Stephen Stowe: Infern.

Stephen Stowe: Okay, good evening. Everyone. Welcome to the June 2024

Stephen Stowe: Cec. 20 meeting.

Stephen Stowe: Joyce, can you take attendance? Roll, call attendance, please.

Stephen Stowe: but it's June.

Stephen Stowe: Brett

Stephen Stowe: and I should lunch tomorrow, probably

Stephen Stowe: Clark then.

Stephen Stowe: and we're going to start CC. 20, June 2,024 monthly, meaning

Stephen Stowe: Princeton. Steve Stowe here.

Stephen Stowe: 1st Vice President, jump

Stephen Stowe: second wise, please don't. Elizabeth

Stephen Stowe: Ken.

Stephen Stowe: Hey? Recording Secretary Joyce. Here.

Stephen Stowe: treasure may function.

Stephen Stowe: You see her online.

Stephen Stowe: hey?

Stephen Stowe: Now we have

Stephen Stowe: lemon chant, yeah.

Stephen Stowe: yancing, Chen.

Stephen Stowe: you shouldn't.

Stephen Stowe: I'm here.

Stephen Stowe: Maya.

Stephen Stowe: Can anyone see why, all night yet?

Stephen Stowe: Tamalas?

Stephen Stowe: Actually, I'd be like

Stephen Stowe: it's current

Stephen Stowe: point progress.

Stephen Stowe: hey?

Stephen Stowe: Heavens!

Stephen Stowe: Kevin's out

Stephen Stowe: all our way.

Stephen Stowe: Now I have Fabiola.

Stephen Stowe: Now I have Sabrina here. Thank you.

Stephen Stowe: So we have 5 in-person account.

Stephen Stowe: So we have 5 in person. So far. So we haven't made a call. We cannot go.

Stephen Stowe: Yeah, fortunately, thanks, Joyce. We'll just keep an eye on the.

Stephen Stowe: I think a number of members are just running late. We'll keep an eye on that as they get here before we begin the meeting. We just want to introduce our interpretation services.

Stephen Stowe: As always at our Cec. 20 meetings we have interpretation in Arabic, Mandarin, and Spanish

Stephen Stowe: for anyone who wishes to

Stephen Stowe: join the meeting.

Stephen Stowe: On one of the interpretation lines. You should see the names of those interpreters

Stephen Stowe: on the participant list.

Stephen Stowe: and those interpreters will now give their instructions. If you would like to use their services.

Stephen Stowe: Could our Arabic interpreter, please introduce yourself.

ADEL OSMAN: Oh, yes, sir, good evening, everyone.

ADEL OSMAN: I'll say that, I said earlier in Sharaka. Fee at and hazard. How are you going to solve the Rockom, the Letterba Sabatis, and Sita, Sita, Arbaw Head, or Euroga about his executive Sitatamani, Arba

ADEL OSMAN: 0, 0, Sita 0 routine. Arba. We had Bazedic Barakam and hashtag, Ourcombe, Martin, okra OA taneta arba sabatis edu head arba, with bazaic B. Rockham in medical 0 0 sites 0 between arba

ADEL OSMAN: worried by hazanika.com be roms as shebeque I would hashtag Leila Yoman side. Arabic announcement has concluded, thank you.

Stephen Stowe: Thank you.

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

Mandarin - Cissy Chan: Wansha go waiting here over the way your people boy, the Chinese full team we're gonna show. Go you find the full feature. I usually do. Eva Louisa.

Mandarin - Cissy Chan: decision away. Your people don't call you the funny. What are? Therefore, thanks to your real Eva. So we will. Eva can help. Yeah. I finish my announcement. Thank you.

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

Spanish - Yailin Montiel: But not just at all. I see the sales services, the interpretation and Espanol portfolio market test the suit telephon. Nuev say, says Quadruatro, egress eligo confidentia ocho dress single, say stress

Spanish - Yailin Montiel: seto those ocho similar numerals. The repeatous Csain, the Protestant Espanol perform market test suit telephono i'll press quadru say says quaternonia, ocho tres

Spanish - Yailin Montiel: cinco say stress cell. Those ocho symbolo numeral css

Spanish - Yailin Montiel: information set up. Gracious, thank you.

Stephen Stowe: Thank you as a reminder to anyone speaking tonight. Please remember that we have interpretation

Stephen Stowe: and try to speak slower than you might normally speak to allow the interpreters

Stephen Stowe: to keep up.

Stephen Stowe: We are here at

Stephen Stowe: Bam

Stephen Stowe: PS. 1 0, 4 PSIS. 1 0, 4

Stephen Stowe: the first, st before we be. Get to the agenda of the meeting we'll 1st have an introduction from the Psis 104

Stephen Stowe: bomb.

Stephen Stowe: so color guard whenever

Stephen Stowe: you are ready, and let's make sure we can get you on camera if possible.

Camera: It's a cool view.

Sylwia Jasinski: Hello! In

Sylwia Jasinski: oh.

Sylwia Jasinski: oh, cool.

Camera: And.

Sylwia Jasinski: But

Sylwia Jasinski: because the taste.

Camera: Chair.

Camera: Mickey.

Camera: hmm.

Sylwia Jasinski: So

Sylwia Jasinski: hang on a second.

Sylwia Jasinski: I I see.

Sylwia Jasinski: Hi Kevin.

Sylwia Jasinski: Hmm!

Sylwia Jasinski: I mean.

Sylwia Jasinski: Oh.

Sylwia Jasinski: Rugby.

Sylwia Jasinski: I didn't.

Camera: Maybe.

Stephen Stowe: That was wonderful performance by the color guard at here at Psis 104. Thank you very much.

Stephen Stowe: Kevin. When you are ready. Can you share this? Get the agenda.

Stephen Stowe: or I can do it if you need me to

Stephen Stowe: thank you.

Stephen Stowe: So our agenda for tonight's meeting?

Stephen Stowe: We're going to begin with report from the superintendent. He's got

Stephen Stowe: contracts for excellence report.

Stephen Stowe: Then we'll have a celebration of the District 20 steam initiative with Deputy Superintendent, Dr. Joseph O'brien.

Stephen Stowe: We'll have a vote on the annual Superintendent. Evaluation.

Stephen Stowe: Report of Council, President.

Stephen Stowe: Approval of the minutes, and then our public speaking session.

Stephen Stowe: As a reminder for the public speaking session. If you'd like to sign up to speak, you can do so

Stephen Stowe: either by signing up in person on the form at the front of the auditorium.

Stephen Stowe: Or you can sign up online using the link that's been provided in the chat.

Stephen Stowe: Okay? And without further ado. Let's go to

Stephen Stowe: superintendent.

Stephen Stowe: share my screen and

Stephen Stowe: customers, expose.

David Pretto: So I'm just waiting for the screen to come up.

David Pretto: There we go.

David Pretto: And so good evening. District 20 Community Education Council. My name's David Preto and the superintendent of District 20,

David Pretto: and this will begin my

David Pretto: report

David Pretto: for June. So 1st wanna wish everyone a happy pride month. I also wanna wish everyone a happy Caribbean American month. I wanna wish all of our community members who celebrated Shavat.

David Pretto: I wanna wish all the fathers this Sunday is father's day. So we wish everyone a father's day I wanna wish all of our community who's celebrating Eid Al adha! We're a happy a happy and celebratory eid, and also want to

David Pretto: celebrate next Wednesday is Juneteenth and just for context, added just a little description of what Juneteenth celebrates, which honors the date June 19, th 1865, when the last Confederate community of enslaved Americans in Galveston, Texas, received word that they've been freed from bondage.

David Pretto: I'm going to skip ahead to.

David Pretto: We'll do this afterwards.

David Pretto: and this evening I will be delivering the presentation on fiscal year 2025 contracts for excellence and class size proposed, planned by the Department of Education.

David Pretto: I just want to make sure that this is being recorded

David Pretto: being recorded. Right?

David Pretto: Good luck.

David Pretto: So good evening. I wanna thank everyone for allowing me time on the schedule to engage on this important item this evening I am joined by our budget matter expert Norlin Hamilton, who's senior grants officer for District 20

David Pretto: and she supports our schools with Budget and Grant related matters. I'm also joined by Sylvia Jacinsky, who will be our monitor for any dialogue placed in the chat

David Pretto: today. We'll share our our plan for State contracts for excellence funding also known as C. For E. And our proposed class size reduction plan, a newer part of the contracts for excellence process.

David Pretto: I'll review each topic and then provide the process for public comment on each

David Pretto: again. Thank you for allowing me the time on the agenda.

David Pretto: and we'll proceed with the presentation.

David Pretto: Today I'll discuss 2 topics for the upcoming. 2024, 2025 school year. I'll provide an overview of the funding share dollar amounts allocated to the Department of Education, and how the funding will be allocated to schools and imposed and and imposed restrictions of how some funds are spent

David Pretto: at the end of each topic we will share how you can provide comments on what I have presented.

David Pretto: The 2 topics I'll discuss tonight are States contracts for excellence, or C for E and class size.

David Pretto: the state C for E. Presentation is being recorded, and any feedback or public comments related to C for E will be submitted on your behalf.

David Pretto: You may also share feedback or public comment on information shared in this presentation by using the designated email address noted after each topic we will cover.

David Pretto: I'll point out the designated email address at the conclusion of each topic.

David Pretto: Our New York City public schools team will be taking public comments received into consideration in the coming weeks in alignment with the public process.

David Pretto: So the 1st topic being presented today contracts for excellence is also commonly referred to as C for E.

David Pretto: And first, st let me give us some background on contracts for excellence.

David Pretto: C. For E. Legislation was established as part of the 2,007, 2,008 enacted State budget under foundation aid, and requires that a portion of foundation aid be used for specific restricted purposes.

David Pretto: C. 3. Requires

David Pretto: that funding be allocated towards specific programs that raise the achievement of the students with the greatest educational need, including, but not limited to those students with limited English proficiency students in poverty and students with disabilities.

David Pretto: We are required by State law to annually develop through a public process, a citywide contract for excellence and community school district contract for excellence.

David Pretto: The public process is how parents, teachers and other school community members and interested parties provide input about the city-wide and community school district, see for ease and about the allocation of C for E funding in their schools.

David Pretto: Our public process includes this meeting.

David Pretto: as well as the other meetings that superintendents will be conducting across the city with their respective Cecs

David Pretto: and 5 borough hearings that will also be happening during this period of time.

David Pretto: Although the C for E process is not new, we have submitted A. C for E plan since 2,007, 2,008.

David Pretto: Under recent changes to State law. The timeline for the public process, including the district C for E. Presentations, has changed.

David Pretto: We are now required to start the process no later than 30 days after the enactment of a State budget.

David Pretto: and we are also required to provide notice of the public process 15 days prior to the 1st public hearing.

David Pretto: State law requires that community school district contracts for excellence be presented by superintendents at Cec. Meetings to enable public comment on those C for E plans.

David Pretto: To that end we will be recording all comments made at this meeting.

David Pretto: This important process allows families and community members an opportunity to provide input about how their schools are funded.

David Pretto: It is an essential element in the C. For E plan that the New York City public schools submits to the State which the State must approve in order for the New York City public schools to receive. C. For E. Funding

David Pretto: funding must be spent only within the following initiatives for illustration. Examples of programs by initiative subjects to state at approval are

David Pretto: included below.

David Pretto: for example, additional instructional time or time on task which an example of this is extended. School day or year initiatives.

David Pretto: model programs. For in multilingual learners an example would be expansion of bilingual resource materials and libraries.

David Pretto: Full day Pre Kindergarten and Kindergarten example would be adding classes or additional staff and or costs related to implementing full day, pre. 4 K.

David Pretto: Class size. Reduction for an example, would be hiring and placing additional teachers in a classroom to reduce the student teacher, ratio

David Pretto: teacher, and principal quality initiatives such as the creation of a non-cash incentive program to encourage high quality teachers to teach in high needs areas.

