would be great. Yeah, that'd be great.

Stephen Stowe: That's fine, that's fine. Yep.

Bryan Smith: There's only it'll be brief. There's only a few more slides.

Shahrukh Tasnim: Alright, I think. Okay, there she is.

Shahrukh Tasnim: Hi, Jody, are you back online?

Bryan Smith: I I see her. It might just be a mic issue.

Jyoti Folch-Berman: Yeah, yeah, sorry.

Jyoti Folch-Berman: my Internet is a bit unstable. And so I was on my phone.

Jyoti Folch-Berman: and it can access my microphone from my phone. So sorry about that.

Jyoti Folch-Berman: That's.

Shahrukh Tasnim: Okay, are you able to talk about the slides?

Jyoti Folch-Berman: Yep.

Shahrukh Tasnim: Okay. Alright, thanks. I. Just.

Jyoti Folch-Berman: How to switch over to my laptop again.

Shahrukh Tasnim: Oh, I, yeah.

Jyoti Folch-Berman: So here's sort of like the Esms seat need as we've mentioned. You know, there is overcrowding in District 20, and we are trying to trip away at that with, some new capacities and new construction. This year, as you're you're all aware, cause we worked very closely with you on it. There are 4 new school buildings opening

Jyoti Folch-Berman: and they will add about 1,500 new seats in District 20. So while there is currently a deficit at the Es level. We are adding 854 new Es seats in new capacities this year.

Jyoti Folch-Berman: And we are not seeing a deficit at the Ms level, which is great. But we're also adding seats there. There's also, you know, still some new capacities that will be coming down the pike, and we continue to work with the Se. Superintendent and Cec, on those

Jyoti Folch-Berman: next slide.

Jyoti Folch-Berman: So one of the new capacities that, we added, was a district 75 school there are currently deficits at the Esms and High School level. So, as you'll see from the chart. It's about 18 es seats at the Es level, and there is

Jyoti Folch-Berman: 132 seats at the middle school level, and 204 seats at the High School level. So, but we will be adding,

Jyoti Folch-Berman: district 75 middle school seats, and 96 elementary school seats. In an effort to bridge that sort of desk deficit gap

Jyoti Folch-Berman: next slide.

Jyoti Folch-Berman: And that's it. Just kidding. We're ready for your question, Steve. And I don't know if we mentioned it up top, Tasman. I'm sorry if I missed it. That we are currently kind of working on the the responses. That were sent, and and we'll follow up with that.

Bryan Smith: I'm so blurry. Am I like?

Bryan Smith: What is this?

Bryan Smith: Why am I so blurry?

Shahrukh Tasnim: It's okay. We can still hear you. And that's that's most important.

Stephen Stowe: Great. Thank you, Jodi, I mean, let's I'll I'll go to, I think. Sabrina had a question that she posted in the chat.

Stephen Stowe: Do these numbers include d. 75 students in District 20. And, Sabrina, if you'd like to ask them your question. So to yourself, go go ahead.

Sabrina McNamara: Sure. Hi, that that was my only question, but I did see that after I asked there was the slide that included the numbers for T. 75, so I wasn't sure if it was included in the previous slides that had mentioned all the seating.

Bryan Smith: Yes, I believe these 75 would be included in on the ones that are speaking to enrollment as a whole. And this, just like singles out do 75 by itself.

Sabrina McNamara: Okay, got it. Thank you.

Stephen Stowe: Kevin go ahead.

Kevin Zhao: I just noticed.

Stephen Stowe: And eventually.

Kevin Zhao: In the middle school the population student of population are decreased.

Kevin Zhao: but the high school student population are increased.

Kevin Zhao: So does that mean we have more like a new immigrants coming to our district.

Kevin Zhao: And if that isn't a situation, do we need most, Eis, I mean

Kevin Zhao: English support and support from the immigrants.

Kevin Zhao: creative.

Kevin Zhao: supported in the school.

Bryan Smith: And yet.

Shahrukh Tasnim: Sorry. Let me let me just start answering that question, please, Brian. Like, you know, jump in if I'm missing something for the overall enrollment or district demographic. We do not categorize the immigrant or students in temporary housing, but it is possible that, like that as some part of the high school students are

Shahrukh Tasnim: from from that category. But we, we do not track that data separately.

Shahrukh Tasnim: Or did I see.

Bryan Smith: That is correct. We do not track them. It could be baked in and anecdotally. You may be able to make assumptions, but we don't track them explicitly, so we can't say that's exactly what's happening.

Bryan Smith: And I will say that District 20 has the highest number of

Bryan Smith: y'all students. I believe, at like 10,000 or so.

David Pretto: It's closer to 8,000. But yeah, it's it's a high number. And any students that enter the system as new students

David Pretto: as part of the the English language learner identification process. We administer a survey to families and to students to identify their language status. And if they're identified as English language learners. They're entitled by law to all you know, English English language learners, services so that's for any student that would come in.

Kevin Zhao: Thank you.

Stephen Stowe: I'd like to ask a related question. And and, Jodi, I heard you say you're sort of working on answers to some of the questions we submitted

Stephen Stowe: by email. And so if some of these are in process, please, just we can move on. You could just we can

Stephen Stowe: we can move on, but it's related to that, because I noticed that the population decline

Stephen Stowe: is not as significant as the enrollment decline, and I'm talk like elementary school, middle school. And so to me, that says there's something else going on there. And I think you guys also touched on it a little bit with the

Stephen Stowe: change in percentage of students attending nonpublic schools.

Stephen Stowe: Odp, do you have any view on what the reasons might be why students, students are

Stephen Stowe: leaving District 20 schools, and I'd love to hear what David thinks too.

Shahrukh Tasnim: So for non public schools, Steve, like, you know, is that that's 1 of your question, like, you know that the number of students who are attending non public school. You you think they're higher.

Stephen Stowe: Yeah, I'm I mean, I guess. Yeah, I guess my question was kind of a, you know, bringing in a couple of pieces of data

Stephen Stowe: and asking the general question, if we are seeing outflow of students from the schools, even if, as Brian pointed out, it's a small percentage. But still, you know it'd be better to see it going the other way.

Stephen Stowe: I mean, I can.

Stephen Stowe: Have.

Shahrukh Tasnim: Yeah.

Stephen Stowe: Like, as far as the.

David Pretto: We have the data. We don't have any. We don't have any hard conclusions around. Why, that data is happening. We have some theories around. Why, it may have happened primarily we find that. And this was anecdotally across the district during the pandemic one of the reasons why we heard that some families left New York City public schools during the pandemic was

David Pretto: because the there were challenges with remote learning, hybrid model. 5 days a week. Instruction the. And this is going back all the way to 2020 and 2021

David Pretto: so that's 1 theory that we have. Why.

David Pretto: that number may have shifted in between those those years.

David Pretto: but we do. We have noticed some settling of those

David Pretto: numbers I know. The city will issue an.

Serena Su-Moy: Ooo!

David Pretto: Every year so we'll look to when the Audited Register is released by the city, and, you know, be able to make the comparison between this year's Audited Register and and last year's, and see if that that kind of overall observation of enrollment

David Pretto: trends settling out from decline to an evening out. It brings true, but that's what we're kind of see seeing anecdotally, and that's 1 of our like main working theories around. Why, that that drop happened from you know, public schools to a non public schools.

David Pretto: Yeah, yeah. No.

Stephen Stowe: I understood David. And is there us.

Stephen Stowe: I know, when families leave middle school to go to non public

Stephen Stowe: high schools. There's a survey which doesn't apply necessarily to just 20. But how about from elementary school to middle school? Is there a survey? If families leave a public elementary and go to a non public middle school.

David Pretto: But of like a a formal exit survey, for you know, families who leave at that time, but something that we can look into, and I know that again, the chances priority number 5 on the on the Dcp. Is, you know.

David Pretto: being making this the

David Pretto: the system more responsive to parents and families primarily to support more families choosing New York City public schools. So it's like, it's a. It's a good idea. I know it's something. It's not the 1st time, I think, that we've heard it. So it's definitely something that I'll I'm gonna take back as something that the system should consider in that in that process

David Pretto: token.

Bryan Smith: May I just add, speaking of what you just said about District 25th graders, attendance.

Stephen Stowe: The public school. Do do you still keep a record of where they go? So that, like safety issue, if what happens if they're not going to a school.

Stephen Stowe: What if they're going somewhere like they're not even being told

Stephen Stowe: we do as a system.

David Pretto: We do. You know, enrollment and discharges. So when we discharge students, we do discharge them to

David Pretto: another school. So there is a a method of finding out where they do go.

David Pretto: But as far as the reasons why they went, that's not something that we track.

David Pretto: but you know. But we do track that they go and go somewhere and enroll in school.

David Pretto: So so you have a record of which

David Pretto: not necessarily, no, not which ones we just know. And you see that in the data summary, I believe that we we know that they do go to a non public school.

David Pretto: not necessarily which school that is, or what

David Pretto: type of non-public school it is.

Bryan Smith: Yeah, I'm actually looking at that right now from 5 to 6th grade to where district District 25th graders go in 16th grade.

Stephen Stowe: Yeah, yeah.

Stephen Stowe: I'm so sorry, Brian. I had my speaker muted when you were speaking. Do you mind just repeating.

Bryan Smith: Cool. Okay, I was just gonna speak to the the data point that you guys are referring to, which is discharges the articulation discharge data. I don't think I could share right now in this larger form, but we could definitely go over it in more detail later, in a smaller grouping with the CC. Perhaps, but for now I was just gonna say that I'm looking at the 5th grade discharges for 6th grade and the Nps. Peaked at at the 2021 school year, and has since returned to lower levels than it was

Bryan Smith: Pre. Covid in 2,01819. So that number did go up a little bit, and now it's gone back down to lower than it was.

Stephen Stowe: Absolute number. This is the absolute number, right.

Bryan Smith: Raw number correct. Yes.

Stephen Stowe: But then, if the total number of students is lower, isn't the percentage still increasing?

Bryan Smith: Possibly, but depends, like how much this number compares to the, to the total.

Stephen Stowe: Love to see that I had a follow up. I won't.

Bryan Smith: Show it to you in great length. Yeah.

Stephen Stowe: They won't ask this to be answered. But I'm just curious if you guys have further breakdowns, and it's aligned with what Elizabeth was saying, beyond just the the raw data, the high level data.

Stephen Stowe: Are there any other ways you guys can look at stuff, whether it's by part of district 20 certain neighborhoods, certain student types cohort, certain student cohorts, else special education, gifted and talented students. A. A. Again, it would just be interesting to see if there's any

Stephen Stowe: a a, a, any anything that stands out upon sort of a more granular look at the data.

Stephen Stowe: That's that's.

Shahrukh Tasnim: That's an excellent question Steve. But

Shahrukh Tasnim: some the you you mentioned like, you know, different categories, right gifted and talented special education. So the thing is that not all those data is housed in our office. But if you send us like, you know, exact which parts which sub categories. You are interested to learn more about we can work with our partner offices to get that information to you, at least guide you to like, you know

Shahrukh Tasnim: who you can ask, or if like, you know, if if getting that granular level is even possible, so we can definitely look into it. So let us know.

Bryan Smith: Correct, and there is also a small qualm with when things get too granular. Eventually stuff ends up getting suppressed, and it becomes it's not as useful as you would think. So. We could definitely have some discussions about maybe some hypotheses that we could try to help verify or or debunk, perhaps, and we could work together to maybe guide some for the research.

Stephen Stowe: Yeah, no, that would be awesome. And that and that can really help both the district and the Cec with sort of our outreach, where we what communities we

Stephen Stowe: think more needs to be done. And

Stephen Stowe: definitely. So that would be great. Look forward to that.

Stephen Stowe: Can I ask about

Stephen Stowe: you know, Tasman, and everyone knows most of our schools are over utilized. There are some that are not, and I just want to kind of I don't know if if this is a longer conversation, perhaps it is but sort of an update on the schools that are not over utilized, and we've talked a little bit about 9 30. We've talked a lot about 939 last year. We haven't talked as much about 9 71. I've talked to David a little bit about it. You know these 2 come to mind. But

Stephen Stowe: I guess what's the sort of the latest game plan on each of those 2, and on any any other notable under enrolled schools. I think there's a couple in the northeast part of the district. Is 62, for example. Odp, do you guys have any? I guess any updates or or David? I'm not sure who would be the best one to pick the 1st crack at that. On on this, the under enrolled schools that we've talked about looking for ways to improve.

Shahrukh Tasnim: So, for under enroll school, like you mentioned at the beginning, there are very few, and some of the under enroll school they are either facing in or something is happening, or there is like like when you when you say under enrolled like, you know, the number for District 20 is very low so for us to look at like, you know, those specific schools like, you know, to be honest.

Shahrukh Tasnim: that is something we haven't really like, you know, this is something we know that which schools are under enroll, but when it comes to the strategy to what can be done in the those schools. That is something. Maybe.

Shahrukh Tasnim: David can talk about a little bit, and we are always here to like, you know, if there is any plan for the school to support the superintendent, and work with CC. On those plans.

Shahrukh Tasnim: David.

Stephen Stowe: Yeah, yeah, no, thanks, Tasnom. I think that again like the the idea. And I'll mute my speaker.

David Pretto: It's weird.

Stephen Stowe: It's weird.

David Pretto: I think that.