David Pretto: middle or high school restructuring, such as expanding participation in advanced placement programs.

David Pretto: And additionally, the stated Commissioner may authorize districts to implement experimental programs. Such authorization must be granted in advance of implementation

David Pretto: and more information about eligible uses and requirements may be found

David Pretto: at the Nice said website.

David Pretto: Each year new York State Education Department sets the New York City public schools, C. Free amount based on the annual increase in foundation aid in excess of 3%.

David Pretto: So in fiscal year 2025,

David Pretto: the amount of funding we must designate toward C for E is increasing by 45 million to 803 million citywide.

David Pretto: It's also important to note that there has been a 183 million dollars of C for E, embedded in fair student funding since 2,007, 2,008

David Pretto: in the upcoming school year. This funding will con will continue to be a part of fair student funding. However, it will be identified as C. For E. And allocated separately from fair student funding.

David Pretto: Additionally, it will be restricted to be used for teacher salaries only to ensure full utilization.

David Pretto: This is not a new use of the allocation. It has always been assumed that C. 3, embedded in fair student funding, supported teacher salaries. This just demonstrates that more clearly

David Pretto: were this funding to be used for another purpose. The DOE would not be able to continue funding all schools at a hundred percent fair student funding.

David Pretto: There is an additional increase in foundation aid of 137 million dollars that is planned to be allocated to support schools in meeting the State's class size, reduction mandate, and may also be subject

David Pretto: to C for E.

David Pretto: So now the breakdown in C 3 funding.

David Pretto: we categorize CFI allocations as discretionary or targeted

David Pretto: discretionary means that schools may use CFI funding in any eligible way that best meets the needs of their students.

David Pretto: Targeted means that C for E is being used to support a specific program and schools must use C free funding in support of that program

David Pretto: of the 803 million dollars.

David Pretto: 487 million dollars of it will be allocated as discretionary C. For E.

David Pretto: And 316 million will be allocated as targeted.

David Pretto: The 316 million of targeted programs now includes

David Pretto: 183 million of fair student funding to be used for towards teacher salaries.

David Pretto: 87 million dollars for integrated co-teaching classrooms, or ICT.

David Pretto: 30 million dollars for academic summer programming.

David Pretto: 9 million for full day Pre. K

David Pretto: and 7 million dollars for autism, spectrum disorder classrooms or Asd.

David Pretto: This is a closer look at the citywide proposed allocations

David Pretto: combined, discretionary funding, existing, which is 55.0 7% on the chart and new, which is 5.6 1% on the chart, makes up a total of 60.6 8% of the proposed allocation.

David Pretto: Targeted allocations make up 39.3 2 with the greatest share of that being attributable to fair student funding at 22.7 8

David Pretto: integrated co-teaching classrooms. Summer programming.

David Pretto: Full day. Pre. K and autism, spectrum disorder classrooms make up

David Pretto: the remaining 16.5 5% combined.

David Pretto: This is a breakdown of the proposed district 20 specific allocations.

David Pretto: So in District 20, the overall.

David Pretto: the combined district, the combined discretionary funding existing, which is 56.6% and new, which is 6.5 9 makes up approximately 64% overall of the proposed allocation across d. 20 schools being allocated for discretionary funding.

David Pretto: Targeted allocations make up approximately 36%, with the greatest share of that being attributable to fair student funding at 27.8 7%.

David Pretto: ICT. Coaching classrooms, summer programming and full day Pre K make up about 7.9% combined.

David Pretto: We will take public feedback into account in the coming weeks. As we continue to work toward complying with this mandate.

David Pretto: The deadline for submitting public comment will be, June 24, th 2024.

David Pretto: Please share your comments and feedback by using the C free E email address you see on the screen.

David Pretto: And Sylvia, if you could drop the

David Pretto: the email address into the chat.

David Pretto: now we are moving to the second major topic.

David Pretto: We always we already discussed the C free funding stream. Now I'll wrap up by discussing the class size reduction plan.

David Pretto: In September 2022, Governor Hochel enacted. Chapter 5, 5, 6, of the laws of 2022, which requires the New York City Public School district to create a 5 year class size reduction plan for all New York City, K. To 12 community districts and high schools.

David Pretto: Chapter 5, 5, 6 sets forth requirements that apply only to the New York City School district, including

David Pretto: new class size caps for all public K. 12, community district and high schools.

David Pretto: a class size reduction plan, which must be approved by the United Federation of Teachers, or U. Of T. And the Council of School supervisors and administrators for Csa.

David Pretto: These are the unions representing New York City School district teachers and principals respectively.

David Pretto: and submitted as part of the contract for excellence.

David Pretto: a prescribed timeline for the public process for the development, hosting and submission of the contracts for excellence.

David Pretto: Annual implementation reports on the status of the class size, reduction plan

David Pretto: penalties in the form of reduced state funding. If adequate progress to reduce class size is not made.

David Pretto: The law imposes specifics, class size caps within New York City's school district for the. For the 1st time.

David Pretto: Prior legislation required a plan to reduce average class sizes and did not set forth specific average class size caps.

David Pretto: class size caps had previously been set subject to collective bargaining agreements between New York City public schools and the U. Of T.

David Pretto: And could be exceeded in certain circumstances

David Pretto: as a reminder. The law prescribes specific class size caps of 20 students in grades, K, through 3,

David Pretto: 23 students in 4, through 8

David Pretto: and 25 students in grades 9 to 12

David Pretto: and 40 students in physical physical education and performing groups classes

David Pretto: across all grades.

David Pretto: On May 7, th New York City, public schools released a draft version of the class size reduction plan for the 2425 school year.

David Pretto: As a reminder this plan must be signed off on by the United Federation of Teachers, the Council for School supervisors and Administrators.

David Pretto: In addition to New York City public schools.

David Pretto: the posted version has not yet been signed off on by the Ufta or Csa.

David Pretto: As noted in the plan itself. New York City public schools is currently in compliance with the law for the 2023, 2024, school year.

David Pretto: New York City public schools anticipates continuing to be in compliance for the 2425 school year, and has named policy changes in the plan that will ensure we will meet the compliance target of 40% for the 2425 school year.

David Pretto: The draft plan includes specific actions for schools along with a breadth of commitments to implementation that we are undertaking across the New York City public schools, central offices alongside the school construction authority, which I will discuss in more detail in the next slide

David Pretto: the public is able to provide feedback on the draft plan via this process.

David Pretto: The email to share feedback is in the final slide of this section.

David Pretto: So now I'll highlight some components of the draft plan

David Pretto: at the start of the draft plan, we highlight critical data points regarding current compliance across the city.

David Pretto: Our compliance rate for school year 2023, 2024 is 40%.

David Pretto: The required benchmark for this school year is 20%.

David Pretto: The changes proposed in the plan, we believe, will ensure that we continue to meet the benchmark for school year 2425 of 40%

David Pretto: data shows that the districts with the greatest percentage of classes at or below the class size caps are in District 23, Ocean Hill, Brownsville.

David Pretto: District 7, Motthave, Motthaven, and Melrose, and the Bronx

David Pretto: and District 16, Stevenson Heights and Crown Heights in Brooklyn

David Pretto: districts, 26, Bayside in Glen Oaks and Queens

David Pretto: district 28. Forest Hills and Jamaica hills and queens, and District 31. The island of Staten Island have the lowest percentage of classes at or below the class size caps.

David Pretto: The Bronx is the most compliant borough with 54% compliance, while Staten Island is the least compliant. At 24%.

David Pretto: Our highest need quartile of schools are 62% compliant.

David Pretto: Our lowest need quartiles of schools are 25% compliant.

David Pretto: We continue to expect to need 10 to 12,000 teachers.

David Pretto: of which 3 to 4,000 would be special education.

David Pretto: Next, I'll provide an overview of key components of the plan.

David Pretto: The draft plan includes the development of district level targets for all districts across the city.

David Pretto: All superintendents of schools covered by the law will be asked to improve compliance across their district by 3%.

David Pretto: This includes an accompanying menu of possible options that superintendents and teams can work with schools to implement and include strategies like repurposing space

David Pretto: maximizing, teacher programming.

David Pretto: fully programming, existing instructional space reallocating, funding to support class size, reduction, utilizing multi-session, programming, and considering virtual learning as a strategy.

David Pretto: this approach allows New York city public schools to drive compliance at a citywide scale with the flexibility for superintendents and schools to determine the best path forward for their school and community context.

David Pretto: The draft plan also outlines the addition of funding for class size.

David Pretto: including an additional 45 million dollars in C for E funds which can be used for class size or any other eligible purposes.

David Pretto: and an additional 137 million dollars, that schools may only be used for class size, but may also be subject to sea free.

David Pretto: The draft plan also outlines a significant effort around teacher recruitment and hiring.

David Pretto: These action items include providing a robust package of hiring resources to schools.

David Pretto: including an earlier application window for hiring teachers in high need schools, peer recruiters, school tours for prospective candidates in the Bronx and increasing the number of early recruitment stipends

David Pretto: New York city public schools also commits to expanding pathways to current New York city public schools, students to become teachers

David Pretto: with work within the office of student pathways and in supporting paraprofessionals and teachers, aides in becoming teachers.

David Pretto: New York City also outlines its commitments around capital planning with the school construction authority to ensure that we are working collectively to increase the number of available seats where there are needs

David Pretto: included in the report is a table that illustrates the timing and school district impacts for 27,000 seats coming online from the previous capital plan, as well as a detailed list of which schools will be positively impacted by the new construction.

David Pretto: The class size working group met throughout most of 2023 to deeply understand the law and make recommendations to the Chancellor to consider as New York City public schools works to implement the law.

David Pretto: The draft plan does act on many of the class size, working groups, recommendations, including the following recommendations from each committee.

David Pretto: from the enrollment and space and capital planning committees.

David Pretto: relevant New York city public schools, divisions should work together with the school construction authority on a unified class size plan.

David Pretto: develop and implement an information gathering survey.

David Pretto: New York City public schools should develop a plan that includes repurposing and maximizing existing school space

David Pretto: recognize the need for more school space and capital construction

David Pretto: improve strategies to identify sites for schools and expand classroom space

David Pretto: from the hiring and staffing subcommittee.

David Pretto: beginning in the 2023, 2024 school year. The working group recommends prioritizing hiring teachers with an earlier application window for higher needs. Schools that have class sizes above the mandated limits located in the harder to staff districts.

David Pretto: create a formalized process for human resources in the New York City public schools to perform exit interviews.

David Pretto: collaborate with Suny, Cuny, and regional universities to help connect New York city public schools with grad undergraduates.

David Pretto: work with current New York City public school students and graduates to develop pathways, to become teachers.

David Pretto: build and strengthen pipelines for paraprofessional and teacher aides to become teachers.

David Pretto: and finally, from the Budget and Finance Committee.

David Pretto: New York City public schools should engage in modeling that does not just consider overall expense, but the ability for a wide range of types of schools to meet costs aggressively pursue new opportunities for potential funding from New York State and Federal sources, including New York City public schools, increasing their advocacy for these funds

David Pretto: as a reminder. This is a draft version that has not yet been signed off on by the United Federation of Teachers or the Council for school supervisors and administrators who are required to sign off on our final plan.

David Pretto: I'll now share the process for providing feedback on the draft class size reduction plan on the following slide.

David Pretto: We will consider all feedback received on the proposed plan during the public comment process.

David Pretto: The deadline for submitting public comment will be.

David Pretto: June 24, th 2024.

David Pretto: Those who wish to provide feedback may submit their comments by email to class size@schoolsmyc.gov.

David Pretto: the Moderator will pop the email address into the chat.

David Pretto: This will conclude the presentation. Please be mindful of all the email addresses provided for public comment for each section. Thank you for your time.

David Pretto: I will let you return to your very important end of your meeting agenda. But before I do, I want to thank this community for all the hard work and the collaboration this year. I wish you all a wonderful summer, and look forward to a successful 2024, 2025 school year.