Stephen Stowe: That the.

David Pretto: Under enrolled is. It's an interesting one in District 20, because as a as an overcrowded district, we're so accustomed to

David Pretto: buildings being over utilized, and the idea that a building isn't at 100 capacity is a isn't is a weird feeling in in the district. But I wouldn't necessarily call them under enrolled, if they're not at a hundred utilization what I but I what I will acknowledge for sure is that every seat in the district is super precious. We wanna make sure that we're maximizing the space that we have.

David Pretto: And we have put some things in place with the intention to support some of that. So, for example, in the middle school, I think this speaks directly to 62 and any other middle schools that are.

David Pretto: you know, experiencing, like, you know.

David Pretto: need some support with enrollment. The superintendent program was something that we really wanted to utilize as a method to attract families to all of our middle schools. The the one of the reasons behind the intentional design behind the program was to ensure that at every single District 20 school that had the superintendent program.

David Pretto: parents could expect a level of academic rigor and choices of enrichment for their children in that program. So that was, I mean, one of the strategies that we use to kind of think about how we ensure that families are looking at all of our schools as great places to go families.

David Pretto: you know. There's a lot of reasons why people send their kids to school, but I think the number. One reason is that they know that their child is gonna get a great education and that they're gonna be, you know, prepared for high school. And then they're gonna get great opportunities for enrichment on top of like strong academics. So we wanna make sure that that was in place at all of our schools, and

David Pretto: that the opportunities for advanced students in the superintendent program they were gonna be working, you know, above those grade level standards. And then in elementary schools. Yeah, we definitely mentioned 971 and 939 we've

David Pretto: w. 1 of the factors that contributes to some of those buildings.

David Pretto: being in the enrollment place is a different place than some other elementary schools in the district. There are a lot of new schools built in that area over, you know, many, many years, and I think that this is one of the long term byproducts of that enrollment shift and some zone line shift in in a few schools cases more than once.

David Pretto: So I think that that's something a a byproduct of seeing that's happening something that we're gonna take a close look at this year, you know, in terms of now having opened in September, we'll have. Ps. 4, 13. We'll have Ps. 3, 31 opening we'll also have middle school 4 0, 7 opening in the fall, I think. Now, once we'll be able to see what the impact of those new schools opening on the enrollment, and particularly 4 13, with the opening of 9 71,

David Pretto: 9, 71 zone was altered slightly, but it was altered during the rezoning of ps. 4, 13. So once a 413 opens this year, I think we're gonna take a look at. You know what the overall impact is. And how we, you know, wanna consider the the programming, the state of the community, and you know what could be best to help serve the enrollment in that school.

David Pretto: Yeah, yeah.

Shahrukh Tasnim: Just want to mention that 939 is getting that Sd program that is opening this fall, which is also going to help with enrollment and filling up that school more. So this is something that like. And we're also like monitoring, and see how that helps with enrollment for 9, 3, 9.

Stephen Stowe: Did we get full number of students in that program for the fall.

David Pretto: And 39, the Asd program.

David Pretto: We won't have a

David Pretto: sorry shit

David Pretto: we'll never have like a a hard, firm number until we actually open. But we it. We're we're excited about opening the program. It looks. It looks good. And we're excited to be able to serve more. You know Asd students in the district

David Pretto: and.

Stephen Stowe: And there's more conversations that we can have. I'm just gonna hit on a couple of things that that you touched on that were already questions of mind.

Stephen Stowe: The superintendent program, David, can we? You know I would like to see information on number of applicants per school

Stephen Stowe: and number of acceptances per school. And again to your point.

Stephen Stowe: The idea was to try and move beyond the most popular schools, and actually see if families chose some of the other ones. And so can we see that data at some point.

David Pretto: Sure. Can. Can you hear me through there?

David Pretto: Yeah.

David Pretto: we don't have that data now. The we won't be able to have you know registered data or any other kind of information about that until school actually opens.

David Pretto: And Odp, I don't like in terms of being able to do that type of breakdown. I don't know when we'd be able to do something like that. But that, you know. That was one of the reasons why one of the many reasons why we opened the program.

Stephen Stowe: But you should have data from the year just completed.

Stephen Stowe: This is the first.st This, for this year coming up is the will be the 1st year of the District Wide Superintendent Program. So this 6th grade will be the 1st year that these 6th graders who entered into the program will actually be enrolled in this version of the superintendent program last year was.

Stephen Stowe: last year. 6th graders were just in 3 schools. It was just Kristen Mccall of mckinley and Madeline Brennan this year will be the the whole district. Alright

Stephen Stowe: and then Ms. 407. This question this was brought to my attention online. I guess Principal

Stephen Stowe: Lombardo said, that they've paused, hiring for teaching staff at 4 0. 7. Why is that?

Stephen Stowe: They're in the middle of the hiring process. So there's no pausing or not. Pausing at the he said, paused. He said, paused, hiring

Stephen Stowe: the the d process is what it is. So they're engaged in that process, I'd have to follow up with Facebook group. Yeah, no Facebook group online. Someone was asking, need any good teachers. And you said, we've paused, hiring at the moment. So

Stephen Stowe: okay.

Stephen Stowe: and I won't

Stephen Stowe: let me ask some parents are scared that their kids, when they don't get into the superintendent program won't have as great an education as the kids that

Stephen Stowe: got into the program.

Stephen Stowe: but they don't want their kids not to be like, kind of not be able to get that kind of education that you're gonna give to the students that they get to the Cova.

Stephen Stowe: So I'm I'm I'm glad you brought that up, and you know what another one of the reasons why I constructed the program in the way that I did was to

Stephen Stowe: to address that exact fear that if you don't get into the superintendent program that in some way your child is, gonna get some lesser version. My expectation for every single classroom in District 20. And this was something that we really kind of, I think,

Stephen Stowe: provided examples of through some of the Hmh. Into reading it into literature presentations. My expectation is that every single student in the district, special education, English language, learner, advanced students, general education classes every student at

Stephen Stowe: minimum has access to a grade. Appropriate standards, aligned education in the 4 core content areas. So if your child is not in the superintendent program, they are still guaranteed to be engaged in a rigorous curriculum in Ela Math. Social studies and science that's aligned to the standards that is at the grade level that your child attends.

Stephen Stowe: The superintendent program is a program where students who are who are performing above grade level are going to be challenged at levels that are even more advanced than the grade level that your child is at.

Stephen Stowe: I think that one of the

Stephen Stowe: one of the perceptions that families may have had in the past, and some experiences that some students may have had in the past is that,

Stephen Stowe: you know, teachers may have exposed children to content and to standards and to tasks that may have not been at the grade level that they were attending. And that's something that we've worked very hard in the district over the last couple of years, and I've and I'm really proud of the work that

Stephen Stowe: principals and all the teachers in the district and the team, the district level have done to ensure that in all 4 core content areas that every child, no matter what program you're in at minimum is getting a great appropriate standards, line education. And Ela social studies science and math.

Stephen Stowe: Just there's just 2 more I wanna ask of the ones that we we put forward.

Stephen Stowe: class, size, law, odp.

Stephen Stowe: or David. Do we know yet how the law upon implementation will affect our schools?

Stephen Stowe: I mean.

Shahrukh Tasnim: I can.

Shahrukh Tasnim: Sorry, Jody, you want to take that one. Go ahead.

Jyoti Folch-Berman: Oh, I was just gonna say, I mean, you know, we're we are currently there. They're sort of like phasing it in. And anybody jump in right? So right now we are.

Stephen Stowe: I can speak to it a little bit. I can speak a little bit to it. As it happens, this is happening in District 20

Stephen Stowe: that way.

David Pretto: So so in District 20, like all districts in the city we are all working with a a goal of a 3% increase of classrooms

David Pretto: or classes that are that

David Pretto: meet the

David Pretto: requirements of the class size law citywide. The city is at

David Pretto: 39.7, like at 40% of the class size law of classrooms citywide at the class size law. And that is the target for this upcoming school year. So the city anticipates already having met the class size law for the 2024, 2025 school year

David Pretto: this year we'll be working within you know what's available

David Pretto: at the school level

David Pretto: through a variety of strategies that principals have at their at their disposal to

David Pretto: to meet the

David Pretto: 3% target. Excuse me.

Stephen Stowe: Yeah.

David Pretto: Let me just maybe rephrase. Do we have a hard number.

Stephen Stowe: Yeah, so school A will need

Stephen Stowe: X number of new classrooms. School B will need Y number of new classrooms. Do we have hard numbers yet. Odp or David?

Stephen Stowe: No, not yet. Okay, that's what I'm after. And I'm gonna keep asking anyone who I think has the information. And I believe it's out there. I know some schools have

Stephen Stowe: publish, publicize this

Stephen Stowe: to their parent communities. In some cases the Slt or the Pt.

Stephen Stowe: I mean. And when we need to ask for numbers. You're asking for like exact number of classes, that

Stephen Stowe: exact number of classrooms that will be needed. And then ultimately the impact on enrollment at the school. That's the ultimate thing that parents need to know is how many, if there's going to be a change in the number of incoming kindergartners, or the number of incoming 6th graders in a given year. Because of the

Stephen Stowe: well. The short answer to that is no, there will be no change to the number of children that are going to be projected to come into the school. Those numbers were provided to schools, you know, at the towards the end of next year. Yes, for next, but for next year, for the 2,02520 26 school year, that's something that has not been developed yet.

Stephen Stowe: Great. And then my, my second question, or last question here is just about the the district. 75 seats. This is something we touched on in one of our resolutions from last year.

Stephen Stowe: as Odp has pointed out and and David David's worked on, we now have a number of seats coming online. I think it's around 200 new district 75 seats coming online in the fall.

Stephen Stowe: And that largely addresses the deficit that was showed by office of district planning

Stephen Stowe: just a question a little more nuanced on that like.

Stephen Stowe: and and and I don't know

Stephen Stowe: if if we had this answer or not but

Stephen Stowe: for these seats, and obviously with District 75, there's lots of different classroom ratios. There's different support services that are needed.

Stephen Stowe: I guess the short answer to the question is, Are these seats going to meet the needs of the parents in the district that are now leaving the district to go to other other districts, and I think we have something like 100 and

Stephen Stowe: 40 or 100, and this is middle school, only 140 or 150 leaving the district.

Stephen Stowe: that's the question. I don't know if you guys have.

Stephen Stowe: it's either Odp or David. No, that's a great question. You know one thing that that, the office of Enrollment District 75 and obviously as a district 20, we're very aware of the of this issue.

David Pretto: We're, you know, the office of Enrollment District 75 and District 20. Very aware of this issue and big reason why these and we appreciate all the advocates who like push to get these these seats open. District 75 handles the enrollment of students into District 75 programs so that that will be an an answer best given by District 75. I'm happy to, and I'm happy to work with District 75 to like

David Pretto: to to get the answer. One thing that we, you know, made sure that you know the office of Enrollment District 75. We're aware of this dynamic that we had many students who were traveling outside of the district, and that this new opportunity was something that you know, we wanted to make sure that

David Pretto: these families were aware of these seats, that these opportunities were there and that they were prioritizing. You know, District 20 residents when looking to fill these programs. So that's something that was, you know, definitely made

David Pretto: you know, made a priority when you know, making the decisions around how to make offers to families. But that's something we can definitely. And I can work with you and District 75 to coordinate. And you know, and get some get some of those answers, cause that's been that's been the focus of

David Pretto: the the dialogue around these new seats.

David Pretto: Yeah, thank you. Thank you, Nicole.

Stephen Stowe: Take you up on that and J, just to follow up. And again I recognize you're not District 75, superintendent. But wh what's the general timing like these, these classrooms that are preparing to open in the fall?

Stephen Stowe: When do the final

Stephen Stowe: classroom ratios, classroom configurations.

Stephen Stowe: level of services? Is that all getting finalized now as we speak, that's all done by.

David Pretto: 5. Yeah, yeah.

David Pretto: thank you. Kim.

Stephen Stowe: Any other questions for the office of district planning.

Stephen Stowe: Oh, well, they know the question of how many of our General Ed. Middle Schools kids make it into the specialized high schools, do they? Do they have that information? Do you have that information?

Stephen Stowe: The the office had worked at the Mt.

David Pretto: The outgoing noses.

Shahrukh Tasnim: Think I think that data.

David Pretto: Tesla's.

Shahrukh Tasnim: Yeah, I think, like, you know, the the number of students that are getting into special schools. Those are that data is managed by oc office of student enrollment. But like we can, we can try to gather that information and see like, you know, if it's that's readily available. Because I know, like, you know, right now, they're working on like placing the students. So like, you know.

Shahrukh Tasnim: if if you put the question in the chat like, Are you think? Are you talking about? Or you are interested to know about, like the number of student who will be going to special school. Come September. Is that something you are interested.

Stephen Stowe: So we I just wanna know if our students

Stephen Stowe: have the education to pass the test. You know.

Stephen Stowe: I have a quick question. Yeah.

Stephen Stowe: Yeah.

Bryan Smith: To.

Bryan Smith: Are you referring to just the number of D 20 residents that get into the 3 science high schools like Bronx science, Stuyvesant.

Stephen Stowe: Yeah, I, just like, general Ed, students.

Bryan Smith: I can get you that information. I I have. I could pull that through AR, and we could get it to you. It might have to.