David Pretto: Thanks, David.

David Pretto: shit it.

David Pretto: I don't. We don't.

Stephen Stowe: Talked about it a lot. But I just want to point out

Stephen Stowe: a number of things. David, could you go to the slide that had the different allowable expenses

Stephen Stowe: or sorry the different expenditure areas.

Stephen Stowe: This one, it was toward the beginning of the presentation. I think it might be slide 3, 62.

Stephen Stowe: Yeah, yeah, these are. These are all the things that C, 40 money can be spent on. Right?

Stephen Stowe: Yes, and

Stephen Stowe: I'm not I. So I'm not trying to lead anything here, but are of all of these. I know that class size reduction. There is a penalty.

Stephen Stowe: If this DOE public schools doesn't meet, that. Is there a penalty for

Stephen Stowe: any of these other categories? And I don't think there is. Can you just confirm.

Stephen Stowe: and and maybe you don't know. But I I don't believe there is, and I'm not aware of a penalty. But Norlin Hamilton's on the line, and she might be able to confirm that Norlin, are you aware of any penalties for not utilizing the c free funds on any of the other allowable categories.

Norlon Hamilton: Not necessarily penalties.

Norlon Hamilton: But if a school, for example, states that they are going to use the funds within these categories, they they should be able to show that

Norlon Hamilton: that's where the money is being used. If not, then the State has the the authority to disallow any expenditures within those categories.

Stephen Stowe: I heard partial. I guess, David, at this.

Stephen Stowe: Schools have to spend almost all of their money discretionary money on class size, reduction over the next few years. And I just want

Stephen Stowe: parents, community members to be aware of this. You're looking at a list here of C. 4 E. Money, traditionally could be spent on lots of different things.

Stephen Stowe: You can bet that if there's a financial penalty

Stephen Stowe: for not meeting the class size law

Stephen Stowe: schools are going to be steering all their discretionary funding to this class size law over the next few years.

Stephen Stowe: and I also want to take this opportunity. We don't have to debate the merits of the law. The Cec. Has a position on the law

Stephen Stowe: of the

Stephen Stowe: for parents out there for any parents who might be on your sl. I know I've talked to several schools. I've seen sl meeting minutes that show the impact of the class size law

Stephen Stowe: on schools that is starting to be reported, and in many cases it's not good high schools, the the the overcrowded high schools are the most hard hit, but I think, in District 20 we have a lot of middle schools and elementary schools that will feel the impact of this law, and I just encourage any parent

Stephen Stowe: to go to their sl meeting, go to their principal and ask them what the impact of the law will be, because it's it's got to the we've come to the point when principals know they have the information.

Stephen Stowe: The the New York City public schools provided

Stephen Stowe: a list of every school in the city, and their compliance with the cap in this school we're sitting in right now.

Stephen Stowe: PSIS. 1. 0, 4,

Stephen Stowe: 154 classes or sections are over the cap, only 13 are under the cap.

Stephen Stowe: So I just want that to sink in to everyone and think about that, that in in buildings like the one we're sitting in right now that are already space constrained.

Stephen Stowe: The principal and the the sl are gonna have to make tough decisions about.

Stephen Stowe: Where do they? Where do they cut? Do they cut specialty classes? Do they cut performance? Performing arts rooms?

Stephen Stowe: every available specialty classroom cluster room, if you will, will be used and the impact on schools. And then the ultimate impact is going to be if they have to cap enrollment, and that will happen in a lot of cases, probably at schools like 104 superintendent predo mentioned. One of the

Stephen Stowe: the the proposals is for virtual learning. I don't think any of us want to go back to that point.

Stephen Stowe: so it's it's just a matter of now. The law is here. It's being implemented. I encourage everyone, every parent

Stephen Stowe: to be aware of the impact it will have on your school. Go to your sl. Ask your principal, and if you're not happy with it, share that with your elected officials.

Stephen Stowe: That's my only comment on on this, which otherwise CC members. Does anyone have questions for superintendent Predo on the C. 4 E. Or the class size plan

Stephen Stowe: about somebody. Another parent ask me, is it because of the class side law reduction that they're gonna do away with the regions requirements.

Stephen Stowe: So my understanding the regions requirement and the class size law legislation aren't related.

Stephen Stowe: Marlon, do you know of any connection between.

David Pretto: Decisions and the class size, law, legislation.

Norlon Hamilton: No, I I have.

David Pretto: And railroad.

David Pretto: No, I'm not aware of any connections.

Norlon Hamilton: I haven't heard of any relation.

David Pretto: Problem.

Norlon Hamilton: To the regions.

David Pretto: Okay.

Norlon Hamilton: But.

David Pretto: We cannot. This is being recorded.

David Pretto: Okay? And with summer school. Will they have a capsize, a class size cap?

David Pretto: If if if the kids have to go to summer school for their educational, you know, needs

David Pretto: good question.

David Pretto: That's a good question. We'll take that back. What I do know about summer school is, that summer school is mandated for students who, whose promotion is in doubt and need to attend summer in order to be promoted.

David Pretto: and the remaining portion of students who attend summer school is is an option.

David Pretto: It's not it's not a requirement or a mandate.

David Pretto: but I can take the rest of the question back. Okay.

David Pretto: as

David Pretto: thank you.

David Pretto: I was a question in regards to seafood.

Stephen Stowe: Is 3 k. Included? If so, how much abundant are they getting

Stephen Stowe: also? Can you speak on a 14 cut for the budget for prepaying prepaids? 2025.

David Pretto: So for the 1st question in this proposal, are you asking for District 20 or city wide?

David Pretto: So in District 20, the amount of money that's being allocated for full day. Pre, K, is $131,684, which is point 2 7% of the overall allocation in the district

David Pretto: is prepay included, or that's funded by something else.

David Pretto: The only reference I saw to Pre. K. Was to 4 K. But I can get back to you on whether or not 3 K is looped in

David Pretto: typically in 3 K programs that are located in community schools as well as in our centers. They definitely have 4 k. Not every single one of them has a 3 k.

Norlon Hamilton: 3 K is a different funding source, and it's handled differently.

Norlon Hamilton: Are of the time.

David Pretto: We'd have to take that back. Nolan, can you speak on the this? I don't think that this is part of C free, but you'd know better than I would.

Norlon Hamilton: 3 K. I'm sorry you can't. You weren't able to hear me. 3 K. Is handled differently. It's a totally separate allocation, and it's not part of the contract for excellence.

Norlon Hamilton: Were you able to hear me.

Stephen Stowe: Yes, we could hear you, Norman.

Norlon Hamilton: I'm sorry. Was there another question? I didn't hear the second part of the question.

Stephen Stowe: Since from Cec members at this point of the meeting. Yeah.

Stephen Stowe: Anyone else have a question. Any other Cec members have a question for superintendent.

Stephen Stowe: And anyone any Cec members online like to ask Superintendent Fredo a question about his presentation just now?

Stephen Stowe: Actually, with the virtual learning? Are you gonna use real teachers? Are you gonna think about using like AI to be teaching.

David Pretto: Weren't that

David Pretto: so? In the upcoming school year, every superintendent, including me, has a target of 3% overall across the district. Reduction of classrooms that are out of compliance with the class size, law. The list of options that were in that are located in the approved plan

David Pretto: are all options. Not one of them is a requirement to use. So you know, we, you know, in the district we would look across schools to see what would be the most appropriate use of any one or a combination of those

David Pretto: those options including repurposing space using funds to target teacher salaries

David Pretto: and the other options

David Pretto: as well as so the the short answer is, I

David Pretto: too early to know? Alright, thanks.

David Pretto: Okay. I think we're good on that

David Pretto: part of the meeting agenda.

Stephen Stowe: Steam, that's great, so we'll go ahead.

Stephen Stowe: So I I'd like to.

David Pretto: Preface this presentation with a note of celebration and gratitude on my part. So the District 20 steam initiative has been in place in District 20 for several years now prior to me, coming on as superintendent. This was an initiative that was launched by Dr. Joseph O'brien, who's the deputy superintendent, and has been a real highlight in the district in terms not just

David Pretto: of the engagement of students across the entire district in steam

David Pretto: Steam learning and the engineering design process, but also a real celebration of the teacher expertise that lies within the district. So the last few the last few presentations. We've talked a lot about Nyc reads and literacy teaching and the implementation of curriculum and teachers across K to 8, you know.

David Pretto: really demonstrating their expertise in implementing a curriculum to meet the the different needs of their children in alignment with the literacy shifts in New York city, the science of reading and the expectations. New York State. I'm really excited this evening to celebrate a group of teachers in the district who have been engaged in the design and the delivery of professional development to their colleagues across the district that has resulted in

David Pretto: students across our entire district being engaged in steam, which is science, technology, engineering, architecture, or arts depending on who you are and math

David Pretto: education. So I'm really excited to welcome up to Dr. Joel O'brien the Coordinator from our district 20 team, Dr. Hector Rebay and the steam coaches of District 20. So I'm really glad, excited to have them come up and and and hear from them.

David Pretto: Thank you so much, Dr. Prudo.

David Pretto: And good evening, Principal Gordon.

David Pretto: President Stowe, members of the Cec.

David Pretto: And good evening to all of you. District 20 families, both here at the beautiful K. 1 0 4 auditorium, and for those watching at home.

David Pretto: My name is Dr. Joseph O'brien, and I am so very proud to be your deputy community superintendent

David Pretto: tonight is my great pleasure to welcome some truly amazing teachers from our district, who have done so much for so many for so long.

David Pretto: Our district. 20 steam coaches.

David Pretto: Ms. Marilla Deeb, from PSIS. 30.

David Pretto: Miss Serena Rodriguez from is 9 36,

David Pretto: Miss Marissa Carter, from PS. 1 0. 2,

David Pretto: Miss Diane Corrigan, from PS. 1, 79,

David Pretto: and Miss Andrea Pizzimenti from PS. 48.

David Pretto: These fantastic teachers work tirelessly to ensure that high quality. Steam instruction happens daily across our 41 schools servicing 33,000 students

David Pretto: who call District 20 home.

David Pretto: When we began this journey 8 years ago.

David Pretto: in 2,016, we imagined a new way of learning about science.

David Pretto: technology, engineering, arts and math.

David Pretto: with teachers training other teachers.

David Pretto: sharing outstanding practices.

David Pretto: cross-pollinating the best that we could do.

David Pretto: It was unheard of then, and even rarer now.

David Pretto: and I am certain that this fact has made all the difference.

David Pretto: This unique cadre of outstanding teachers showcase the innovation, the verve. The thoughtfulness and the creativity monthly and collectively have changed the face of steam instruction in District 20.

David Pretto: For over the past 8 years District 20 has sought to identify authentic and meaningful ways for students

David Pretto: to connect with their learnings

David Pretto: and to teach the types of skills

David Pretto: that students will need in the 21st century

David Pretto: to note. They are 8th graders this year who have participated in 7 steam expos.

David Pretto: for we have discovered that steam activities had aided have aided in the crystallization

David Pretto: of student learning.

David Pretto: Too often school leaders are bamboozled into thinking. They need hundreds of thousands of dollars worth of equipment or expensive preprogrammed robots

David Pretto: to deliver 21st century steam instruction.

David Pretto: however, the very opposite is true.

David Pretto: More effective and focused instruction can be accomplished with a strong understanding of steam skills. A simple kit of toothpicks.

David Pretto: some Scotch tape, and some fishing weights.

David Pretto: But you know what

David Pretto: each of you.

David Pretto: each of our students.

David Pretto: possess, the traits that make not only great mathematicians, engineers, artists, or scientists.

David Pretto: but they truly understand that steam is not about easy answers.

David Pretto: but disciplined revision.

David Pretto: grit

David Pretto: and perseverance.

David Pretto: It is the process that makes our students and their projects so very strong.

David Pretto: There are so many people here today that that could only make this possible

David Pretto: that need to be thanked.

David Pretto: The district could never do this without you.