Shahrukh Tasnim: Yes, we we we have to look it up. Yeah, we have to look it up internally. And then we can. Yeah, we can share with you. If you share your email address. We can share that with the CC. And your.

Stephen Stowe: You could just send that information to the CC. 20. I I just feel like that's.

Shahrukh Tasnim: Okay, like.

Stephen Stowe: But parents. We wanna know if our kids are hitting like the benchmarks.

Shahrukh Tasnim: Yes, we can. We can look into it.

Stephen Stowe: Thank you.

Stephen Stowe: Any other questions for office of district planning.

Stephen Stowe: Okay?

Stephen Stowe: Well, thank you all. Jodi Tasman and Brian for being here.

Shahrukh Tasnim: Thank you for having us. And Steve know you, you how to find us, and like Judy share we are working on some of your questions, and we will be in touch soon.

Stephen Stowe: Right, good thanks.

Shahrukh Tasnim: Good to see you good to see everyone have a good night. Thank you. Bye.

Stephen Stowe: Bye.

Stephen Stowe: John, I see you just raised your hand. Was it something for Odp?

Stephen Stowe: They're not.

John ricottone: No, it's in regards to 4 0 7. So just let me know when I can speak about that.

Stephen Stowe: Sure go ahead.

Stephen Stowe: I asked John. I asked a question about pausing the hiring, and David said he was going to look into it.

Stephen Stowe: John, can you hear me?

John ricottone: Yep.

John ricottone: So also I have a question in regards to PS. 4, 0 7.

Stephen Stowe: Go ahead, John!

John ricottone: I believe that we need to designated a bus lane or a drop off and pick up

John ricottone: for the district 75 children the Asd program and along with the regular students that are going.

John ricottone: Unfortunately, the teachers and the staff don't have a designated parking, and the time and time again there's unregistered and unexpected vehicles with fake plates and commercial trucks and detached trailers and mobile homes at that location down the block. So it's gonna be very hard for these teachers to find any parking, especially on 86 Street.

John ricottone: It's actually a location where I found the statistics for 2023. There was a total of 56 accidents.

John ricottone: 53 of them are involving cars and motorcycles, and 3 were pedestrians over 18 years of age.

John ricottone: For 2024 there was 25 accidents, which was 21 vehicles.

John ricottone: motorcycles, and 4 bicyclists. So we definitely need to make sure that the school crossing guards are at the location. That's a very busy corner over there, and we really need to be in touch with what's going on with the Community Board, and also to get more safety agents at that location, because there's gonna be 3 different schooling

John ricottone: in that location. And also the school is directly across from the hotel. And who's to say there's no sex traffickers at the location, and the hotel windows are facing the school. So who's to say that people aren't going to have sex on purpose, where the kids could look and see what's going on. So there's a lot of stuff that's going on with that

John ricottone: school.

Stephen Stowe: Thanks, John. David, did you wanna respond to any of the concerns? John raised.

David Pretto: The only thing I think I can respond to

David Pretto: is

David Pretto: the the concerns around transportation, busing and parking. So department of transportation manages kind of designations for the street definitely designates areas on sidewalks that are set aside. For you know, DOE employees to park

David Pretto: during the the school day.

David Pretto: most, if not all, of our schools have.

David Pretto: you know, set aside areas that are marked for do we employees and schools are able to issue teachers with passes to be able to park in these designated areas.

David Pretto: The the school is not finalized yet, but something that we definitely can follow up with Department of Transportation on. And you know where they're at. And, you know, kind of identifying those spaces for teachers. And it's but I do definitely something to bring up at the Community Board. I you know I absolutely agree.

David Pretto: And the same goes for the the busing drop off and pick up areas for District 75 students and any other students that will ride buses to the school. There are

David Pretto: just like in all of our schools designated areas where schools, you know, coordinate, drop off and pick up of students safely getting on and off of buses. We do bus drills. It's a part of the school safety plan in all schools and including it. Ms. 4 0, 7. So now I appreciate the you're bringing up. It's, you know, at a new school.

David Pretto: It's, you know, always a concern. We wanna make sure we're safe. But we do have structures in place to to make sure that those components are are taken care of.

John ricottone: Thank you. Superintendent

John ricottone: Kevin.

Stephen Stowe: Go ahead.

Stephen Stowe: You have a question, Kevin.

David Pretto: I mean, I mean, I'm running late, so I don't know what's what's more.

Kevin Zhao: I just want to bring up. I mean, that's similarly about transportation. I received the 2

Kevin Zhao: parents were talking about that

Kevin Zhao: like on a 77, 2, 72 or 70, and 73, the street near the Ps. 176. There's no traffic night

Kevin Zhao: and car as they involve students happens

Kevin Zhao: couple of times over there. So I just want to bring up in here.

Kevin Zhao: And one more time. One more thing is, there was

Kevin Zhao: no, not but the other one. Yellow is a different district about it.

David Pretto: Got it.

David Pretto: Thank you.

David Pretto: So so.

Stephen Stowe: Just to clarify sort of on that particular issue. There are.

Stephen Stowe: the point. Person for traffic safety at Ms. 4 0. 7

Stephen Stowe: would be in the department of Transportation. That would be the 1st person to go to to understand the

Stephen Stowe: what's been put in place, and the procedures that will be in place on school, drop off and pick up. No. Once this once the school is open, the principles of the building make the decisions around

Stephen Stowe: the entry and exit procedures the drop off and tick up.

David Pretto: You know they they will coordinate everything on how that will happen, for when students are dropped off and picked up, especially, you know busing, you know the

David Pretto: that's part of the safety plan, you know. And that's something that they will share, you know, with the schools Pta and Slt.

David Pretto: so that, yeah, that's as far as the designation for parking spaces. That's something that the Department of Transportation does. That's not something. School decides the Department of Transportation makes those decisions around how much space where it's placed. But they take these factors that are being brought up here into consideration when when making those decisions.

Stephen Stowe: Okay.

Stephen Stowe: Shift to your report, superintendent.

David Pretto: Sure. So I wanna wish everybody a happy New School year so officially July 1st is the, for us, at least at the beginning of the 2024, 2025 school year last year ended on June 30, th and this year begins on July first.st So you know, I wanna welcome everybody to the new school year. And I just wanna you know, kind of recognize.

David Pretto: you know, obviously, council members elected officials and the representatives who are online, some of the Prince, some of our principals district, 20 Presidents Council and you know some other other leaders that, looking forward to another great school year.

David Pretto: The 1st thing I wanna do is just kind of do a

David Pretto: a run through of a new structure that we're gonna use to communicate. This is something that has been a discussion with parent leaders for this last year. So we have

David Pretto: drafted a

David Pretto: district 20 newsletter and we kind of did one to highlight some of the work that the team has done in the district in it. In pursuit of district 20 priorities. I'm trying to share my screen.

David Pretto: But I don't know why it's not going

David Pretto: definitely the dishes that goes on. So.

David Pretto: Oh, there we go! So let me, just.

David Pretto: I'm gonna put this up on the.

David Pretto: So this is the 1st district 20 newsletter. And it's a it's a year in review. So we've taken some components of the district teams work in the district to highlight. You'll see on page. The 1st page, obviously, Nyc reads, was a was a big a big

David Pretto: initiative in the district and the

David Pretto: the the Newsletter highlights, the different love different layers of work that we did in the district around Nyc reads.

David Pretto: including the the work we did with principals and their leadership

David Pretto: the the district team in terms of supporting implementation. The learning labs which we had a few teachers present at the at CC. Meetings in the spring the different lab sites that we had across the district where teachers were able to showcase their best practices

David Pretto: principal professional learning communities where different principals worked in cohorts to visit each other and see how that work was rolling out at their level.

David Pretto: and the the end of year Nyc. Reads District Symposium, where every school in the district came together at Diker Beach golf course and showcased the different highlights that they had at the school level, for, you know, different categories. So

David Pretto: there's a a link to the video for that on the on the newsletter at the bottom.

David Pretto: on the second page we have some work around the District 20 steam initiative. So we've got a a summary around the district, 20 steam expo and the second annual science showdown. We've got a clip of some video from the science showdown as well, and some photos of students

David Pretto: engaging in steam and science showdown

David Pretto: examples besides showdown. I think we talked about it last meeting where we were excited that so many of the students were able to,

David Pretto: you know, meet the challenge of building the bridge that held. You know the the weight that we next year. I think we're gonna have to increase the weight. And I think I'm I'm gonna wanna have to stand on the the bridge in order for it to pass. I think this year was like 53 pounds. Think we're gonna we're gonna have to. We're gonna have to bump that weight up. Yeah, we're gonna have to raise the anti next year

David Pretto: the the the next page has a summary around our work in year. 2 of civics, for all.

David Pretto: There's a link here.

David Pretto: and some photos of students delivering their soap box speeches as well as the you know their showcases around participatory budgeting and take action projects that all students in the district engaged in one form or another around our our push to enhance civics, education and civic engagement of our students to learn how to be. You know, you know, full participants in a you know a democratic society.

David Pretto: And on the 4th page there's just a summary of some different opportunities that our teachers across the district engaged in professional learning. We did some work a lot of work with our social studies, coaches, and teachers, in part to prepare for the work around the

David Pretto: Us. History regents, which is now gonna be a component of the superintendent program and ensuring that the the method around curriculum compacting and the implementation of social studies curriculum across the district is is in there obviously professional learning for math coaches and teachers. In

David Pretto: the previous year, we did a lot of professional development with our assistant principals around mathematics. And this year we worked, did a lot of work with our math coaches and teachers around the the implementation of mathematics, instruction.

David Pretto: and our student services manager and our district social worker also did a lot of work this year with our social workers and our guidance counselors. They did a lot of Pd. Around restorative justice supporting students in temporary housing, supporting students who are seeking asylum students, foster care counseling methods supporting students with autism, spectrum disorder

David Pretto: developing fbas and vips on ieps mindfulness

David Pretto: and a variety of other things. So you know, we're really excited about the work that we were able to do with our guidance counselors and social workers.

David Pretto: And then.

David Pretto: finally, something that we didn't get to talk a lot about this year, but there was a lot of work done in physical education so one couple of highlights that we had this year. We're really happy to have Anthony Corano, who's our district? 20 Physical Education Instructional Lead.

David Pretto: So in addition to establishing our 1st Basketball League. So we had in last year we had Elementary Basketball School Basketball League started, and this year we added the Middle School Basketball League that did culminate in a basketball game at the Barclay Center, between the winner of the the Middle School Basketball League, which ended up being a Mckinley Junior High School. They beat

David Pretto: Pershing in a very close game. And Pershing. I have the sense that Pershing is gonna be coming back strong next year but we did play Mckinley at the Barclays Center

David Pretto: and the the Mckinley basketball team played a a variety of District 20 staff, including myself. Some of our friends at Odp, also played in the game, as well as several principals

David Pretto: some assistant principals, some teachers and we had way, more players than the students. So like we, I think we won because we had more fresh legs and but there's a there's a link here to some video of me and some adults missing some layups in this game. So

David Pretto: please enjoy. And next year we're gonna have to edit that video better. So we don't. We don't. We don't look so bad, but we're really excited about the that work. In addition to

David Pretto: every met all of our schools this year, we're able to engage in some some basketball workshops with the Brooklyn nets as well as some other school. Wide events and professional learning.

David Pretto: From Anthony for our PE teachers a, and the implementation of fitness Gram, which is, you know, the the physical fitness. You know, data system we use in in in department education so just really excited about that work that he was able to do. And you know, wanted to be able to share this. This will be posted on the website, and this will be like a medium that will use

David Pretto: the next year and ongoing to further communicate some of the the great work that's happening in the district. This will be posted on the website, and we're also really open to feedback. This is the 1st one. So really, you know, interested to, you know, kind of see how this works doesn't work. And you know, if there's things that folks would like to learn more about, that's something. There's another way that we can, you know, communicate.

David Pretto: I'm gonna stop sharing. This is, we will be working on translating this as well. And

David Pretto: and then, as a part of the website, you know, it will be something that can be translated via Google as well. But you know, we know that Google isn't the greatest. So it's something that will also like work hard on making sure that it's translated accurately for families

David Pretto: hold anything. How often are you hoping to get something like that? We're the goal. The goal is to quarterly.

David Pretto: Yeah, I don't. Yeah, I wanna we want to make sure that we can deliver, and that it also has, like a substantial amount of content right?

David Pretto: And then the other thing I just wanna speak on is just around with the New Year this upcoming year is also the a new Dcp. Or district comprehensive educational plan, you know, every 2 years every district in New York City develops a Dce, which is a 2 year plan that outlines the district's goals in line with the Chancellor's priorities.

David Pretto: The chance priorities, are, all students will learn to read. Well, all students will be physically and emotionally safe all students will have a high quality, academic experience. All students will graduate college and career ready and have a strong plan and path

David Pretto: way to economic security, and all districts and schools are more inclusive and responsive for parents and families, including having more families. Choose New York City public schools.

David Pretto: You know, we one priority that will be definitely focused on much more. This year will be priority. 2 all students will be physically and emotionally safe. And this year we're really we're we'll be building upon the work we did this year to ensure that all schools have a strong foundation of systems and structures that already exist that ensure that students are safe and that their wellbeing is maintained.

David Pretto: But additionally, the events this year in the district in the city and across the globe have called for the need to meet the moment as the Chancellor has framed as his, and our call to action as a system, you know, and in District 20, which is an amazing and diverse district, you know our plan for meeting the moment. Will.