David Pretto: However, I'd like to take some time today to thanks and introduce someone very special to me and the district.

David Pretto: Dr. Hector Arab.

David Pretto: who has worked closely in the background all this year and in years past to make these goals a reality. Reality.

David Pretto: Ladies and gentlemen, please join me in welcoming Dr. Hector. Arriv to the stage. Ladies and gentlemen, thank you.

David Pretto: Good evening.

Stephen Stowe: My job is wonderful.

Stephen Stowe: I get to meet with 5 awesome steam teachers every month

Stephen Stowe: for a full day and plan activities to teach this team teachers from 40 schools that they will bring back into the building and teach, have fun with their kids. Come back to us, report, build some more. Then we have this team. Expo. We have the math games, and we have the science.

Stephen Stowe: It used to be called Science Olympiad. Now it's called

Stephen Stowe: the sign showed up. Thank you.

Stephen Stowe: So I have a wonderful job, and I am going to introduce now

Stephen Stowe: the next person who is

Stephen Stowe: coming to the stage at this very moment.

Stephen Stowe: Here's my hunch

Stephen Stowe: when it's like.

Stephen Stowe: Okay.

Stephen Stowe: don't know which computers I don't know how to move this.

Stephen Stowe: Kevin, we'll get. You guys don't worry about anything. Yeah. So the next slide speak, yeah. Alright, I'll go.

Stephen Stowe: Okay, there you go.

Stephen Stowe: So our mission, our mission as District 20 steam coaches is to foster a collaborative professional learning environment.

Stephen Stowe: Where teachers come together to cultivate expertise in steam education. In all district 20 schools.

Stephen Stowe: we are dedicated to supporting steam points with resources and strategies needed to inspire and prepare all students in District 20 to participate in steam projects, explorations, and community events.

Stephen Stowe: Hi, everyone. I am Serena Rodriguez. It's been a pleasure to be one of the.

David Pretto: Coaches for many years. One of the things I'd like to share with you tonight is that this is really about teachers training teachers. So all of the district steam coaches throughout the years have been active teachers in either science, education, or seam education.

David Pretto: Use this platform right to engage teachers in District 20, in a professional learning community that focuses on incorporating the areas of steam which again, are science, technology, engineering, arts, or architecture and math

David Pretto: into their curriculum. And by creating this team

David Pretto: of coaches we are able to facilitate and promote problem solving skills.

David Pretto: student inquiry, critical thinking skills and foster student collaboration with steam teachers and their students in our district.

David Pretto: During our meetings teachers

David Pretto: collaborate to enhance their knowledge of seam and share resources.

David Pretto: offer support and guidance, and provide a platform to celebrate our successes within our classrooms.

David Pretto: Our goal as steam coaches is to provide the opportunity for teachers to again train teachers where all schools, practice steam skills through project-based learning.

David Pretto: Steam coaches meet once a month

David Pretto: to take part in our professional learning. Community teachers participate in hands on steam challenges and activities which they take back to their classrooms to use with their students. Teachers collaborate to plan ways to integrate steam into their curriculum.

David Pretto: As you can see in these photos. Many of the the photographs show these teachers engaging in that work.

David Pretto: Teachers complete this work in grade bands, K, through 2, 3, through 5 and 6 through 8.

David Pretto: During our meetings we share expectations of the district, wide events that Dr. Uribe shared earlier, and we provide additional resources and opportunities for teachers to collaborate and plan for successful engagements and participation in these steam based events with their students.

David Pretto: We also welcome teacher, feedback and input to guide our future professional development to support teachers and their students.

David Pretto: Thank you so much.

David Pretto: Next we will welcome Zayatt, Miss Diane Oregon.

David Pretto: Oh, I'm sorry, Miss Andrea Pizza meant to.

Stephen Stowe: See?

Stephen Stowe: we have so many talented teachers in District 20 each month teachers signed up to shine a spotlight on the amazing work they're doing within their schools and community.

Stephen Stowe: as you can see on the pictures.

Stephen Stowe: PS. 112-20-5192 teachers shared lessons, activities, community community partnerships, exciting field trips.

Stephen Stowe: products and educational resources with their colleagues.

Stephen Stowe: I text like

Stephen Stowe: graduate.

Stephen Stowe: for example.

Stephen Stowe: Miss Lopez from PS. 2 0. 5, shared lesson plans for each grade level. She teaches. By using her work as a foundation I was able to build upon her ideas and make the lesson even more engaging and impactful for my students.

Stephen Stowe: can we see the video?

Stephen Stowe: Oh, yes. So here's a video of it.

Stephen Stowe: I'll just come.

Stephen Stowe: Yeah, tonight.

Stephen Stowe: I see these are some of the events that we work on this year. Our district hosted 3 exciting and successful events. One was the seam Expo, which was on February 14.th It showcase various engineering products, projects and inventions from student teams. At each of our district schools.

Stephen Stowe: Projects were aligned with various curriculums, including connections to Hmh. Amplify climate, action and sustainability. This event is truly a celebration of the steam work that's happening throughout District 20

Stephen Stowe: students voted on 2 projects to represent district 20, at the citywide. Expo. PS. 48. My school was one of them.

Stephen Stowe: We also

Stephen Stowe: had the second annual science showdown held on May 17, th which was designed to create a friendly competition amongst some of our most talented scientists and engineers in District 20

Stephen Stowe: students were tasked with designing bridges that held the greatest structural efficiency

Stephen Stowe: bridge strength was tested by the amount of weight the bridge could hold before breaking.

Stephen Stowe: Students also participated in a trivia challenge centered around bridges.

Stephen Stowe: Another event we did was math games. It was our second math. Games held on May 30th

Stephen Stowe: schools created teams of their best math scholars to complete in a math competition. Students worked independently and with their team to solve complex problems.

Stephen Stowe: Students also design paper airplanes and tested their planes with the greatest accuracy and further distance.

Stephen Stowe: Okay? Oh, yeah.

David Pretto: District 20, excellence and steam website showcases the ingenuity of our students and teachers, as well as the projects and events our schools have been involved with over the past years.

David Pretto: We created this to highlight the initiatives of the district.

David Pretto: If you'd like to learn more about our steam initiatives in district 20. Please scan the QR. Code.

David Pretto: Oh.

David Pretto: secure.

David Pretto: is it not?

David Pretto: Up?

David Pretto: No problem? Oh, there it is. Okay. I'm sorry.

David Pretto: and we would like to thank Dr. Preto, our principals and teachers throughout District 20 for their continued support of the steam initiative.

David Pretto: We want to express our heartfelt gratitude to Dr. O'brien for his invaluable help and guidance with helping steam thrive.

David Pretto: His expertise and dedication have been instrumental in the success.

David Pretto: A lot of our students and the growth of our initiatives. Thank you, Dr. O'brien, for your invaluable contributions to District 20.

David Pretto: Your passion for steam shines through in everything you do. We are incredibly lucky to have you on the team?

David Pretto: Thank you.

David Pretto: my husband.

David Pretto: So I wanna ask Miss Clara again, Missy and Miss Rodriguez to come up. We just wanted to acknowledge them with.

David Pretto: always want to go around one best of more element. She's not here.

David Pretto: 2 steam coaches who were not able to make it Marilla deed from psis 30 and Marissa quarter from Ps. 102, who unfortunately were not able to make it tonight. But we also wanna make sure to acknowledge their dedication and contribution to the team coaches as well, and and the support of the district. So, Diane, thank you. Thank you so much

David Pretto: into it

David Pretto: couldn't be hidden.

David Pretto: Thank you so much. Thank you so much.

David Pretto: Thank you.

David Pretto: I just want to note before we conclude the report, that one of the

David Pretto: one of the pieces of feedback and recommendations from CC, I want to say, 2,

David Pretto: 2 or 3 years ago

David Pretto: was around the science Olympiad and Math Olympiad

David Pretto: was a suggestion of like, why can't we have a science? Olympiad or Science Competition math competition? This team coaches were the ones who were able to operationalize it and make it happen. So

David Pretto: they're incredibly invaluable in the district. It's a tremendous structure and celebration, and the result of the 5 team coaches is, you know, thousands of children across District 20 being able to engage in science, technology, engineering, architecture, and math projects outside of the core curriculum and more of the project based learning real life scenario opportunities this year. In the science showdown. It was a bridge building competition

David Pretto: and so many of the children. They did such a good job that so many of the children were able to hit the the weight benchmark that we're gonna have to make it heavier next year. So next year we're gonna have to have like a person be able to stand on the bridge in order to like, really siphon it down and make it a little bit more rigorous.

David Pretto: 55 pounds. So you had multiple bridges that could hold 55 pounds, basically. Yeah, wow.

David Pretto: yeah. How'd you decide the winning bridge?

David Pretto: Did you just keep adding.

David Pretto: okay.

David Pretto: very cool.

David Pretto: Awesome.

David Pretto: That's concludes my report. Thank you so much congratulations. Thank you. Again.

Stephen Stowe: And I wanna make one last note. I wanna thank.

David Pretto: Principles of all the schools in District 20 for their contributions and dedication to the steam initiative. And particularly the principles of Ps. 48, colleen. Hogan is here this evening. Miss Pessimenti's principal. I also wanna thank Corey, Sakenzi from Ps. 1 0 2

David Pretto: carol Hereman from Psis. 30 frank Proudfoot from MS. 9, 36, and Brunell Connolly from Ps. 1, 79, for supporting as well with making these amazing teachers available to support the rest of the district. So I appreciate our principals in supporting steam. Thank you.

Stephen Stowe: Okay. Alright. Next item on the agenda.

Stephen Stowe: both on the superintendent. Evaluation.

Stephen Stowe: we don't share the contents of that publicly, but I do speak to the some of the highlights, and then the Cec. Just votes. This is an annual process. Every Cec in the city

Stephen Stowe: conducts process for their superintendent. It's designed to take input from Cec members and thoughts on the superintendent's strengths, areas of growth. And then it's submitted to the New York City public schools to be used as part of their process of evaluating human resource. Evaluation process of the superintendents.

Stephen Stowe: we have a good review for superintendent preto. You know we we talked to a lot of parents. A lot of parents contributed to this. A lot of Cec members contributed to this. We think the district is in good shape under his leadership a few highlights that we just want to point out.

Stephen Stowe: If you look at academic assessment scores over the 3 years. Now I think that he's been in in in the role. We've had steady improvements in math and reading each year. We've also are above average citywide on compliance, on special education in sets settings, and I believe in

Stephen Stowe: There was sets, settings and one other setting. I think, General Iep setting above average compliance on those. And

Stephen Stowe: there's there's very good in. In the vast majority of circumstances. We talked to parents. They were pleased with what they had heard from him. We know that he's often makes himself available for us.

Stephen Stowe: To answer questions and concerns that we have. We know it's it's can be time consuming at times. And there's a lot of information that comes up. And he's always helpful. Getting that information. Areas of growth. We just highlight in areas where there's disagreement.

Stephen Stowe: with with him or with district parents. Continue to adopt a collegial manner continue to share his thinking we find it. I find it personally very helpful when I hear more of his thinking as to what he's thinking as opposed to sort of quick answers that I suspect might not be the sort of a fully thought to answer, and so just continuing to work on

Stephen Stowe: when there are things that come up contentious issues, controversial issues, having an open collegial manner of communicating, even if the answer is not a good one, and the a good answer can't be given right away. And that's something that I think a lot of us probably can can identify with

Stephen Stowe: And I think

Stephen Stowe: that was the major area. There's a couple of other sort of areas that were suggested to us in the process of doing the review. That superintendent has agreed to sort of work on like continue to work, you know, for everyone who says this communication is good. There's others who think it could be better. And it's always a work in progress. And I think we're on the same page and trying to work on improving that

Stephen Stowe: And

Stephen Stowe: yeah, I think those are kind of the highlights for the review.