David Pretto: you know, leverage the strategy of celebration and education to guide the development of this action plan.

David Pretto: And we're really looking in this action plan to keep the needs of students, staff, and parents in mind when crafting this plan this year has shown us that there is the need to address

David Pretto: all of these stakeholders. In different ways. So I look forward to sharing the priority. 2 goals and action plans as well as the include the complete Tcp at the beginning of the school year, once the the plan is finalized. But we really look to, you know, celebrate and educate when thinking about students, staff and families, and

David Pretto: the the, the diversity of backgrounds, cultures, and membership groups that you know that that our families and our students and staff belong to in this district. So.

David Pretto: looking forward to sharing that in in the fall.

David Pretto: and that concludes my report.

Stephen Stowe: Okay

Stephen Stowe: anyone have any questions for superintendent?

Stephen Stowe: People are still asking me about

Stephen Stowe: summarizing. Is there any space or

Stephen Stowe: and anything?

Stephen Stowe: Did they

Stephen Stowe: sales or something?

David Pretto: At this point, in summarizing.

Stephen Stowe: It ju-.

David Pretto: Depends on which site? Yeah.

Stephen Stowe: I want to say that there is a

Stephen Stowe: insights.

Stephen Stowe: Well, well, it I guess.

David Pretto: Get somebody. I can get somebody like.

Stephen Stowe: We just asked this question a couple of weeks ago, we should know by now cause the 8th has passed.

David Pretto: At this point I just want to confirm. I just want to confirm.

Stephen Stowe: Sure. Okay, yeah, yes.

Stephen Stowe: So.

Stephen Stowe: But there, after that date.

Stephen Stowe: I just wanna confirm but parents should be able to go straight to the school site and enroll if there are seats open.

Stephen Stowe: inclusive.

Stephen Stowe: many students are dropped out.

Stephen Stowe: Yeah, just we want just want to know what the numbers are like in what schools and it'll be. Anyway, I'll wait for numbers to get here.

Stephen Stowe: Oops

Stephen Stowe: question about summer.

Stephen Stowe: Does Shawn want to speak? Sit and speak? Someone? Yeah, you have questions about summarizing.

Stephen Stowe: and

Stephen Stowe: whether you know at what point

Stephen Stowe: can families find out about available seats that are still there and being able to, you know.

Stephen Stowe: enrollment summarizing?

Stephen Stowe: Yeah, they they actually can still only summarize. And they just have the email. Some. Our doctor might see that

Stephen Stowe: do.

David Pretto: So it's hard to see 20.

Stephen Stowe: At 95% capacity at the moment. Okay, well, summer. If they email summer at schools that might seem to go well, they they will direct them to the. They can also go on my schools and look to see what the sites are at, but if they go, if they want to direct. They can email that to give us direct one to one email contact. Got it? Alright.

Stephen Stowe: Correct?

Stephen Stowe: You, Steve, yeah.

Stephen Stowe: actually, Shawn, I just quick the question. You said 95. Do you know what the number is? The absolute numbers are? Any idea of the number of Mp seats? What's the 5 number? I'm just curious.

Stephen Stowe: And you have 9, 71, not 71 70. So I would have to. That's okay. I just thought if you had the 95 numbers that make that up that comprise that not made up. You made it up 2 numbers that make up get you a percentage. I just want the raw number. So we know, like just to give parents like an idea of how much is out there. Like if

Stephen Stowe: 5% is not a big number, but in a big district. It might be like 200 seats, for example. But parents can email summer at schools that Nyc dot.

David Pretto: In order to find out available seats. Parents can email summer@schools.nyc, dot gov, and you know, ask for available summarizing in District 20 and across city.

David Pretto: And they can also go onto the my schools website and do the same thing.

David Pretto: They can actually apply to the Mics website and see what the dropdown says. What are the available sites? Got it? So when they apply in my schools that there's an available dropdown.

David Pretto: the dropdown will only include sites that have seats.

David Pretto: you know that.

David Pretto: See? That's actually that's good.

Stephen Stowe: Okay?

Stephen Stowe: because, actually, so, the one of the parents sent it the letter from me. And this said, the only a program is that after after school the summer recent program is cannot accept for the kids

Stephen Stowe: the sub. So the the summarizing format.

David Pretto: Is the beginning of the school day is the school doing academic program. And then the the afternoon component is a cbo who does the kind of like what we think of as after school programs like enrichment, field trips, activities other. And that is those 2 things together are the summarizing

David Pretto: program. So

David Pretto: like families can't apply directly to just

David Pretto: the after school

David Pretto: park.

David Pretto: So long.

Stephen Stowe: Summer. Right. I'll finish the school, but the have the after school

Stephen Stowe: up to school during like the September to the June after school since, like the the kids after the school town and then send the Ria program. It's after school. They will finish it like, oh, 5, 5, 30, something like that. So one of the parents said, that is the name we see. The letter is the

Stephen Stowe: the after school is during like the September to zoom. They don't have the asset

Stephen Stowe: ending also right now

Stephen Stowe: is that, or is the campus school, or something like that?

Stephen Stowe: So if I'm hearing you correctly. A parent has is.

David Pretto: Getting an offer letter to after school right now for the fall.

David Pretto: Have that? Yeah.

Stephen Stowe: No, not yet, not yet. The the information for the information for any after school programs that will happen. Starting September. They'll get from the school in September.

Stephen Stowe: Does that answer the question, May, is that easy? Well, feel free to ask, like Kevin and man? And I do want experts.

Stephen Stowe: Cause. Last year I felt like they in the in August, late August, people were like

Stephen Stowe: submitting for applying for the Ni. The after school programs in the fall. Right now, Ni has. Ni programs have lost the funding for the program. So now they'd be doing pay per student.

Stephen Stowe: We're trying to see how we can try to overturn that.

Stephen Stowe: But right now there's no funding for any of the nia programs for that right? Right now, we're currently dealing with like 3 or more schools is this city funding state funding? Where is this coming from? And contractors over? July 31, st that wasn't granted to them?

Stephen Stowe: And then I heard about this, and I think it was due to like a an administrative error. Right? That's what I was told. I don't know what it was. They just got a they got a letter back saying, No, I understand, I understand. And I, what I heard is it was okay. And I I know there's people working on it. But basically this is state.

Stephen Stowe: what's that? Hoping that wasn't the case? I'm hoping that, you know. I just hope that this is just a misunderstanding, and they'll get. That's what I mean by administrative, like a a small thing that shouldn't in the end of the day determine funding. I'm hoping it can be fixed. So this is state. So it's our State Senator. It's our State Assembly people that we should reach out to. Yeah.

Stephen Stowe: to make sure this is fixed. I've talked to one of them about it. Okay, maybe. Yeah, perhaps. Yeah. I think it's been going around speaking to the director. And they're funding sources. Who else is going to fall into that list? Then we have to make up for that in our district.

Stephen Stowe: and do we still have Pca. Yes. PC. Is still the canvas on it. They're still there. Federation got the letter. Italian Federation got the letter.

Stephen Stowe: and when you say we have to make it up, Shawn, I think you mentioned before be paid by students, so parents would have to is right now. They only offer the paid or student options.

Stephen Stowe: Well, right now I have 3 3 in a school, because Nia is is, even though Ni, they're operating differently in each and every school. So we're so right now, I'm seeing the new schools. Their program has been discontinued

Stephen Stowe: 185. And then, just for now we're looking to see what all the programs are being not funded. Okay, so it's not all. I'm hoping not. But right now I have 3, 3 or 4 schools that without the funding.

Stephen Stowe: So so that's Thanksgiving.

Stephen Stowe: Yes, wishes something. When I would choose, we can get in touch with all of them.

Stephen Stowe: So usually we usually we fight off the screen. So I think, in the zoom

Stephen Stowe: almost after the school day.

Stephen Stowe: But to right now I think I think this is, I think this is the reason why, parents haven't been able to apply because the programs that

Stephen Stowe: they they recurrently they don't have they? They can't provide the program

Stephen Stowe: in the upcoming year. I think in past years they were able to have parents apply in June, because they knew that they had the funding for the upcoming year, so that they were able to like. Let families know

Stephen Stowe: which has to. We just wait, or we should no choice, you know. I mean.

Stephen Stowe: I I think that I think that any, I think that any outreach to

Stephen Stowe: to our to our local officials is always helpful. And that's and something we we always work with the Cbos to. You know we do the things to ensure that they're partnered up with schools. So we work with Nia and the Federation, Canba, Bca and other Cbos to make sure that you know that the funding that they receive is able to be ultimately land in our schools. But we don't. We can't help with the actual like.

Stephen Stowe: We don't do anything in terms of allocating the funding. But back to what Shawn was saying. If we are doing a pay per student model. What if a parent says? Yes, I want to pay for my kid to have after school service?

Stephen Stowe: Where do I? Who do I pay? Where can I put down some money? There's my now

Stephen Stowe: put out. See? From the school principals sent them out at the end of June for those Nia programs and letting parents know when they will fill out the application and when they will say so, Nia will be present in in those schools, but parents will have to pay for it to stay until 6 at night. And so that parent hopefully, that parent we can follow up with that parent. Did you understand? That may phone

Stephen Stowe: Yup? No, I understand. But but that's the answer right now. That's that's the answer. Right now that we have to go back to the parent, because if that parent finds out, then we can get them on board contact, they can help us by contacting. The more parents know about this.

Stephen Stowe: the more contact their legislators.

Stephen Stowe: Yeah, we should have that information, and we'll do work before the next week.

Stephen Stowe: Hey, John, go ahead. Do you have a comment.

John ricottone: Yeah, so can each council, member and assembly.

Stephen Stowe: Monthly events don't come out.

John ricottone: Allocate money for the funds, for after school.

Stephen Stowe: Can you say the 1st part again, John?

John ricottone: Is it possible that each Representative Councilman, Assemblyman.

John ricottone: Congress? Can they allocate funds for after school for their district.

Stephen Stowe: Question to ask. It's a question to ask.

Stephen Stowe: Yeah, we'll come up with a game plan here.

John ricottone: Thank you.

Stephen Stowe: Yep.

Stephen Stowe: David, what can you tell me about the an update on Ps. 682 and the situation there?

Stephen Stowe: Have there been any developments since we spoke last.

David Pretto: No, no, I mean, we don't have any updates from our end in terms of Ps. 682, you know, at this point. It's

David Pretto: police and legal matter. At this point.

Stephen Stowe: The question. I'm I'm interested in what you talked about with.

Stephen Stowe: your your priority, the d set, etc, coming out September. I. You know I want to ask you. There's a student Bill of Rights.

Stephen Stowe: and there is a line in the Student Bill of Rights about

Stephen Stowe: students. Have a right to

Stephen Stowe: do the following and point number 6 wear political or other types of buttons, badges, or armbands, except where such material is libelous, obscene, or materially disrupts the school causes substantial disorder or invades the rights of others.

Stephen Stowe: Do you have any reflections on the 6 82 situation in this particular clause about student rights.

David Pretto: No, I don't have any. I don't have any comments on it.

David Pretto: no.

David Pretto: Do you think the school was disrupted, materially disrupted as a result of a political.

David Pretto: simple thing.

David Pretto: No, I mean.

David Pretto: it's very difficult for me to comment on it again, because it is a a a police and legal matter. So i i i wanna you know, I wanna answer the question as much as I can. But at the same time that gives me it makes it difficult for me to to answer the question. And so I I

David Pretto: we can work on some a better answer for you.

Stephen Stowe: Worry in the future, but, as I understand it.

David Pretto: Which are.

Stephen Stowe: Jasmine, but.

David Pretto: This is, yeah.

Stephen Stowe: i i i think you alluded to this in your comments where you talked about things are going on in the world, and as I've said to you and others before I I tend to try to keep the world out of our meetings and keep our meetings focused on District 20. But in this particular case

Stephen Stowe: we had a situation in District 20, where a

Stephen Stowe: sort of a global issue came home to our district. And

Stephen Stowe: I guess. My question for you is, how do you think about these things? And it's not easy. I'm not saying it is you know. I I heard your comments about. I think you were saying sort of the fat. The foundation is celebration and education. And how do you think about those in the context of

Stephen Stowe: students from different nations, different ethnic groups, that

Stephen Stowe: there may be conflicts in other parts of the world that come live in District 20. How do we approach that. That's really what I'm getting at. Yeah, yeah.

David Pretto: And I think we, we picked celebration education as 2 areas that we feel like are really important to to do. Because.

David Pretto: you know, in a diverse district you have a lot of differences, you know. We wanna make sure that differences are not just acknowledged but celebrated. There's a lot of great things about everybody in the district A, and it's really important that

David Pretto: kids

David Pretto: are able to, you know, be exposed to and understand. You know those around them in their school, in the city and through through highlights, like through a positive lens like that's something that I think all of us would want, you know, if we're, gonna

David Pretto: you know, have somebody learn about us. I think they would want us to learn about us in the positive light. What are you know? Why do we celebrate in this way like, what are the things that we value? Why do we find these things important. I I think that that's I think that that's really important.

David Pretto: and I. So I think that that's a reason why we want to use celebration, and the Chancellor was very clear, and I 100 agree with him that education is what we do like. We are educators.

David Pretto: Our purpose is to support students in in learning. And in this frame, you know, we wanna take that same approach. We wanna you know, we wanna teach

David Pretto: and and I think that celebrating and educating together, I think, is a is a really positive way to to go about it. So that's that's why we picked that. I will also name the key stakeholders

David Pretto: that there are students which is our primary responsibility. Like we are responsible for educating children and keeping them safe.

David Pretto: We also work with staff. We work with a lot of adults, principals, teachers, guidance counsel workers, you know, and they're the ones who are directly working with our kids. You know, they're going to require a different approach in the celebration education component of the strategy. Right? And then we have parents and other adults who are not staff

David Pretto: right, who will

David Pretto: also need a different, you know, approach in order to to support, because

David Pretto: when I spoke about the things that happened this year we had things happen with adults that were not our students.

David Pretto: And and we had some instance with adults that were not our staff. You know that. You know, we had instance that were parents, family members, you know other folks. And that's something that we we definitely have to consider when we're crafting this plan.

David Pretto: and because they're not staff, you know, th that's gonna obviously require, like a different approach. You know, of engagement around, how do we use the celebration education approach to, you know, tackling this, this, this challenge that we have in the district, and we have in the world, you know.

Stephen Stowe: That's what I.

David Pretto: You know, that's what's what I meant.

maya r: Oh!

David Pretto: When when you know you know to get.

Stephen Stowe: Think about reservation, education, but also, like.

David Pretto: There's like key stakeholders, and how they're gonna like, you know, factor into the development of this plan.

Stephen Stowe: Yeah, and just just kind of one direct. Follow up in a situation

Stephen Stowe: where you have students. And I'm focusing on students. I hear what you say about parents. I'm setting that aside. Students specifically education. But say, you have students that are at different views on a sensitive political issue? Does the educate component come in? There? Will there be a special effort made to

Stephen Stowe: bring those students together?

Stephen Stowe: Yeah. And you know what we and we've even had some.

David Pretto: Pilots of students doing exactly that this year. And it's been really successful.

David Pretto: We've we, you know, we've had students. We've had students approach us.

David Pretto: And we've also had. We've done some intentional engagement of students together. And it's been really successful. They, you know, I find that the children are very well equipped frankly to to engage in the this type of work. And so we're excited to like fold that into the action plan. And so yes, students will definitely be part of the the celebrate and educate, you know, components of the plan.

David Pretto: But but so, yeah.

Stephen Stowe: Staff and parents will also still be

Stephen Stowe: yep. Okay.

Stephen Stowe: Tamara, go ahead.

Tamara Stern: Okay, I I

Tamara Stern: I understand.

Tamara Stern: you know. And I, do, you know, agree to a certain extent with the celebration and the education. But there, there are certain

Tamara Stern: there's schools that don't necessarily celebrate every child's

Tamara Stern: culture.

Tamara Stern: Okay? And I've been part of schools that doesn't necessarily celebrate my own culture. You know what I mean? Because.

Tamara Stern: unfortunately, so.

Tamara Stern: some of the the material out there that

Tamara Stern: is supposed to tell you or explain to you

Tamara Stern: why this happened. Why that happened doesn't necessarily give you the nuts and bolts of the whole story. You know what I mean. So as as A and I, and as a black parent. You know I've had to have conversations with my children that other parents don't necessarily have to have with their children. You know what I mean so like like, it's great that they're being educated and celebrated in school. But

Tamara Stern: you know, I just want

Tamara Stern: the district to be aware that not

Tamara Stern: all celebrations are being done equally, and I think that needs to be acknowledged as well, because there's some. There's some cultures that are being told that they don't exist. And I don't think that's fair. Okay? Because we're all

Tamara Stern: made up

Tamara Stern: of all different cultures. And we're all diverse. And the whole point of that diversity.

Tamara Stern: And that culture is we all have something in common in one way or the other. I've had friends from other countries where, like a certain product that I use for something they were like. Oh, my God! I use the same thing, too. Where do you get yours? And it brings us together in a way because you didn't realize. Okay, you're using this. And I'm using it. And you know, it's like, kind of way to bring us together. And I just want

Tamara Stern: everybody to be aware that it needs to be done equally, and it needs to be done in a positive light, and it needs to be acknowledged because a lot of times when kids are learning stuff in school, they go home and they're being taught something else. And they're being taught about other people's culture in a negative way, and I don't think that's right. You know what I mean. And then we come back to school, and then you get a lot of the clashing of views because they're being taught something at home.

Tamara Stern: you know. So like, I just want you guys to be mindful of that, because not. Every culture is being celebrated in the schools, but not every culture is being celebrated at home, too, and I think you have to find, like, you know a way to

Tamara Stern: to make it work

Tamara Stern: for everybody without, I guess.

Tamara Stern: being insensitive to another person's culture, you know, and I think that's like the the hard thing to do, because what I would think

Tamara Stern: of as wanting to learn about somebody else's culture another person might not really care to.

Tamara Stern: And that's unfortunate. Sometimes you know what I mean. But I I

Tamara Stern: do want to thank you for the fact that you're you're you're trying to bring it in a positive light. And you're getting the kids involved. Because I think kids.

Tamara Stern: once the kids are involved, you're gonna get the parents involved. And that's what you really wanna do. And then then everybody could come together and have a really positive, you know.

Tamara Stern: relationship that way. And

Tamara Stern: so I I'm 100 behind that. And I really hope that, you know, it turns out really well, because when you do have as someone that's been part of Pto, and we've done cultural celebrations, it's really awesome to see different cultures and different people celebrate something together. You know what I mean, because we're all part of the human race. And that's really what we should be doing in general. So I'm really looking forward to that this year.

David Pretto: That. Yeah.

David Pretto: you're good. Okay, thank you, Tamara. Thanks for that. I I think you hit upon a couple of things there that are

David Pretto: part of the reason why we have to, you know, jump back into this and do this plan. I'm gonna really look to everybody to support on how we make sure that nobody gets left out, like we say, all means all in District 20, a lot and all means all with this this work around celebration education. And I'm not. And I also expect for adults.

David Pretto: myself, principals, teachers, parents, you know, to model

David Pretto: model how they want their kids, you know to be, you know. And I'm not gonna pretend in that modeling, to know everything about anybody. I'm I have learned so much in my time in New York City and District 20 around about so many different people like I don't, and I don't.

David Pretto: I still probably don't know a 10th of you know

David Pretto: where everybody's coming from, and and all of that. So I will be the 1st one to say that I'm expecting to learn a lot myself about. You know a lot of kids and families in the district, and I'm excited to do it every time I learn about a new culture and a new, you know, nation of origin, a new family structure. It's it's great.

David Pretto: you know, and it's cause. It's the way that folks are living. So that that's the purpose. So I'm really, gonna you know, make you know, I really want this plan to make sure that nobody gets left out.

David Pretto: And I'll look to the to CC to, you know, to parent leaders, to students, to school leaders, to like make sure that we're making sure that all means all that that when we're celebrating, everybody gets celebrated

David Pretto: and and I'm gonna look for everyone to be open to learning about folks they didn't know about before

David Pretto: and and making sure that it truly is a celebration.

David Pretto: Because I think that

David Pretto: if if we're able to do that we'll accomplish a lot, and I think that we'll really get to. We'll really get to some of the root of why, some of this stuff is happening in the 1st place.

David Pretto: So that that's my intention. So I appreciate you bringing that up. And and I wanna make sure that you know we're we're we're doing that

David Pretto: for everybody in the district, and

David Pretto: I look forward to learning, I think I I think it'll be great.

David Pretto: Greece.

Stephen Stowe: Any other questions for superintendent?

Stephen Stowe: The the second priority said, all students are physically and emotionally safe. Just thinking about this last line the end of the school year. When I was picking up my nephew, I actually saw Kate in middle school get beat up, and then I also remember hearing before the end of the school year. So students were fighting each other

Stephen Stowe: in a high school in in our district. So I'm just wondering what are some of the things are you thinking about? Of? For the safety of the children?

Stephen Stowe: Physically.

Stephen Stowe: at the beginning of my my presentation I spoke to like the the foundations and structures that exist in schools to make sure that everybody's safe. So you know one thing that we all that all schools have our safety plan and a consolidated plan. These are 2 plans that kind of like, look at staff structures, protocols, procedures around pretty much everything in a school to make sure that everybody's physically and emotionally safe. So those like that's

Stephen Stowe: that happened was it was out of school right after school we saw it happen, and lucky there was

Stephen Stowe: after school teachers that stopped it like. But they were not even like it's after school ended. And if if nobody saw that physical plane it probably would have ended different.

Stephen Stowe: It's just

Stephen Stowe: crazy things happening.

Stephen Stowe: One thing we definitely look at. And this is part of the plan is, we look at our safety related data. So we look at all the incidents that happen in schools across a year, and we come up with. We use that data to come up with strategies for how we address them. So we look at information from reports.

Stephen Stowe: Find out what you know. Why kids are fighting, what are the places that they're fighting? What are the what are the reasons why they got to that place, and how it happened I don't. Again. I don't surprise the high schools, but right after the kids got out they were walking, walking, and then they had a physical occupation where they were actually eating up one kid and Lucky me and another parent was there, and we stopped it

Stephen Stowe: so like

Stephen Stowe: just hard to physically keep students safe

Stephen Stowe: me. And then also.

Stephen Stowe: besides that, I remember reading a news article where, like cell phone usage.

Stephen Stowe: the kids were actually

Stephen Stowe: using it as a tool to

Stephen Stowe: actually

Stephen Stowe: fully this, the the Us. The teacher. So it's all these things

Stephen Stowe: that we have to think about

Stephen Stowe: absolutely.

Stephen Stowe: David. I think a year or more ago, I requested.

Stephen Stowe: Believe it's level 3 and 4 incidents. Incident data, right? Is that the scale that it is used level 1, 2, 3, and 4. When we report, yeah, incidents. Yeah, in the discipline code, there are 5 levels, so level 4 and 5 being the most serious levels. Level 4 and 5 are the most serious levels. 1, 2, and 3 are

Stephen Stowe: still serious, but not as serious. Can we share? Can you share that data?

Stephen Stowe: Year by year?

Stephen Stowe: I will go back and look and see if that is data that I can share.

Stephen Stowe: Do you remember my point from a year or more ago? I've seen it in other districts being shared. So just want to put that out there.

Stephen Stowe: But appreciate you're looking into it and totally noted. Okay.

Stephen Stowe: any other questions for Superintendent Preto.

Stephen Stowe: Good.

Stephen Stowe: awesome thanks, David.

Stephen Stowe: I don't think of what there's anything I wanna touch on. I think we should just

Stephen Stowe: the different items that we're going to talk about for a business meeting

Stephen Stowe: we will talk about then the Budget calendar for next. For this year.

Stephen Stowe: we had the event for preschool. Pre-k parents

Stephen Stowe: A few weeks ago. That was a success.

Stephen Stowe: And I don't think there's anything else at the moment in this summer that's worth mentioning right now.

Stephen Stowe: let's

Stephen Stowe: and I guess we the only other thing on the agenda. Correct. Kevin, was the for the calendar meeting is approved the minutes. But we don't have a quorum in person. So oh, yeah, I figured we didn't anyone in person want to speak?

Stephen Stowe: Well, I have questions. Let's say

Stephen Stowe: I think

Stephen Stowe: ruling or filings till the reporting is out too much.

Stephen Stowe: Can we hire?

Stephen Stowe: There's a agent to.

Stephen Stowe: you know, to stop before the doing by team after. I say, you know, we can involve, like mailbox physical mailbox for reporting. What's going on with the student.

Stephen Stowe: We're gonna be waiting more get, you know, if something happens. So we can, you know, like, get to the proper thing happen.

Stephen Stowe: And because we see this a lot

Stephen Stowe: like special Bohemian high school about couple of years like I don't know how many years ago. It's 400 Spanish and fight with the Chinese.

Stephen Stowe: I don't know. You guys know that

Stephen Stowe: they fight a lot a lot of time. So my daughter was gasping right now this year. So I I'm so concerned

Stephen Stowe: I'm so worried.

Stephen Stowe: I can tell you that the the plan that we're looking at for developing in priority 2 is definitely going to involve bullying, and it will also involve. We. We did some presentations this year around chances regulation 832 around the discrimination and bias based bullying. And then the different categories that

Stephen Stowe: make it a discrimination or bias based type type of bullying. So race, you know, race, sexual identity nation of origin. There's a lot of categories. So that will definitely be a component of our plan that we intend to to put out like, I'll share the details of the plan once we write it. But yeah, and it definitely, and it will directly address kind of like the again, not high school, but it will definitely address

Stephen Stowe: what our our strategy will be around, how to tackle this problem like, what are we gonna do in the district? Specifically to support anti bullying? That is specific to the the discrimination and bias based

Stephen Stowe: ways to go. Do you wanna come up and speak? Do you wanna just come up and speak. So I'll speak to the audience. Because so people can hear you online

Stephen Stowe: cause we never haven't the

Stephen Stowe: on time, the right time to stop this apple. That's why we wanna figure it out how we gonna work. And I say, we have a lot of volunteer.

Stephen Stowe: So we have a like 101 tier in our organization. So if you need odd, we should.

Stephen Stowe: So if you say, Okay, we've got

Stephen Stowe: no funding to highest federal agent, no problem. You told me I can help you send like 2 people for each school.