Stephen Stowe: and there's a there's a form that some well, very few see. We took the filled it out, but it's a form where there's 3 rankings unsatisfactory, me sort of developing or satisfactory. And superintendent got satisfactory on those scores.

Stephen Stowe: So anyway, that's that's my summary of the superintendent. Evaluation. We'll take a moment and see Cec members. Anyone like to motion for a vote, and I think we have 7 in person as we can vote on it perfect. Is there a motion to vote to approve the superintendent? Evaluation? Well.

Stephen Stowe: second, second, okay. Choice. Can you take a roll call vote, please. Yes.

Stephen Stowe: and we do. A local vote on a show for Internet evaluation

Stephen Stowe: for 2,024 Steve stoves. Yes.

Stephen Stowe: John, yes, David Smith. Yes.

Stephen Stowe: Joyce, yes.

Stephen Stowe: safe one. It's so nice.

junmi chen: Yes.

Stephen Stowe: In

Stephen Stowe: Venny. Yes.

Stephen Stowe: yin ching cool.

Stephen Stowe: Thank you. Maya is excused. Tamara.

Stephen Stowe: Thank you. Kevin

Stephen Stowe: oops Viola.

Fabiola Mendieta-Cuapio: Yeah.

Stephen Stowe: Thanks. Thank you.

Stephen Stowe: Sabrina. Yeah.

Stephen Stowe: thank you.

Stephen Stowe: We got. Oh, yes, great.

Stephen Stowe: thank you, Joyce.

Stephen Stowe: report of council. President.

Stephen Stowe: I'm trying to think if there's anything worth mentioning?

Stephen Stowe: there's 1 1 announcement we're we're having tomorrow night a meeting targeted for pre-k parents. If there's any pre-k parents

Stephen Stowe: who are interested in learning more about getting involved.

Stephen Stowe: They can join our meeting tomorrow night. It's virtual only and I'll be presenting on the different

Stephen Stowe: parent organizations in the district

Stephen Stowe: and how they can get involved?

Stephen Stowe: And

Stephen Stowe: I think I'll

Stephen Stowe: yeah, I think that's all. I'll I'll say.

Stephen Stowe: do we wanna move to approval of the May meeting minutes

Stephen Stowe: make an announcement, for we gonna find you. But oh, I do. Yes, that's right. I forgot. Thank you for reminding me, Joyce. And you were saying John did most of the work on that right, John, did you want to just talk about the work you did with

Stephen Stowe: okay.

Stephen Stowe: as A. Ps. 1, 164, 1, one of my parents. I want to biggest big sense appreciation to the jump, saying this year. Finally, we got a funding from the City Council we've been fighting for from

Stephen Stowe: at the beginning of this year until last, I think last week

Stephen Stowe: we got a call from a city Council office. We got a funding. So in this store we say, back to the

Stephen Stowe: 2,022, our school keeper finding the funding, but

Stephen Stowe: we we didn't get from the City Council, so it's been back enough force. But the reason why we want to thank John St. John in our schools school, Nansen. So walk, we said

Stephen Stowe: school closely and also taught on the city council. So we wanna

Stephen Stowe: out of pattern, we want to pattern voice. If pattern voice goes storm, we can fight for for school together. So we want to.

Stephen Stowe: School will on a pattern. If we school have any issue. When you talk to us 9 Yansen person from a CC. 20, that would be able to work as a pattern together, fly together. So we say, team will, as a make a dream wolf. So that's nothing impossible. We can together make it everything possible.

Stephen Stowe: Yeah, thank you, guys, no, I know you've been involved with both of you involved. This John, especially for a while now, and finally, to get the funding approved was really nice to see.

Stephen Stowe: So thank you for good on the groundwork. Yeah, thank you. Hoping for all things.

Stephen Stowe: okay. Now we can go to approval of the meeting minutes from

Stephen Stowe: the May Cec meeting.

Stephen Stowe: So, as usual, members, please review the minutes, and if you'd like to make any changes.

Stephen Stowe: please

Stephen Stowe: speak up

Stephen Stowe: Cec members. Any changes to the May calendar meeting minutes.

Stephen Stowe: Okay? So, hearing none, the minutes are approved.

Stephen Stowe: And now we come to our public speaking session. I want to note there's a number of

Stephen Stowe: individuals, either, representing elected officials here and I'm going to.

Stephen Stowe: I'm going to start. One elected official had to leave, and he asked me as Assemblyman Lester Chang. He just asked me to

Stephen Stowe: say a few things on his behalf, which I'll do.

Stephen Stowe: Assemblyman Chang had the following questions related to the class size law? Migrants, migrants. Does this affect?

Stephen Stowe: How is the sort of migrant population and schools being

Stephen Stowe: sort of impacting the class size laws? Does the DOE think that this is, or the is the DOE projecting this to be

Stephen Stowe: sort of permanent growth in the population, or potentially temporary? How are they modeling that this might be a question for off of district planning? But I'm just making the comments you wanted me to make?

Stephen Stowe: Where is the parent input for class size.

Stephen Stowe: and in particular, on the area of requesting waivers from schools right now, parents don't have any. Say on whether schools get exemptions from the class size law. It's only the the public schools and the uft and Csa.

Stephen Stowe: The discretionary funding is this. One year or every year budget. I think it's every year correct if it's in. See free this. So couple answers. So one parents and all community members can make comments, suggestions, questions, etc, on at the class size at schools. The Nyc duck of email address. So public comment is taken in and your see, public schools, reviews all of that feedback. While considering this proposed plan

Stephen Stowe: the contracts for excellence these happen annually. So every year. The Department of the New York City public schools has to develop and engage in the public process for developing the contract for excellence at the city level.

Stephen Stowe: And within the timelines that are dictated by the State. So at the beginning of the presentation, once the State budget is enacted, this new city post schools has 30 days to develop a draft plan and engage in a presentation on that proposed plan and take feedback from the community. That's what this meeting is. And that meeting has to be posted 15 days in advance of it being held.

Stephen Stowe: are there enough teachers to be hired to meet the class size

Stephen Stowe: law in the district. He's

Stephen Stowe: so citywide this the city

Stephen Stowe: estimates that 10 to 12,000 teachers will need to be hired by the end of the overall plan in order to meet class size law the class size law is an overall 5 year implementation. So we will be going into a year 2 next year. This year was year one of the implement of the phased implementation. So at this year we, the city was at 20

Stephen Stowe: next year. The city needs to be at 40%. And currently, right now, the city sits at

Stephen Stowe: about 40%. It's like 39.7. So the city anticipates being in compliance to the law for next year.

Stephen Stowe: and that's what this plan that I presented on is discussing directly is just the Year 2 plan which involves all superintendents across the city, including me. To have a plan for

Stephen Stowe: making a 3%,

Stephen Stowe: making 3% progress towards

Stephen Stowe: you know, reducing class sizes by class.

Stephen Stowe: Aye.

Stephen Stowe: and that will be implemented through a range of strategies, including hiring more teachers, but not just by hiring more teachers. Is it difficult to hire teachers in District 20?

Stephen Stowe: It's not really like a yes or no question, but if I had to go towards one, I would, I would err towards. No, it's not difficult, not difficult to hire teachers in District 20. Do we get receive a lot of teachers who transfer from other districts in other parts of the city, because they want to come teach in District 20.

Stephen Stowe: It's

Stephen Stowe: so that you're referring to the open market process. Yeah, which is awesome.

David Pretto: As far as for teachers to be able to transfer between schools. I don't have like hard data on that. And that's something that kind of fluctuates from year to year.

Stephen Stowe: Do you think I mean the 40% compliance rate that you mentioned? This is assembling Chang's question. Any expectation of delays in implementing the class size law. And I think it was touching on is the 40% was always we. We've been 40% for years as a city. So that's not really anything that that the city has done. The pain hasn't been felt.

Stephen Stowe: Do you think there'll be a need to delay

Stephen Stowe: the law? Or do you think, based on the strategies outlined the

Stephen Stowe: these targets? You've been given a superintendent that you'll be able to implement the law as it's written. I can't. Yeah, I can't comment on that. Yeah.

Stephen Stowe: I know that the city has to lay out year by year what the plan is going to be for the upcoming year. So I'll what I do know. And this is a combination of not just the limited resources that I have as a superintendent, but also citywide planning all the different offices

Stephen Stowe: from district planning and enrollment, and of the all the other offices combined with the school construction authority. All were involved in the crafting of this year's plan. So I, you know, we'll continue to work with them. To figure out what the the upcoming year would be.

Stephen Stowe: 3% doesn't seem like you're on track to meet it. Meet the law in 3 years. Right? Am I wrong like, what am I missing with? If they're asking you to improve 3%. This is compliance on the number of classrooms in compliance with the law. Right?

Stephen Stowe: And if we're saying like in District 20.

Stephen Stowe: you know your average school is.

Stephen Stowe: you know, 90 70 as as a district, 71% of our classes are over the act right now.

Stephen Stowe: how does 3% get you in compliance over 3 years? I don't get that math. All I know is that it gets us. It ensures that we would be in compliance definitely for the upcoming year. So we're close to 40. If we make a 3, progress will definitely be.

Stephen Stowe: you know, above the 40% threshold next year, moving forward. I you know I'm I'm not not a math petition like the coaches, but I I do know that more progress would need to be made to hit 60. Do you know if the 3 is like for example, if I'm saying 71, regardless of whether you agree to that number. Is it basically saying you have to go from 71 superintendent predo to 68, more or less? Yeah.

Stephen Stowe: Yeah. So I'm not a mathematician either, but that math won't work. So I'm just. I'm not

Stephen Stowe: criticizing you necessarily anything you said, David. I'm just pointing out the flaws and the law and the challenges ahead for our district.

Stephen Stowe: and actually, that was brought up by Assemblyman Chang Assemblyman. Chang also wanted me to share. He's concerned about the state budget. We'll be looking at it. He, he says. A 20 billion dollar deficit next year. And so he just wants to flag the potential for upcoming budget cuts. Coming from state funding as we're talking about contract for excellence. He's concerned about this potential budget shortfall.

Stephen Stowe: and he wants to note that if there's any concerns or questions for his office, please call his office and contact his office, and I'll just post that information in the

Stephen Stowe: chat.

Stephen Stowe: okay. And then we have a number of other representatives from elected officials. As I mentioned.

Stephen Stowe: I think Stanley Ing has left the building.

Stephen Stowe: So, Stanley, if you're online, you're welcome to speak

Stephen Stowe: otherwise I'll and I'll just. I'll just mention I was. Do you like to acknowledge, even if they haven't signed up for speaking, I think we have.

Stephen Stowe: Well, some of them might have signed up. I'm not sure, but I know I've seen City Council, member, Alexa Avila's representative, Americhai and Gotti

Stephen Stowe: Stanley Ing, who is here from city councilwoman, Susan Xuang's office. I see Tony Crypton from Councilman Justin Brandon's office.

Stephen Stowe: I see Imam Ahmed Ali from Assemblyman William Colton's office here with us.

Stephen Stowe: And State

Stephen Stowe: Senator, I went to Representative Francis Brown is here, and also signed up for speaking. And actually, with that I think we can probably go to Francis because she's next on the list. For

Stephen Stowe: oh, actually.

Stephen Stowe: one second, please.

Stephen Stowe: You do. Yeah, perfect. Before we begin with the the public speaking, I just want to give Superintendent Pretta a chance to make a statement.

Stephen Stowe: No, I thank you.

David Pretto: Appreciate it, and I appreciate the feedback on the evaluation

David Pretto: as from last May's CC. Meeting, there was a request from the larger community for my position on comments that were made by meeting attendees during the May meeting. So I wanted to just give this statement in response and a request to those

David Pretto: so in response to comments made it last month. CC. Meeting by some meeting visitors. I just wanted to clarify 1st my role as superintendent at CC. Meetings so at CC. Meetings as superintendent, I serve as a liaison between the Chancellor new City public schools and all the schools with the community Education Council. I represent the schools, the principals, staff parents, students of all district 20 schools.