Stephen Stowe: I don't like. I'd wanna talk more about that. But I what I do know, and what I

Stephen Stowe: I think matches back to what I was saying overall in terms of like the strategy.

Stephen Stowe: In order to like tackle this problem.

Stephen Stowe: we're definitely gonna have to work with kids for sure. But we're also gonna have to work. But we're also gonna have to work with staff. We're also gonna have to work with school staff. And we're also gonna have to work with parents like, like all 3 of those groups are gonna have to be engaged in order to figure out like the problem of ultimately like, why are kids bullying each other?

Stephen Stowe: And especially for reasons of race or other, like discrimination categories as far as like hiring like.

Stephen Stowe: we worked only with the Nypd in terms of like creating like safety structures and schools like we have school safety agents at schools. Outside of that. It's all school staff that we work with during the school day for.

Stephen Stowe: you know, keeping. But I'm very interested in, you know, talking with community organizations and other folks to figure out, how can we? You know, partner, and figure out how to like, you know, kind of make this

Stephen Stowe: situation a little safer. I'm I'm well, you know the table. Okay, and it got healthy.

Stephen Stowe: and they got the like the school, and they learn more. And we don't want. They always worry about okay. And they can have a life and set me or something. So

Stephen Stowe: so they starting 5 like little group like one and one believe 102, they starting, you know, to big

Stephen Stowe: like a 2, 3, or 4, a 10, you know. So we have to start at the beginning.

Stephen Stowe: So that's that's my point. Gotcha. Great. Thank you. Yeah. Gotcha.

Stephen Stowe: thank you.

Stephen Stowe: Kevin. Any other speakers online? No.

Stephen Stowe: And I assume in person we're good. Okay. So is there a motion to

Stephen Stowe: my mind? But I think I because I think this should do I think, my child, just right now is the second grade right now? Right? So I think the yes, to tonight. I think in the school have the some program to help with the kids to go out and they study. But how how about the ship? Make the kids and go through the program. They can

Stephen Stowe: get some more information. See outside to

Stephen Stowe: to know, to know more

Stephen Stowe: oh, more, no more about no, about the study or no about the ads. Something like that.

Stephen Stowe: Yeah, that's pretty good.

Stephen Stowe: Video. Okay.

Stephen Stowe: like, what he did. What he does is for one

Stephen Stowe: goodness, this will be an activity or something without

Stephen Stowe: some kids can join altogether, and then the kids know each other much better. And then it's hopefully a clinic on the other lady about it. Yeah.

Stephen Stowe: you were saying you were saying, there are programs. There are programs at the school level. But you were saying as a district to bring together kids from different schools. Right?

Stephen Stowe: Difference. They can accomplish, share some information, some progress thing like that, because the a school only for the school student, and then they can see how out of the school something

Stephen Stowe: something like that we are. Consider like we're considering as part of the the action plan for priority. 2. We are we. What we will definitely do is we will definitely in that plan, engage students directly

Stephen Stowe: in this.

Stephen Stowe: you know, in in the plan. And the students will meet together. How that will look I don't know yet, like I'm like the the details I don't have yet, but I definitely know that students will be directly involved in this plan and kind of advising us

Stephen Stowe: around. How you know how, what we're doing in the school is working for them or not working for them.

Stephen Stowe: But beyond that I I don't know yet. I'm gonna I would. I'll have to follow up with you later in the fall. Once we have the plan done.

Stephen Stowe: Actually when before summer ended I mean, before the school year ended, the violin teacher. Actually, we had a performance in another school, and it was great. There was a different, a lot of different schools that went, and it was a lot of engagement between different schools. So I guess that's what you'd want. And that's

Stephen Stowe: that should happen and not maybe just for District 20 interact. Yep, it does happen on on some scale there. That will be some version of that will definitely be a component of the plan. Not just for the hearts, but also for

Stephen Stowe: other purposes around.

Stephen Stowe: only that we can like a budget, difference the either parents student at the teacher and making sure, assign all the information something they have so they can get the open to ideas from the Council and from other parent leaders, but definitely from that council around. Ideas that you feel like would be important for us to

Stephen Stowe: include and consider for some of these types of activities. And what you feel like would be important for us to engage in. We wanna like, I wanna like, I wanna make sure that everybody is represented your like. And as

Stephen Stowe: parent leaders like your voices are really important. So I want to make sure that I'm hearing what you feel like is important, and that we consider that consider that in the plan.

Stephen Stowe: Okay, I think we are at the end of our calendar meeting agenda. So is there a motion to adjourn the calendar meeting?

Stephen Stowe: Is there a second? Okay, all in favor. So the calendar meeting is adjourned.

Stephen Stowe: Does anyone? Actually, I need a quick break. So we'll come back and

Stephen Stowe: 2 min and start the business meeting. So everyone

Stephen Stowe: take a break for 2 min, 3 min, 5 min.

Stephen Stowe: Books.

Stephen Stowe: Think of it all.

Stephen Stowe: Yeah, you get. You should, Tammy and saying, Hello, John, you should, Tammy. Okay.

Stephen Stowe: yeah, we'll talk. Well. Gia, how are you?

Stephen Stowe: Yeah, are you in a a beach looks nice. Oh, yeah, that's nice. Right? My goodness.

Stephen Stowe: so we can work together.

Stephen Stowe: Okay, okay, thanks. Shannon.

Stephen Stowe: Okay. Cec, members. Let's all take our

Stephen Stowe: places for the business meeting.

Stephen Stowe: Help?

Stephen Stowe: Bye? Bye. Thank you.

Stephen Stowe: Okay.

John ricottone: Come on!

Stephen Stowe: Everyone's ready to go, Kevin, we're good right.

John ricottone: Be.

Stephen Stowe: So 819, I will call the July 2024 Cec. 20. Business meeting to order

Stephen Stowe: Joyce

Stephen Stowe: 2. 2 topics.

Joyce Xie: Yes.

Stephen Stowe: Can you take attendance, please, Jo? Sorry. Can you take attendance? Choice? Please.

Joyce Xie: Yeah, yeah, okay, we're gonna stop for tonight. 1011, 24 event meetings. Please.

Stephen Stowe: Here.

Joyce Xie: John.

John ricottone: Here.

Joyce Xie: It is the best.

Stephen Stowe: Here.

Joyce Xie: Joyce. Here

Joyce Xie: may funds.

Stephen Stowe: Yeah.

Joyce Xie: When ming.

Joyce Xie: okay, yanting.

Stephen Stowe: Year.

Joyce Xie: Thank you. How about Maya?

maya r: Why is here?

Joyce Xie: Thank you. Tamala.

Tamara Stern: Here.

Joyce Xie: Heaven.

Stephen Stowe: Yeah.

Joyce Xie: Fabiola.

Fabiola Mendieta-Cuapio: Yeah.

Fabiola Mendieta-Cuapio: thank, you.

Joyce Xie: Sabrina.

Sabrina McNamara: Here.

Joyce Xie: Thank you. We're all good to go, Steve, for each.

Stephen Stowe: Great thanks, Joyce.

Stephen Stowe: We also have interpretation for our business meeting in Arabic, Mandarin, and Spanish.

Stephen Stowe: You should see video of these interpreters, and you should also see their names in the participant list.

Stephen Stowe: They will now make their introductions.

Stephen Stowe: Could our Arabic interpreter please introduce yourself.

Arabic Interpreter - Muaad Alody: Must.

Arabic Interpreter - Muaad Alody: Can you hear me right.

Stephen Stowe: Yes. Yeah.

Arabic Interpreter - Muaad Alody: Tisa sita sita arba wah head wah head arba wide Chalar runs sit Tathameni, arba suffer sofra sita suffrite main arba Waharishabat Marathon Tania

Arabic Interpreter - Muaad Alody: asbah

Arabic Interpreter - Muaad Alody: chocolate. Okay, it's done.

Stephen Stowe: Thank you.

Stephen Stowe: But our mandarin interpreter, please introduce yourself.

Mandarin Max Chen: Hi, my name's Max Max 10. The following was speaking about mandarin. Go away, Ginny, and tany

Mandarin Max Chen: strategy that e sensu ceca.

Mandarin Max Chen: Okay. Okay. Thank you.

Stephen Stowe: Thank you. And could our Spanish interpreter please make your announcement.

Spanish - Yailin Montiel: Interpretation. Telefono Al

Spanish - Yailin Montiel: dress quatro siote nueva say, says quatro, no quattro angresa enumed conferencia ocho tres stress cinco say stress sero those ocho cimbolo, numidal estimations set up publica perilment gracias. Thank you.

Stephen Stowe: Thank you.

Stephen Stowe: So for the business meeting. The only

Stephen Stowe: item on the agenda

Stephen Stowe: is a discussion of the budget

Stephen Stowe: from the year that just finished

Stephen Stowe: and an opening of the budget discussion for next year. So, Mayfang, can you go over the the budget? Do the budget review for us.

Stephen Stowe: and may find. Is it better, just real quickly? Is it better for her to sit here, Kevin? Either one is fine. Okay, she won't. But can you share the sheet you made, and council members, you all should have a handout. There's a handout for those in the room of the budget, put in the chat as well.

Stephen Stowe: So okay, wherever you want to sit, I guess may find is okay. So I'd be here.

Stephen Stowe: I just unmute myself right.

junmi chen: So here.

junmi chen: Yes, I think I think they can hear me.

junmi chen: Okay. So

junmi chen: we will see the see the screen. We have to do the like the year is 24. The budget for the DC. 20 complete.

junmi chen: Communicate the education console, cancel

junmi chen: the the budget report.

junmi chen: So right now we have the on the total. The budget report is the 2022,500, and then we

junmi chen: have the Baron of the 10,122. Now, if we not if the total have, the Baron didn't use it.

junmi chen: So the we go go into the detail and we see the the green green one, and then they have the office office price, P car and the equipment. So we we have to put the the budget on that one. But we use most of money.

junmi chen: Name money will include the some of the for the students surprised, and then some for the Cec user.

junmi chen: And then the parents, I think, just have the least list. The 190 only 96 didn't use. Yet I think this is recess to use the

junmi chen: we use. We create the budget team. And then

junmi chen: we see the we see the the set, the second one

junmi chen: the the red red color is the for the parenting moment for for the event, and then we put down the 3 3,900. But do we? Just you only use the 2,800 53 of this one. So Baron, is the 1,000

junmi chen: 47

junmi chen: dollars didn't use it now. It's only for the 2 events. So we we've been the have the 2 events.

junmi chen: So and then later on have the

junmi chen: e-track we we because we the government fund, the fund, the fund, the the the thing is the only use, like of 525.

junmi chen: So before we put the 1,500 right now is the the Baron have the 975,

junmi chen: so the loss is the

junmi chen: the last is the member reimbursement. So we have the almost the 8,000 money didn't not tech yet. So

junmi chen: so this is the for the detail. For the end the year of the zoom, the zoom of the 24. So enter the budget. So we didn't get the budget yet.

junmi chen: but we we have the thing we have, maybe that the member to think about the how to put the budget next year, and then maybe we go into next meeting for the detail about this one and then

junmi chen: and then I think we maybe create more activity, more even for the kids for the parents, for the teacher can get getting getting together like some activities. So we have to think about that, how to put the the budget on which category I think that we report to

junmi chen: last year and then to review. So maybe we talk about the more detail about next

junmi chen: next time next meeting we get the funding

junmi chen: right? Okay, thank you. Miss, is medical. Thank you.

junmi chen: Here's that one.

Stephen Stowe: John, you have a question question.

John ricottone: Yeah, in regards to the budget. From last time we all discussed that we all wanted to come together and make sure that we spend the funds so that I wouldn't have to go back to New York City public schools.

John ricottone: I mean that all the funds that we have there, I think was $10,000. That'd be a great help for our schools. So there has to be a better way this time that we could budget on money and spend it correctly, so that we don't have to give it back to New York City public schools. We could use it for Cdc. District 20 children.

Stephen Stowe: Yeah, like.

Stephen Stowe: And so that 2,500

Stephen Stowe: were we able to speak to it?

Stephen Stowe: So the question

Stephen Stowe: that was asked was about the 2,500 that we budgeted for

Stephen Stowe: a merit increase

Stephen Stowe: for Kevin.

Stephen Stowe: This is something we did at the beginning of the year.

Stephen Stowe: it's something that has been told to cease in the past that they can do.

Stephen Stowe: It's written in the Cec. Guidebook

Stephen Stowe: that you can give your administrative assistants a merit increase.

Stephen Stowe: however.

Stephen Stowe: midway through the year, we were told. No.

Stephen Stowe: you can't do that.

Stephen Stowe: and it's very frustrating, to say the least.

Stephen Stowe: And I don't consider the issue closed. We just need

Stephen Stowe: people who are who want to sort of

Stephen Stowe: follow up with it. I've had conversations with a few people, and we can. I'm happy to share that with anyone who wants to sort of help out with that.

Stephen Stowe: So that's this answer to that question, Elizabeth. That's where it is now. So it's still.

Stephen Stowe: I mean, they're just gonna put the 2,500 with a 10,000 and give it back. But there's no way to

Stephen Stowe: at this point. None of this can be touched because we're we're out of this fiscal year. This fiscal year. This year ended June 30, th like my phone said.

Stephen Stowe: Yeah, it's

Stephen Stowe: and it was crazy because how come he was? The Aa bunch was unable to get reimbursed for all ubers and Lyft.

Stephen Stowe: I just put that there was enough money towards the end of the year, so I had to pay out of pocket. But I talked to a CEO. And she said, at the next meeting, when's actually a budget, you guys, I can ask to get reimbursed. And you guys can vote on it. But the next budget. I'd ask for an increase, so I can make sure I don't stay out of pocket and wait, so I have to wait like 2 or 3 months to get the money back.

Stephen Stowe: So that's something that we should keep in mind.

Stephen Stowe: so that will short you on the business.

Tamara Stern: Question.

Stephen Stowe: Go ahead, Tamara.

Tamara Stern: The 3,000 from

Tamara Stern: for the swag. Where? What did that come out of? Where in the budget? Did that money come out of.

Stephen Stowe: We didn't spend that. That's just for future reference.

Tamara Stern: Okay. Yeah. Okay.

Stephen Stowe: I'm gonna do it. I'm guesstimating around 3,000 based on the last 2 years that we ordered swag.

Stephen Stowe: and we should have done that since we have like 10,000, and that could have went to the kids.

Stephen Stowe: The big thing about that is a lot of it is from memory embracements. So, and when we start to be in the year, a lot of there was a lot of discussion and feedback that you guys don't want to take money away from the reimbursement, so we loved it.

Stephen Stowe: So that's what a lot of me I use.

Tamara Stern: So a lot of a lot of members didn't

Tamara Stern: get reimbursed.

Stephen Stowe: They didn't submit in the bottom. The notes said 7 Council members submitted me.

Tamara Stern: Yeah.

Stephen Stowe: Only 3 members submitted for every month.

Stephen Stowe: Let's miss.

Tamara Stern: I got my money.

Tamara Stern: That's awesome.

Tamara Stern: Okay? Cause we gotta do like I honestly, I agree with John. We gotta do better.

Tamara Stern: because there's no way any of this money should be going back

Tamara Stern: to the, to the city, to the State whatever, because that that's $10,000.

Tamara Stern: That's not yeah, we need to do better when it comes to spending. Like, if we even if we budget like you said money for for the swag we need, we need to discuss, maybe doing like a cec event.

Tamara Stern: you know, and

Tamara Stern: the the parent event that was both the Legislative and the Presence Council correct.

Stephen Stowe: Yes, the breakfast, the welcome back breakfast.

Tamara Stern: Yeah.

Tamara Stern: Hmm, okay, yeah, maybe I don't know.

Stephen Stowe: Sleep.

Tamara Stern: You might want to think of just up in that the budget a little bit, and then actually spending the money

Tamara Stern: more money for that.

Stephen Stowe: Yeah, sometimes I I know in the past. Sometimes we come in under budget on some of these events.

Stephen Stowe: that's not a precaution. And sometimes it just happens what we're not gonna access food, right? What's the point of order, you know, spending the money for excess food

Stephen Stowe: if we have enough test, right? But sometimes out of caution, too. Maybe it's we have like 5,000, for example, 5,000 or events.

Stephen Stowe: I'm not sure how it'd be so like how much

Stephen Stowe: cause we go to different restaurants so far, so I would maybe ask them for how much they get for 4,000, and then they give me an estimate, and then we can play with the money around. I won't ever say how much they get 5,000, because they might

Stephen Stowe: ask for more, so I always give, like an underestimate, to make sure we never go over budget cause, then, that requires us to have a special meeting, or wait till next meeting to vote and move, move money around.

Tamara Stern: Yeah, that's that's 1 of the things as a Pta. That's why we we always

Tamara Stern: kinda like add a little bit extra just in case. So that part I get but I'm thinking, maybe because we have all our full board now this year. So we might actually hit that

Tamara Stern: member reimbursement. And hopefully, when we get the student member, we could hit that number a lot better. And yeah, yeah, I got it.

Tamara Stern: Be very diligent.

Tamara Stern: When you're putting in your reimbursement to remember to put it in.

Tamara Stern: Cause.

Tamara Stern: Kevin email me Kevin, I put my stuff in like you. He had a lot of stuff to put in for me. So sorry, Kevin, but I got my stuff in at the last minute, you know. So I understand. So you guys have to be more diligent when it comes to making sure you get your reimbursement

Tamara Stern: end.

Tamara Stern: Cause I know a number of you drive in. So you you literally, yeah. Need to with gas prices the way it is.

Tamara Stern: And traveling. Some people are coming from Staten Island. All of that. So you guys need to be more diligent

Tamara Stern: with

Tamara Stern: doing that, because I know Kevin has been sending out

Tamara Stern: the stuff email to everybody and like even the information to sign it digitally. So you guys guys could submit that for him.

Tamara Stern: So yeah, we need to be better, how we, how we, what we're going to decide to do next year, when it comes to this stuff.

Stephen Stowe: And you had another comment.

Joyce Xie: I got promised.

Joyce Xie: Oh, go ahead!

Stephen Stowe: Joyce. You can go ahead, Joyce. John, we'll come back to you

Stephen Stowe: ladies first.st

Joyce Xie: Well, yeah, I think

Joyce Xie: I think we did pretty good this year, but I know some can't remember, because I am well, pattern. I will have jobs, some kind of have multiple job. It's busy.

Joyce Xie: But I see next year I can. I can step in to help online. If some peony that helps me on the form

Joyce Xie: I can fill out for them. Then, just when they come into the meeting, they just sign, and I can pass to the pro visit, because

Joyce Xie: then money. Now we need the reimburse. We cannot. After you reimburse. We can do many things for our school, or you can do. You can buy us lunch from the Cec. It's better to then the money to go back to the night. Really.

Joyce Xie: I think we did pretty good on this year.

Joyce Xie: because I think mostly with with this manner only beside

Joyce Xie: owning the events.

Joyce Xie: because events for 1,000 we cannot control the budgeting, for how much is in the price

Joyce Xie: on the event. It's 1 1,000 is reasonable. And

Joyce Xie: the other thing is that if we're gonna as a parent, say, if we get earlier from the how much is the cost? And we'd be able to purchase more food or other kind of stuff.

Joyce Xie: But I think it's pretty good this year. Designer

Joyce Xie: member. Reimbursement

Joyce Xie: bats won't

Joyce Xie: Steve you mentioned for 2,000?

Joyce Xie: Right? If you mentioned on the 2 2,500, if we be able to claim that it still gives you to heaven right

Joyce Xie: on Monday, you mean for the.

Stephen Stowe: You mean for the for the next year, Joyce?

Joyce Xie: No, for this year.

Stephen Stowe: No, we we can't get it. Yeah, for the year that we're starting today, right?

Joyce Xie: No, from the last year you say the case still open.

Stephen Stowe: No, we lost. We can't get that money back.

Joyce Xie: You want a case still open.

Stephen Stowe: But I'm arguing. No, we're still are. It's complicated, basically I don't.

Stephen Stowe: They've

Stephen Stowe: I didn't like the response.

Stephen Stowe: But there, this is the DOE. It's a i can't remember the person's title. But basically, they said, there's no way we can. Ce's can give a merit increases anymore, partly having to do with

Stephen Stowe: the district, because Kevin is now a member of DC. 37,

Stephen Stowe: but I argued that we had approved that before he became a member, but then they said, every Aa has a 2 year probationary period when they cannot receive an increase which

Stephen Stowe: you know, that was new new information. I didn't, was not aware of that when we did our, and we certainly weren't told that

Stephen Stowe: we went through our Senior Grants officer for the process on how to do this, and we never heard anything about a 2 year probationary period

Stephen Stowe: from the Senior Grants officer. This is another department, telling us that we

Stephen Stowe: can't give Kevin a raise for 2 years, and I think his. I think your October is your 2 year mark.

Stephen Stowe: So that that was the discussion, Joyce. Those were the

Stephen Stowe: issues that came up.

Stephen Stowe: and so I'm still when we have the conversation again. When we go back to them we need to argue that

Stephen Stowe: I don't know. I

Stephen Stowe: now it's complicated because he's a DC. 37 member. I still think we should be able to award him a bonus out of our budget. So anyway.

Stephen Stowe: it's

Stephen Stowe: that's where it is right now, Joyce.

Stephen Stowe: I have the one year of one idea for the temporary reimbursement, so can can the chat them. Have the do. Some people this month we have a category like July. Right? Some people submit the form. They will do the current sheet and remind me. And who did that? Who did not did that?

Stephen Stowe: Yeah, I know what you mean. Yeah. Because some some people didn't know they did or not like me.

Stephen Stowe: It's possible. Yeah, to see. Send it out. I don't know if it's personal information. I don't share it because it's personal. I don't wanna say, you know.

Stephen Stowe: that's your personal thing. It's a cool idea. But I do agree with you guys.

Stephen Stowe: because sometimes they didn't know exactly like me. But I I know one time I I didn't want time, but others I I didn't do yet, but which month I forget, totally forget, you know, so.

Joyce Xie: Just remind you when you receive a check

Joyce Xie: that's

Joyce Xie: Oh, no! With our pay, Scott, they will remind you which month?

Joyce Xie: So when you keep that you should have that it told you which mine is reburant.

Stephen Stowe: Oh, okay.

Joyce Xie: Yeah, because we want we don't want my against.

Stephen Stowe: He could get a hell of a job.

Joyce Xie: Job like you keep. Keep Kevin busy. Why not? Kevin? Lose 250, I mean.

Stephen Stowe: Not.

Joyce Xie: That's 500. You're too. Okay.

Joyce Xie: Yeah, I do.

Stephen Stowe: So the budgeting. If, though we we, the balance, is the 10,000, the 10,000. So if the member refreshment will take the like total almost almost this year.

Stephen Stowe: Yeah, John.

Joyce Xie: This year we make sure everyone is getting birth. Mom, I will remind you everyone for every month.

Stephen Stowe: That's good.

Stephen Stowe: Ch-.

Joyce Xie: All the all the money. So we're gonna have fun. Yes.

Stephen Stowe: Let's John go ahead. Did you have another comment?

John ricottone: Yeah, to my understanding. I heard that school supplies was donated for this year. For our budget. So I want to know what schools were donated, you know.

Stephen Stowe: Sylvia, we were talking about today. Right? The donations

Stephen Stowe: dot schools. Sorry that which schools receive donations of Cec funded school supplies.

Stephen Stowe: Yeah, yeah, okay.

Stephen Stowe: John. They haven't distributed it yet.

John ricottone: No problem. Alright. I believe that we also sit down with 2 new members. So all 9 of us put our heads together and make sure that these funds don't go back to New York City public school. Not that it's a bad idea, but it's for our children and our district. So let's sit down next month and get it together.

Tamara Stern: I have a question like, how how many schools are we are? We? Do we give supplies to all the schools, or just a certain amount of schools.

Stephen Stowe: It's not enough to get to other schools. So that's why it's more.

Stephen Stowe: I'm not sure we're still logistical, wise, not sure how how which school it's it in. In. In that decision it's always had to be the district's decision. It's not up, it's

Stephen Stowe: procedurally it's not up. The the Cec. Cannot pick and choose. It has to. We make the donation to the district, and then they decide how to allocate it, and they can share that with us at a late when they do ultimately.

Stephen Stowe: And Sylvia is here and she says it's need based. P. Card is like things to purchase like our refreshments and stuff. Hold on a second, I think. Tamara was still saying something.

Tamara Stern: What? What part of our funding went to the donation

Tamara Stern: for the for the schools.

Stephen Stowe: So that question my phone. You can answer the Tamara's question. She wants to know what part of the funding went to donations for schools.

Stephen Stowe: but the off

Stephen Stowe: did not.

Tamara Stern: We saw.

Stephen Stowe: We we.

Tamara Stern: We didn't wait what?

Tamara Stern: So we.

Stephen Stowe: Supplies and equipment.

Tamara Stern: So. So the 4 83

Tamara Stern: and the 4, 46

Tamara Stern: went to. So that was a donation.

Stephen Stowe: Yeah, it was a. It was a mix, because, I purchased the office by the end of the year. We had a good amount left, because all we need is printer ink and some pens.

Stephen Stowe: So it's not really a lot.

Stephen Stowe: I can't remember how much the printer, ink and pens were, but it's probably less than 100. So the rest of that. It was sitting there until about May, April, and then we set the We order. Another school supplies.

Tamara Stern: But you have, but you have enough stuff for for the for

Tamara Stern: Cec. Business in that office.

Stephen Stowe: Yes, now I do.

Stephen Stowe: You were saying something.

John ricottone: Oh!

Stephen Stowe: No, I said, what's the P. Card? What does it do again

Stephen Stowe: for last minute? It's like a quick debit card.

John ricottone: It's only.

Stephen Stowe: Emergencies. I don't know exactly why before are the requirements, but it's really strict, and it's using is that you like it to be audited. So we don't use it so much. We don't use it to purchase

Stephen Stowe: our website

Stephen Stowe: other than that. I had the physical card, but I think expires soon, and I haven't used it for anything else.

Stephen Stowe: John. I I

Stephen Stowe: I see your hand.

John ricottone: Yeah, I was. I was disconnected. So I don't know if you heard me before, but there's gonna be 9

John ricottone: people now that we go all put our heads together and get this straightened out for next year, so that we don't have to give back $10,000 to

John ricottone: to the New York City public schools. It's better off if we keep it within our district. So I mean for next meeting.