David Pretto: And while I'm present every meeting. I am a guest and I do not represent I don't endorse or condone comments made by meeting visitors a in the public session. The contents of the superintendent report are the material that I'm directly responsible for. At these meetings

David Pretto: the safety and wellbeing of every student and staff member is my number one priority regarding concerns about inappropriate public comments made by meeting visitors District 20 in New York City. Public schools has a 0 tolerance policy for bias and discrimination against the Lgbtqi community, and we reject all forms of hate

David Pretto: hateful rhetoric towards any group has no place in our schools or amongst parent leaders.

David Pretto: Our goal and responsibility is to ensure every single student in our schools feels safe and welcomed

David Pretto: in New York City. This includes actual or perceived race, color, creed, ethnicity, national origin, citizenship, or immigration, status, religion, gender, gender, identity, gender expression, sexual orientation, disability or weight.

David Pretto: This includes our transgender youth districts 20 stands strongly behind the New York City public schools 2019 gender guidelines. All students have the right to have their gender gender identity and gender expression recognized and respected.

David Pretto: All means, all in District 20. It's how we do it here.

David Pretto: I also wanted to address the circulation of hate by parents on social media.

David Pretto: There's been outreach to me directly about this concern the district, nor I govern social. I do not govern social media interactions. Amongst parents.

David Pretto: however, we have clear guidelines on social media use for students and staff

David Pretto: students are held accountable for their actions on social media when it violates chancellors regulations, and we teach them not to distribute post, and most importantly adopt hateful ideas posed through memes and other messaging that is intended to denigrate groups of people and transmit simplistic ideas that create division.

David Pretto: When students engage in attacks on social media, they are held accountable through disciplinary action.

David Pretto: We also use distortive practices

David Pretto: to teach them how their actions create harm, no matter what their stated intent was for posting hateful material directed at either an individual or a group of people.

David Pretto: We inform students that their actions online are not only their actions, but in some cases hold consequences. For the person who holds the account of the device they are posting from.

David Pretto: We teach students how to understand the others in their community so that they can be productive members of that community that promotes safety and inclusivity, not divisiveness and hate.

David Pretto: I hope and I urge all of our parents to do the same. We work to model for our children, and I urge parents to be the model they wish for their children, both in person and online.

David Pretto: I recommend all parents, just as we do with students that they closely consider how their social media activity we perceive by the broader school community, and consider both the intended and unintended consequences. Also urge all parents, just as we do with students, to adopt a message of inclusivity, as that is what we promote here in our schools in District 20. Thanks for letting me make a statement.

David Pretto: Thank thank you.

Stephen Stowe: David, and I'll just make a quick statement of my own after, as as many know, after the Cec. Meeting in in May there were a number of public statements made regarding some of the public speakers that night, and specifically the Cec's role. I'm gonna speak as the President of the Cec. Who's responsible for moderating the public speaking session

Stephen Stowe: in my role as Cec. President, it is incumbent upon me to run the public speaking portion of our meeting, guided by the following legal principles.

Stephen Stowe: public meetings are established under the New York State Open Meeting Law.

Stephen Stowe: CC. 20. Bylaws include a public speaking session.

Stephen Stowe: Freedom of speech is protected for the 1st amendment of the Constitution.

Stephen Stowe: as written Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press, or the right of the people to peaceably, peaceably, to assemble and to petition the Government for a redress of grievances.

Stephen Stowe: Free speech is strongly protected under us. Case law. There's a narrow set of situations, and speech may be limited, for example, imminent physical harm, or an imminent incitement to break the law. However, in most cases speech is protected, including in situations when a listener may find such speech hateful or offensive.

Stephen Stowe: I appreciate Superintendent Preto meant referencing, that the meeting is run by the Cec. I also want to point out that allowing

Stephen Stowe: public speakers does not mean the CC. Either agrees or disagrees with any of the public speakers. Thank you.

Stephen Stowe: And now we can move on to our public speaking session for the night. And let's see if

Stephen Stowe: I think we'll we'll prioritize in person speakers as we typically do.

Stephen Stowe: Yeah. Just so if there's anyone in person. I see we have Steve Mahoney here in person. Steve, did you want to

Stephen Stowe: speak? And any anyone who's in person speaking, please come to the microphone.

Stephen Stowe: Hi.

Speaker Screen: A eight-year-old child in the district. 75. School.

Speaker Screen: PS. 36. At 1 92.

Speaker Screen: I want to comment on remote learning.

Speaker Screen: My feeling is that remote learning has a disparate impact on our district. 75 children.

Speaker Screen: It's not a viable means to deliver mandated services to our to our children.

Speaker Screen: the Chancellor and the DOE aren't concerned with the quality of education only the quantity, IE. State law 180 school days. Where is the data that was utilized to measure the effectiveness of this means of delivery

Speaker Screen: in the reading program the Chancellor implemented, they pointed to the data showing how effective it was during covid the dose E said, Trust the science. Well, then, I ask you, show me your research in science

Speaker Screen: data concerning remote learning.

Speaker Screen: I can show you the compensatory services and the seed services that were offered to children that

Speaker Screen: had regression during that year

Speaker Screen: and more.

Speaker Screen: My son is still receiving compensatory services for the negative

Speaker Screen: impact of it.

Speaker Screen: Unfortunately, District 75 parents and students are at a disadvantage for organizing and advocating.

Speaker Screen: and are mostly bused to the schools, and it's difficult to network.

Speaker Screen: This is kind of unlike PSIS. 6, 8, 6. As we witnessed here, that got a waiver to the Chancellor's reading program because of their ability to organize. Once again, District 75 children were kind of hamstrung.

Speaker Screen: and as a parent.

Speaker Screen: instead of

Speaker Screen: remote learning. Let's have some make makeup sessions or an exception for our district. 75 children.

Speaker Screen: That's just something that I would.

Speaker Screen: X

Speaker Screen: district 20,

Speaker Screen: because it really doesn't seem that that gets put.

Speaker Screen: I would tell the Chancellor myself, but I'm still waiting when he was here at our Town Hall meeting for an email address that Miss Porter had, and I could email her. Well, how about our chance? Give me the email, and I'll send it to him myself. But if I don't have the email as I requested.

Speaker Screen: How am I supposed to do that? So then I exit

Speaker Screen: our district 20 board on my behalf. District 75 leader on our behalf. Send that to him. Let's see some data.

Speaker Screen: How did they measure the quality of, or is it once again, all we care is quantity. The school bell rings 180 days.

Speaker Screen: and the students get robbed of that services, their speech, their Pt. And their education in general. I want to thank you.

Stephen Stowe: Thank you, Steve.

Stephen Stowe: Our next in-person speaker, I believe, is Elena Lewis.

Speaker Screen: Hi, I think you guys all recognize being by now. My name is Alina Lewis, and I'm a BSI parent. With 2 children at the school. I have been attending Cec. 20 meetings regularly since June of 2023, when BSI families came to express their concerns about Hmh. The literacy curriculum selected by Superintendent Prato and mandated K to 8 district wide.

Speaker Screen: Since then we've been a constant presence at presence at Cec. Meetings with students, parents, and teachers coming to testify.

Speaker Screen: After a full year of such advocacy, BSI will be preserving and building upon its inquiry-based literacy curriculum which is aligned to our progressive mission and has proven, has proven to be highly successful and most importantly best serves our students

Speaker Screen: on behalf of the BSI community. We want to express our thanks to District 20, Cec. Members, all of you sitting right here, and President Stowe for making space for this public conversation, and in particular for supporting our student speakers.

Speaker Screen: We're incredibly proud of the civic engagement, advocacy, bravery, and eloquence demonstrated by our students.

Speaker Screen: Their actions demonstrate what we hope quality, public education can achieve for all engage citizens who think critically and use literacy toward self and societal transformation.

Speaker Screen: while the Cec. Is an imperfect solution to a flawed school governance structure that does not give local communities enough power. It is still a very important space for families and communities to voice concerns, and we appreciate the work that you all do to make sure this forum is organized and accessible for all community members. We also wish to thank Councilwoman Susan Shuang and Assemblyman William Colton for their support and their tireless commitment to education. In d. 20,

Speaker Screen: we will continue to advocate for community voice and district wide decisions regarding literacy practices. It is our hope that parents, teachers, and school communities are meaningfully engaged at the district level so that every school can enact literacy practices that are responsive to their students unique identities, strengths and needs. So again, on behalf of BSI. Thank you. Cec, 20 members and President. So for hearing our students speak throughout this year. We really appreciate all of you. Thank you.

Stephen Stowe: Thank you.

Stephen Stowe: And our next.

Stephen Stowe: Yep. I saw that I was just looking. Yep. Next in person, speaker Michelle Magnus.

Speaker Screen: Hello, and only hope to advocate like Elena does, but

Speaker Screen: not really prepared when I came last minute here. But so I'm Michelle Magnus. I'm the co-president of the Ps. 185 Pta. This last week we found out our and I after school program will not be

Speaker Screen: was accepted as the proposal. But it's not, hasn't been approved for the budget, so we currently have no free option. And for after school for next year, as of now. So we're kind of just looking for support in your advocacy for any Senator or State senator or count local council member for their support. I believe there's some other schools in our district that also lost their funding.

Speaker Screen: I know we're not a high, low income community, but we still have 30%. We do have 2 working class families in our community that rely on this free after school program. So I'm here just really to get your support and your advocacy behind

Speaker Screen: bringing that a free program and option for our students. It's really important to us and what they provide. So

Speaker Screen: that's all I have for today. Thank you.

Stephen Stowe: Thank you.

Stephen Stowe: I believe Jennifer Krueger, are you in person as well.

Speaker Screen: I am too tall for this. I'm gonna hold it in my hand. Is that okay?

Speaker Screen: So my name is Jen Krueger. I've lived in Bay Ridge all my life.

Speaker Screen: I've been a parent coordinator in another district and recently returned after 5 years. And now I'm working as a PC. In this district.

Speaker Screen: I raised my kids in District 20 they both attended District 20, elementary and middle schools. I work in a district 20 elementary school before my boys were d 2D. 20 students. I went to 1 0. 2 to Mckinley, and to Fort Hamilton, so

Speaker Screen: I have loved District 20 and the education available in this district. Since I was little.

Speaker Screen: I was

Speaker Screen: disappointed. By

Speaker Screen: some of the events of last month's meeting, and I feel like District 20 didn't necessarily show our best.

Speaker Screen: We did see some folks demonstrating kindness

Speaker Screen: which is really just not in keeping with, I would like to say, the spirit of

Speaker Screen: the wonderful district 20. It's unclear whether the folks who were speaking here last night last month were d 20 parents, whether they actually represented our district. But

Speaker Screen: I was sad. And I was very, very happy to hear Dr. Kruto's remarks tonight. I would like to thank you for that but further than that, I just wanna raise up my fellow district 20 parents parents serving on this board, parents in this room all of us are fellow parents. We're all fellow neighbors. We are all of this community. Everyone here has chosen to dedicate hours and hours, month after month

Speaker Screen: serving as representatives, serving as parent advocates serving on Ptas, working in the public schools. And I just wanna I wanna raise that up. And I wanna say, thank you. I wanna say thank you to Dr. Preto and also Dr. O'brien. For your

Speaker Screen: presence at these meetings, Dr. Kreto.

Speaker Screen: your active visitor participation in these monthly CC. Meetings is

Speaker Screen: really helpful, I will say, both as somebody working in the schools, but also as a recent parent in the schools

Speaker Screen: as you mentioned earlier. These aren't your meetings, but your presentations are always extraordinarily informative. They're chock full of useful information that I definitely take back with me and share with parents at my school.

Speaker Screen: I want to thank Bill Chin, Sylvie Jacinsky for being here month after month. Thank you to the electeds and their reps who show up every month.

Speaker Screen: And I've got to say, with all those phenomenal partners, I feel good about District 20, and our ability to continue to shine in the future.

Speaker Screen: Thank you.

Stephen Stowe: Thank you.

Stephen Stowe: If there's anyone else who signed up in person, or would like to speak in person, I just want to

Stephen Stowe: make sure there's none. Yeah. Go ahead, sir.

Stephen Stowe: What's your name? David RAM? Oh, you're in person. Okay.

Speaker Screen: I'm a little ignorant. Excuse my ignorance on the class-size reduction because my child

Speaker Screen: is out of

Speaker Screen: all the New York City public schools. She was a public school student from kindergarten

Speaker Screen: to 12th grade at Stuyvesant. Now she's in Harvard. That's not what's important.

Speaker Screen: But when did this class size reduction go into effect, or is this still to be voted on before I can preference? My, so my request, my speaking.

Speaker Screen: walked

Speaker Screen: you okay.

Stephen Stowe: This year is the 1st year of a 5 year phase in requirement.

Speaker Screen: Okay.

Stephen Stowe: So this year we were required to be 20% in compliance with the law. So 20% of the classrooms across New York City had to be. In compliance with the law.

David Pretto: Cla, like individual class by class. Next year 40 of the individual classes across the city will have to be in compliance and moving up 20 every year

Speaker Screen: And that you spoke about the 3% being in compliance for next year.

David Pretto: So the city is currently in this 1st year, at 40

David Pretto: and next year all superintendents, including me, will have a target of an additional 3% of classrooms meeting the the class size law.

Speaker Screen: Okay. And when my daughter was a student from K to 12th grade at Stevenson, she had approximately 34 people in every class. Can you tell me approximately how many children are in the elementary school class size now, and middle school and high school.

David Pretto: Size caps right now.

David Pretto: that are that are significantly higher. So in kindergarten, it's at 25.

Speaker Screen: So it's significantly reduced from what my child.

David Pretto: So it'll go from in kindergarten. It will go from 25 to 20,

David Pretto: and then in 1st grade and up 1st grade. It's 30,

David Pretto: and

David Pretto: 32. I'm sorry I'm used to title one. Schools, title, one. Schools have a cap of 30 and non title, one schools have a cap of 32.

Speaker Screen: And that's high school.

David Pretto: That's from 1st grade.

Speaker Screen: But is high school specifically high school.

David Pretto: Is it? 36?

David Pretto: I I don't supervise high schools. Yeah, no problem.

Speaker Screen: My name is David RAM, and I'm a fallen.

David Pretto: Sorry, 1 1 thing, David.

Speaker Screen: Producing your time.

David Pretto: You don't know.

Speaker Screen: Oh, well.

David Pretto: You have about a minute left.

Speaker Screen: Class size reductions in New York City is a disgrace, and it's specifically aimed to decimate the specialized high schools.

Speaker Screen: The agms of specialized high schools should not be reduced in space. You have failing students all through. Grades. You have more than 60% can't read or write when they graduate without New York City High school diploma is disgraceful. Getting rid of the regions get reducing class sizes specifically meant to reduce the amount

Speaker Screen: brilliant children that are allowed into those specials 8 gems of specialized high schools.

Speaker Screen: You had a former chance of Richie Carranza, who was a racist individual. We ran him out of town. We got him a better job in Texas.

Speaker Screen: People wake up. Don't believe these people. They have ulterior motors. New York is the highest paying highest per child $33,000 a year, and we are number, I think, 26 in the world. Now it's a disgrace. Fix the bad schools, and leave the gems alone. This is ridiculous education in this. Thank you very.

Stephen Stowe: Just a quick response to Claire.

David Pretto: The class size law and any decisions on the regions are from New York State. Okay? Gotcha.

David Pretto: So that's everyone in person who would like to speak right?

David Pretto: Okay, okay.

Stephen Stowe: So we'll go online. Francis Brown, Francis, are you

Stephen Stowe: still is like to speak happy.

Frances Brown, Sen. Chu: Can you hear me?

Frances Brown, Sen. Chu: Okay.

Frances Brown, Sen. Chu: Hi, my name is Francis. I'm here on behalf of Senator Iwan Chu.

Frances Brown, Sen. Chu: The

Frances Brown, Sen. Chu: New York State session ended at the beginning of June. So we are now in the process of doing allocations.

Frances Brown, Sen. Chu: Last year Senator Chu was proud to give about a million dollars to see to set to school districts 20 to about 15 schools.

Frances Brown, Sen. Chu: this year. We're hoping to give even more. We're working through the numbers now. With close collaboration with Dr. Preto.

Frances Brown, Sen. Chu: yeah.

Frances Brown, Sen. Chu: If you guys need anything, please let us know. And if you have any comments on that. Please let us know. We're also aware of the Nia issue. And I and file both having issues with the funding. And we're looking into that as well currently.

Frances Brown, Sen. Chu: thank you.

Stephen Stowe: Thank you.

Stephen Stowe: Yes.

Stephen Stowe: Tony is off. Next speaker we have is Paulette Healy?

Paullette Healy: Hi! Can you hear me?

Paullette Healy: Can everyone hear me?

Paullette Healy: Okay, I see some nods. So thank you so much for the opportunity. Thank you.

Paullette Healy: Dr. Prado. It's wonderful to hear strong

Paullette Healy: leadership for District 20 from our superintendent's office, and that you will stand with our families

Paullette Healy: and saying, you know. No, it's a homophobic transphobic

Paullette Healy: rhetoric.

Paullette Healy: All of our children deserve to be here and deserve to feel safe in the communities that they grew up in including my own children.

Paullette Healy: and I appreciate your statements.

Paullette Healy: I wanted to reiterate what jen Krueger had said. It's it was very disturbing to listen to all of that hurtful speech. In the main meeting, and I know that other Cec members on this panel right now also felt very hurt and confused, and

Paullette Healy: conflicted about how they felt and how they felt unsafe.

Paullette Healy: And I'm sorry, Mr. Stow, but you hold some responsibility of that you are not allowed to hide behind the 1st amendment to say that you have no hand in preventing the harm that actually happens in this space. You chair, this meeting you can control, who gets to speak and who doesn't get to speak.

Paullette Healy: And in previous meetings you have shut down people who had xenophobic comments, anti-asian comments.

Paullette Healy: You had no problem shutting that down, however, when people came in outside of our district to talk about our children and the fact that they didn't deserve to be respected, seen, or exist. You had control over that. So utilize that

Paullette Healy: you have responsibility to your members, to this community and to the children of this district.

Paullette Healy: That being said.

Paullette Healy: I just wanted to amplify that on June 18, th at Good Shepherd's Church People's Budget will be holding a town hall to talk about the cuts that are impacting our schools, including community after school programs and Pre K programs. That is from 6 to 8 at Good Shepherd. I will make sure that I put the link to register in the chat for those who are talking about looking for funding

Paullette Healy: for your after school programs for 3 K programs, for other things like summer rising definitely, come and attend that meeting. We are campaigning to make sure that these are baseline funding for our school so that we don't have to struggle every year to beg for these critical services and programs. Lastly.

Paullette Healy: I just wanted to amplify that 20 million dollars was allocated to summarizing I know you had Dycd come to the meeting earlier in the year. However, that was prior to this new flux of of income being put towards summarizing. We don't know how that's going to be spent, or how that's going to affect our schools, we reached out to principals to find out whether they will now be able to extend

Paullette Healy: their summer rising programs, and they have no guidance either. So Dycd will be coming to the Community Board 10 meeting on June 20.th That's going to be held at the Bay Ridge Center

Paullette Healy: from 6 to 8. So if you are available, please come by so that you can ask the same questions that I have about how this 20 million dollars is going to affect some arising right now. Thank you.

Stephen Stowe: Thank you.

Stephen Stowe: one cart.

Stephen Stowe: Our next speaker is Meg Ray

Stephen Stowe: Meg, are you online? And.

Meg Ray: Yes. Can you hear me?

Meg Ray: Thank you. First.st I just want to thank Dr. Preto for standing with my child and our family. That means a lot, and I really appreciate it.

Meg Ray: I just I was really excited to hear about the scene coach program. Especially the peer professional learning. And I was just curious if that program also addresses the computer science and digital literacy standards. And if not, if there are other ways that the district is supporting our schools and meeting those standards or addressing AI literacy.

Stephen Stowe: Peter is that is that? Are you finished?

Stephen Stowe: Yep.

Meg Ray: Just a question.

Stephen Stowe: Okay, thank

Stephen Stowe: our next

Stephen Stowe: next speaker is Carolina Thomas from Senator Andrew Gunnardis's office.

Carolina Thomas: Or oh, I'm so sorry I didn't mean to be a speaker. I just wanted to let you know if the office was here.

Stephen Stowe: Okay, but.

Carolina Thomas: I mean, this goes out saying, Okay.

Stephen Stowe: Right now.

Carolina Thomas: Can you not hear me.

Stephen Stowe: Yeah, I can. Now I can hear you, Caroline.

Carolina Thomas: Yeah, oh, I didn't mean to put on the Speaker list, but and sorry my cameras off, but I guess this goes about saying, if anyone needs anything, please feel free to contact the Senators office, and we are here to help.

Carolina Thomas: So have a nice night guys.

Stephen Stowe: Hey? Thank you.

Stephen Stowe: I think this. When Megway spoke, she actually had a question.

Stephen Stowe: yeah, typically, we don't do public speaking. We typically, don't do back and forth. There's sort of some exceptions, certain exceptions. But typically that's not the way it works. And that's not the way we're going to do tonight

Stephen Stowe: once, but but we can follow up. And yeah, and one thing I can hear one thing I can say, I think one of the questions like.

David Pretto: Ray had was regarding the alignment that the Ste. The work that the team coaches were doing was aligned to next generation. Science standards or computer science standards. I know that the coaches in the design of some of the projects were mindful of the next generation. Science standards specifically the projects that the the children work on in by guidance to the teachers is more around the engineering design process. So they're more

David Pretto: creating and inventing, which is, attributed to the standards, but not like aligned to like a specific content standard. If that makes sense.

David Pretto: and I wouldn't, you know. But I can definitely get more information from the coaches and provide like a more robust response. At the next meeting.

Stephen Stowe: So I apologize.

Stephen Stowe: Okay.

Stephen Stowe: just double checking. I think Kevin, is that it for speaking?

Stephen Stowe: So? That concludes our public speaking session.

Stephen Stowe: is there a

Stephen Stowe: Is there a motion to adjourn the calendar meeting?

Stephen Stowe: Yeah. Go ahead, Tamara.

Stephen Stowe: North Dakota.

Tamara Stern: Okay, I want to thank you, Dr. Pedro, for what you said.

Tamara Stern: because I was after last month's meeting. I left

Tamara Stern: okay, because I did not like what was being said

Tamara Stern: as a person and as a parent who has children in the Lgbtq and Trans. Community.

Tamara Stern: It's already hard enough

Tamara Stern: for me to navigate

Tamara Stern: teaching my children how to love themselves and accept themselves for somebody that does not live in our community. Come in and said the things that they said, Okay.

Tamara Stern: I was visibly hurt, and I did not feel safe in that space last month.

Tamara Stern: and I want to thank you and your staff

Tamara Stern: for comforting me because of how, as upset I was. I want to thank Principal

Tamara Stern: Jamari Katnisakis and her staff

Tamara Stern: for really

Tamara Stern: being mindful

Tamara Stern: and being there for me when I needed it. All right, because I was visibly upset. I was upset.

Tamara Stern: I was crying for days after, okay, and I want to let you know that those words that were said that was spoken at that meeting

Tamara Stern: was traumatic

Tamara Stern: as somebody

Tamara Stern: who has lost people that have committed suicide

Tamara Stern: because of this stuff

Tamara Stern: it hits

Tamara Stern: so deep in your soul. It's it's it's unbearable. Okay? And as adults who teach children how to be kind, we need to do better

Tamara Stern: if you don't have nothing nice to say, keep it to yourself. Okay. You do not come to a committee.