John ricottone: I think we have to do better.

Stephen Stowe: Anyone else on the budget

Stephen Stowe: and Mike.

Stephen Stowe: me fine! Did you have anything else you wanted to say about it?

Stephen Stowe: Oh, if because we didn't get the budget yet. So maybe we talk about more detail of our next meeting. And now how to put them running, for which one and then to see the detail of what they want for. Today's just report the

Stephen Stowe: 24 years. And then

Stephen Stowe: we didn't get the party unless you.

Tamara Stern: Hold on. So the each or just a quick question. That's the website. Correct.

Stephen Stowe: That was so. Last year we had.

Tamara Stern: That was one year

Stephen Stowe: We ended it. But we had a leftover payment because,

Stephen Stowe: okay, we didn't cancel it for the summer, and they charges a cancellation fee technically.

Stephen Stowe: So we had to pay for a couple months. We used it

Stephen Stowe: because we did use it from, I think, around

Stephen Stowe: late spring to early summer, and they charges for those months, and then we canceled it. Because I think for the year they're gonna charge us, I think, almost like 15,000.

Stephen Stowe: So then we canceled it. But they charges that amount.

Stephen Stowe: Steve. Did you have a quick comment on? No.

Stephen Stowe: I don't know. Like, in looking at this.

Stephen Stowe: you know, member reimbursements you under utilize. If you have an involvement of the utilize.

Stephen Stowe: what expenses are reimbursable that the members are submitting phone. I'll talk with you after about that. We'll talk more about that. We can talk offline best.

Stephen Stowe: I mean, that's basically that's what we're trying to

Stephen Stowe: figure out going forward for next next year.

Stephen Stowe: app. But

Stephen Stowe: yeah, and next year each or this year each isn't gonna be on the byline. So that's another 1,500. We can move around to think about

Stephen Stowe: that. Throw a huge parent party.

Stephen Stowe: Now.

Tamara Stern: I I know we went with Wix right, and that was

Tamara Stern: that payment for that was for like was it?

Tamara Stern: If I remember correctly. That was for 3 years

Tamara Stern: 2

Tamara Stern: to it.

Stephen Stowe: Yeah, 2.

Tamara Stern: Okay.

Tamara Stern: would that be added to to

Tamara Stern: to the budget for next year? Oh, we just paid. It's a 1 time more for okay.

Stephen Stowe: John, I see your hands still up.

John ricottone: Disregard. Sorry! I'll pull it down.

Stephen Stowe: But okay.

Stephen Stowe: great. Okay. I think we are good on this. I think everyone understands the the budget. And again, let's everyone sort of think

Stephen Stowe: about ideas.

Stephen Stowe: hopefully, we get the budget by our August meeting. We should right? Okay, so it might be September also. So

Stephen Stowe: great anything else. For the business meeting, anyone

Stephen Stowe: for the for the next meeting. We we gotta make sure that we follow up on the nia funding. So yeah, so that should be our priority.

Stephen Stowe: What? Exactly, though, which cost, does anyone want to take sort of help out on that one

Stephen Stowe: cause that's gonna involve. You know, advocacy, emailing, contacting elected officials in the districts in the districts where the schools are located.

Stephen Stowe: I'll be part of that. I think it's it's best coming from President. But if anyone would like to help out on that, please let me know.

John ricottone: What is it in regards to.

Stephen Stowe: The funding John for Nia.

John ricottone: Okay. I'll help out.

Stephen Stowe: Yeah, I.

John ricottone: I'll be great.

Stephen Stowe: For sure.

Joyce Xie: I want to step into

Joyce Xie: 35.

Stephen Stowe: Got you, Joyce.

John ricottone: Did he try?

John ricottone: Yeah, what else doesn't matter?

Stephen Stowe: That's huge difference.

John ricottone: Train on.

Stephen Stowe: The different. Go to the different school right? It's a Pca. You don't go to my screen only, so they only pick one per school

Stephen Stowe: one per school. Right? Okay? So if the and I did not even have the funding in my school, so

Stephen Stowe: I can choose different good question. That's a good question. I don't know. Like, like, Get Bca in there. Is that what you mean? They find? That's what you mean. Right? Yeah, let's find out. It's a it's a different

Stephen Stowe: the way they're run this totally different from Bca. I think. I I think the if we were to ask David, I think the answer would be, it's up, you know. It's a principle. And a lot of these principles have long standing relationships with these. You don't know.

Stephen Stowe: In nonpro. I mean, they're nonprofit, right? So they probably get. I mean, they're all fundraising in in state or city grants. Grant money. So who was giving them the Grants. It was state money that went away, that's all good questions, I was told.

Stephen Stowe: Bca. Get funded. Yep, here's what I was told. I don't know the truth of this. I was told there was an administrative error

Stephen Stowe: by when Nia filed for the grant, which should be an automatic thing every year, but you still have to file some paperwork

Stephen Stowe: right? I was told there was an administrative error.

Stephen Stowe: And so they missed the deadline. Something like that I don't know.

Stephen Stowe: But anyway, that all of these are questions that should be answered, and most importantly, can the funding get restored?

Stephen Stowe: And if it doesn't get restored

Stephen Stowe: $3,000 a kid that's crazy, right?

Stephen Stowe: Like you know how like it's 3,000. Then you could be. Oh, if we didn't spend this budget!

Stephen Stowe: Can some of that money go towards funding right? How can we move around money like that easily within our the DOE?

Stephen Stowe: Okay? Sounds good good meeting everyone. I think that's a wrap for the business meeting. Is there a motion to adjourn the business meeting?

Tamara Stern: I have a question, what's on the agenda for next month?

Stephen Stowe: Let's see, August. Has anyone contacted us for any presentations that we know of?

Stephen Stowe: Yeah, I don't think we have anything on the no other than superintendent, and I think he's usually away in August. I think it'll be deputy superintendent giving the report for that month.

Stephen Stowe: But other than that. I don't believe there's anything on the agenda.

Tamara Stern: Okay? Well, maybe we should figure out with, like, you know, especially with some of the budget cuts that that, you know, were re, some of it that was reinstated, and find out about that what was reinstated, what still needs money

Tamara Stern: for the rest of the year, and what

Tamara Stern: you know, because those cuts are still, you know, there.

Tamara Stern: you know in general, not all the the programs that were reinstated are getting all the funding back

Tamara Stern: for those programs. So we still know what's going on with that, is there? What about that?

Tamara Stern: that

Tamara Stern: 3rd organization, that 3rd party that came and talk about the

Tamara Stern: oh, God! What was it in?

Tamara Stern: Nope?

Tamara Stern: What's it? November? I just it was like.

Tamara Stern: but they came.

Stephen Stowe: Budget a budget.

Tamara Stern: Yeah, about the budget cuts. Yeah, like.

Stephen Stowe: I mean, Ibo independence. Yeah.

Tamara Stern: Ibo. Yeah, I'm gonna reach out to them to see like, what? What did they hear? Cause I know the budget was

Tamara Stern: was done, and some of the programs that were being cut. Some of them were reinstated, but not all of them got

Tamara Stern: the the cur all the funding that they needed. They've been funded, but not all the way, so I know there was still talks about, you know. What's the next steps for that, and I think we need to know.

Tamara Stern: have to prepare for our schools going into next year whether a lot of these programs are gonna continue to be funded. And I feel like one of them had to do with the after school programs

Tamara Stern: and stuff like that which which meet might target like Nia. What other Cbos. That.

Tamara Stern: or losing funding, or however that comes about.

Stephen Stowe: Right? Yeah. And we could also get someone from the the DOE from the finance office themselves to come and speak to it as well.

Stephen Stowe: Ibo kind of works on a project by project basis. They probably know what's going on.

Stephen Stowe: but basically, Tamara, you're saying a presentation on the budget.

Stephen Stowe: The state of the budget for schools.

Tamara Stern: Yeah, because that needs we, we need to know, because with especially with

Tamara Stern: we we have no idea if how next year is gonna play out for everybody if we're still gonna be having an increase of like students coming in from you know, from a lot of migraine students that are gonna be coming into our schools, how we gonna be able to take care of them like, especially with the the

Tamara Stern: the

Tamara Stern: that thing, in effect, would they?

Tamara Stern: I'm I'm drawing a blank way.

Tamara Stern: They have to leave the shelters after a certain amount of days, and then find another one. So like is the in and out of the schools for the kids. How is that gonna affect

Tamara Stern: that?

Tamara Stern: Especially with the E and L kids and everything like that.

Tamara Stern: So I think that that's something we we should look into, because it's

Tamara Stern: all our our schools are being funded.

Tamara Stern: you know, and we need to make sure that all the funds that our schools, the money that our schools are getting, they're all getting the funds that they need, or if we have to fight for more funding for our schools by going through our elected official. That'll be great to know, because if we got a fight, then we need to notify our parents and start doing that.

Stephen Stowe: Got it. Yup, that sounds like a pretty good idea.

Stephen Stowe: Any other ideas for the August meeting, and if you if you do, you can share them between now and

Stephen Stowe: share them in the next few weeks. If we're you can feel free to

Stephen Stowe: email and and share offline.

Joyce Xie: Yeah, Steve. Is there with passports. When invite all my 3rd party, my Pca. I I think I have

Joyce Xie: Ydr. Or Cpp.

Joyce Xie: For low 3rd party from the school after school programs before the school start. And we share that, can we invite them to share.

Stephen Stowe: So, Joyce, it would be inviting them to share.

Stephen Stowe: like what they do. Basically.

Joyce Xie: Yeah. And then I how many school they they involve. And that wasn't upon funding problem. Because 9,

Joyce Xie: I remember, I went to our one school in time.

Joyce Xie: They want to use certain. I don't know couple of the school programs party science School.

Joyce Xie: for example, if my my school try to switch to Cpp. They say, Okay, we will do the 3rd party for your school. We don't have enough funding.

Joyce Xie: So because our budget maybe not budget for 10 school, so if at all, one was to, we would do it. But we don't have funding for you.

Stephen Stowe: Right.

Stephen Stowe: So it, Joyce, if I heard you right, basically, it would be some kind of

Stephen Stowe: speakers from Cbos, from.

Joyce Xie: Yeah, when a cbo can we check now all our district 20. Now, how much Cbo involved.

Stephen Stowe: Yep, got it.

Stephen Stowe: That makes sense. Okay? Also a good idea.

Tamara Stern: I and Joyce. I do know that

Tamara Stern: the schools that I know what they have Cpc. Are high schools. I don't know if they are part of any junior high schools. To be honest, cause they're part of my kids school, and I know at least 3 different high schools in District 20. As far as I know.

Tamara Stern: I'm not sure if

Tamara Stern: if they're part of any middle school, I know creative connection is another Cbo.

Tamara Stern: that's part of Mckinley. There's there's like a number of them.

Tamara Stern: It depends. I guess it depends on on what what borough you live depending on.

Tamara Stern: so maybe we could get. Maybe we could ask some of our other our schools, what Cbos they're using, and maybe discuss it with, like any of our Cecs or citywides about like what Cec's are their schools using like, what are the main ones? What are the ones that they hear repeatedly being used and so forth? Because I I'm gonna

Tamara Stern: take a guess that NIE.

Tamara Stern: Our district is not the only one that's going to be affected. If they if nia is here because it's it's got to be citywide. So it might be other Cbos that are that are might not be

Tamara Stern: getting funding, that we don't know. Then they might not know us yet.

Tamara Stern: You know what I mean, so that'll be something to look into.

Stephen Stowe: Yeah, I think these are really good topics. And there's a lot of information that are involved with.

Stephen Stowe: You know.

Stephen Stowe: finance in general and sort of budgets in general, and I think I I would encourage

Stephen Stowe: You know, all of us to maybe form up a, you know. Let's let's try and think through the ideas. And

Stephen Stowe: you know, between now and August, and and sort of figure out what we want to.

Stephen Stowe: How we want to approach it. How we wanna you know who we wanna have in August cause I think we can definitely do something along these lines.

Stephen Stowe: It makes a lot of sense.

Joyce Xie: Yeah, thanks, Steve.

Joyce Xie: and take.

Stephen Stowe: What's it? All? Good? Everyone, Joyce? Tamara! Everything good.

Joyce Xie: Good. Just say thank you

Joyce Xie: most, because I know

Joyce Xie: who is saying that census.

Stephen Stowe: Go ahead! Joyce!

Joyce Xie: Yeah, because because I know. And I'm trying to make sure. My Kenyan Cbo, I've got

Joyce Xie: Mckinney. Cba also lost no money, so we lost no program for special

Joyce Xie: specialized high schools after school children, because no, we lost no funding for.

Stephen Stowe: Got it.

Stephen Stowe: Okay? So I think we have a good

Stephen Stowe: path forward for next meeting.

Stephen Stowe: I will make a motion to adjourn the business meeting.

Stephen Stowe: There's officially I can't make a motion. Is there a motion to join the business meeting? Is there a second second all in favor? Yes, any opposed.

Stephen Stowe: No, alright! Have a good night. Everyone adjourn.

Wenming Chen: So what?

Stephen Stowe: Business meeting interpreters. Thank you. You're dismissed.

Stephen Stowe: We'll see everyone back here. August 14.th I guess we didn't.

Stephen Stowe: Yeah, we can vote.