Tamara Stern: our community and traumatized people that already dealing with problems. Okay, it was. It was. It was unkind.

Tamara Stern: Okay, it was just wrong.

Tamara Stern: And I need to say that because it's it's taken me a lot to even come to this meeting tonight, especially because this month is pride month.

Tamara Stern: Okay?

Tamara Stern: And I have to navigate that

Tamara Stern: every day with my children.

Tamara Stern: Okay? So I wanna, thank you for your statement. I wanna thank the elected officials who stood behind our families for their statement. Okay? Because it means something. And we need people to understand how our children feels because we need to save our kids. We're losing our kids to this stuff.

Tamara Stern: And we need to do better.

Tamara Stern: So thank you for that.

Stephen Stowe: I think

Stephen Stowe: we are. I'm just checking with one more

Stephen Stowe: individual who might want to speak.

Stephen Stowe: Okay, is there a motion to adjourn the June calendar meeting. Oh, sure, I just wanna pick out and support of Steve still, because, like a lot of CC's, they're not like this, they don't let people talk as long as he does

Stephen Stowe: so. Maybe there was mistakes made in the last meeting, but I don't think he anticipated, and I don't think any of us on the Cec. Anticipated, because I feel like sometimes we get personally attacked. But we don't agree with some of these.

Elizabeth Chan: Speakers, but we don't say anything. We just let you speak. But obviously mistakes were made made the last meeting, so next time he will know to stop people if they're saying hateful stuff. So I'm just saying, Leo Steve, thank you for letting people speak.

Elizabeth Chan: Thank you.

Stephen Stowe: What I want to say. Thanks, Elizabeth.

Stephen Stowe: Any other

Stephen Stowe: fine. How are we?

Stephen Stowe: Can anyone want to make a motion to adjourn the

Stephen Stowe: Cec. June calendar meeting

Stephen Stowe: as I motion that

Stephen Stowe: is there a second

Stephen Stowe: all in favor.

Stephen Stowe: Yes, Anthony opposed.

Stephen Stowe: Okay. The June calendar meeting is adjourned. We will start our. I think we can start our business meeting immediately after this.

Stephen Stowe: Is there anyone want to take a break for any reason?

Stephen Stowe: No, okay, we will just start our Cec. 20 June business meeting

Stephen Stowe: at 7 57. I'll call to the business meeting to order

Stephen Stowe: Joyce, can you take a roll? Call? Attendance, please. Yeah, thank you, Steve.

Stephen Stowe: We're gonna start speed. This meeting for June 12.th 2,024. Steve.

Stephen Stowe: John, yeah. Elizabeth, yeah.

Stephen Stowe: Joyce. Here.

Stephen Stowe: Nathan.

junmi chen: Tedious.

Stephen Stowe: It's online. It's 1 means

Stephen Stowe: yin ching Maya

Stephen Stowe: Tamala.

Stephen Stowe: either.

Stephen Stowe: Kevin

Stephen Stowe: Rabiola.

Stephen Stowe: who's on there?

Stephen Stowe: Share line.

Stephen Stowe: Fabiola

Stephen Stowe: Sabrina.

Stephen Stowe: Awesome. Thank you.

Stephen Stowe: Count

Stephen Stowe: at our business meeting. We also have interpretation

Stephen Stowe: in Arabic, mandarin, and Spanish.

Stephen Stowe: If you wish to

Stephen Stowe: use interpretation services.

Stephen Stowe: you can see the names of the interpreters in the participant list.

Stephen Stowe: I would ask those interpreters to now make their announcements. Could our Arabic interpreter please make your announcement.

Arabic Interpreter - Maged Mikhail: Stimulator general are available to sell the rock with the letter bar suba, tis our sit tacita, or bawa, head waiter barba. This delicate hell of rums sit at the manual bar, sift, receptor, Sita, sniff, return, or Bawa. The delical calamity issue back little more stimulator general are available to sell the rock with the letter bar, suba tiss, I sit tacita or bawa head waver. The delicate Heller rooms sit at the manual bar.

Arabic Interpreter - Maged Mikhail: safe, recept receptor safe, written, or blah blah, the Zellicale limit. As you back Arb. Announcement has been completed.

Stephen Stowe: Thank you.

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

Mandarin - Eddie Lau: That's all. On some house, you know. Once someone will message you for you to find me for what a jewel CEO or man the funny, for who the one is important. Oh, now what my team was on we must Leo yo, but real yao Leo

Mandarin - Eddie Lau: will will he bar now until CC,

Mandarin - Eddie Lau: thank you.

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

Spanish - Yailin Montiel: One notches atos gracious porasterica! See the sales services, the interpretation and Espanol buffer, markete, the suit, telephon or

Spanish - Yailin Montiel: dress quadrasiata nueva say squadron quadro ingress, and numerous confidentia Porto dress single, says, dress

Spanish - Yailin Montiel: cetera, those ocho symbol numeral la repeato. See the sign, the Protestant and Espana, or for our market Esther suit telephon, address, quadru, say, unknown quater ingress, alcohol, conferencing ocho dress, stress single say stress 0. Those ocho symbol or numeral.

Spanish - Yailin Montiel: See that, says cochlear espanol Peru and Sierra Microsoft. And all this. So this positive mobile para ava. With that

Spanish - Yailin Montiel: El Riddo Lefando e kolos participants and eliminate Espanola Sanju

Spanish - Yailin Montiel: as the information set up public app, but the recommended like a CIO grasses. Thank you.

Stephen Stowe: Thank you.

Stephen Stowe: Kevin. Can you share the agenda for the business meeting

Stephen Stowe: or the agenda? I guess the only thing on the there's nothing on the agenda for the business meeting

Stephen Stowe: unless any council members want to introduce

Stephen Stowe: new business.

Stephen Stowe: Anyone want to bring up anything topics.

Stephen Stowe: future planning. One thing is June 28

Stephen Stowe: for your reimbursements, but you

Stephen Stowe: no. June 26, th June 28, is the last state, but that's typically to move it myself. And the Sgl. Was there earlier. So you have to send me a need more head by 26, maybe because she needs time to look at all that I don't know if some of them have asked him like multiple reimbursements.

Stephen Stowe: but by 26

Stephen Stowe: I should hope we have all of them, and she has time to pull them areas as Vdi. So June 26, th

Stephen Stowe: it's the last thing

Stephen Stowe: that's important. Yeah. Good. Thanks, Kevin. Go ahead, John. Which meeting John? Oh, tomorrow's not. It's a so for Pre. K. Parents, you mean officially, we have to have an in person. But no one should go in person. Everyone should. Just no, yeah, yeah, I this, I want this to be clear. No one has to go tomorrow. This is just done so we could get interpretation.

Stephen Stowe: For the for the meeting. But nobody has to go tomorrow evening unless you want to. You can. If you want

Stephen Stowe: I'm just gonna run through. I this little presentation I did a year ago. Same thing. I'm gonna run through the different organizations in the district, and how parents can get involved with the organizations do? No one has to go. It's we had to set up a meeting just to get interpretation.

Stephen Stowe: Just asked you something. I mean, we've been doing it for a while. But like who sets up these monthly meetings agendas

Stephen Stowe: it it can come from anyone. I mean it. Anyone in the community, you know people can. President sets the agenda for the bylaws. President determines the agenda meeting. Yeah. But everyone can suggest things people can suggest. I was just wondering how some suddenly today we all have the public speaking down correct for 60 min, and it usually we'll go back to this that we'll have a session at the beginning. Next meeting we'll go back to that schedule next meeting.

Stephen Stowe: Hmm, okay. Cause sometimes, I thought.

Stephen Stowe: isn't our business meeting supposed to help set up the next calendar meeting.

Stephen Stowe: Sure, business meeting can be really for whatever we want.

Stephen Stowe: including right now, these are all fair questions to ask right now. It's yeah. Generally business meeting is stuff that doesn't need to be.

Stephen Stowe: It's not immediately public. It's not.

Stephen Stowe: you know. All our meetings are public, but it's stuff that isn't necessarily like ready for the public at the time.

Stephen Stowe: Mom.

Stephen Stowe: it's more informal. So you've been setting up these calendar meetings. It's the President's responsibility. Yeah, it's part of the President's role. Yeah, okay, just wonder. But everyone, all of you can suggest things. And people do. I do get suggestions from people.

Stephen Stowe: Suggestions come in from this from the district, you know, David sends in the things he wants to talk about.

Stephen Stowe: Okay, yeah. Anytime. Anyone has a recommendation. Can't promise it'll get on there. But it's

Stephen Stowe: yeah. And ultimately, it's, you know, President determines the

Stephen Stowe: agenda.

Stephen Stowe: You've just

Stephen Stowe: so we're gonna have a meeting. And

Stephen Stowe: we start our summer meetings now, and just yeah, keep us posted on vacation plans, and so we could do those. Now the law says we have to be in person hybrid. And the same thing I emailed about before this meeting. We have to get 7 in person to vote on something, but if there's no votes we can still have the meeting meeting can still go if we don't have 7 people in person. The meeting still runs. David can do his presentation.

Stephen Stowe: we just can't vote on it.

Stephen Stowe: If there's anything to be voted on.

Stephen Stowe: let's just think about the budget. How much do we have left? What are they allocated cause. I want to see cause, you know, before the end of next year

Stephen Stowe: next meeting will be a New year. It'll be a new budget better prepared if we want to give allocate money to the district and what we can put it off. Kevin, we want to share what we've done.

Stephen Stowe: We did it last year, and this year we've had to move out. We figure away. Yet we have no supplies for around 70 students. Doesn't the disk we can just give that to the district we let the district choose. I think that's what we did in the past.

Stephen Stowe: Let's talk to them. Yeah, we'll talk to them about it. Go to Bill or so. Yeah, we did allocate some money as well.

Stephen Stowe: and that's a good point that will be on the agenda. Well, no, it won't be on the agend in July, because we don't know it. But we should do a review just like you're saying right?

Stephen Stowe: And how about the the students that were

Stephen Stowe: that we could add to our council. We've been talking about nobody like, you know, students don't apply student. No, there was lots of outreach students don't apply. There's almost not a if anyone knows a student outreach. But we have no one person almost

Stephen Stowe: fill in a spot. And the time.

Stephen Stowe: because senior year at a time.

Stephen Stowe: We I content them to let, I mean. But it's not. Part of the problem is the way the laws written, and it requires a senior. You have to be a senior, and you have to have

Stephen Stowe: the vast majority of Cec's. Do not have student members. I can tell you that we're trying to change stuff. So

Stephen Stowe: yeah, if there's any ideas, sure. And believe me, if you get, if anyone knows anyone, that's what we try. And we have student allocation this year, and the dinner process just in the last day.

Stephen Stowe: Because student tending to busy when our college is application. So, student, tending to say no.

Stephen Stowe: Well, maybe that could be something that we do so far. So let me know that they do give a reimbursement for showing us the meeting.

Stephen Stowe: Yeah, cause they're supposed to when I'm ready and they're supposed to get a second. So they know

Stephen Stowe: quicker screen

Stephen Stowe: of kids.

Stephen Stowe: They look weak

Stephen Stowe: and Vincent's

Stephen Stowe: because it will not.

Stephen Stowe: and that's not my kids cares.

Stephen Stowe: but most most internships nowadays they do get a stipend for students not every day. Well, majority of things.

Stephen Stowe: I mean, started

Stephen Stowe: giving stipends

Stephen Stowe: with the email. But I think the fish policy is that it's an investment. Yeah, cause we can't even give ourselves up to 20 schools. I think they'd see the same thing. You think of the second

Stephen Stowe: I can handle if Jason is.

Stephen Stowe: that's all.

Stephen Stowe: Yeah, I think it was done that was good. Anything else, anyone

Stephen Stowe: motion to adjourn the business meeting

Stephen Stowe: one. Should any second

Stephen Stowe: all in favor. Aye, any opposed.

Stephen Stowe: hey? The June business meeting is adjourned. The next meeting is July 10, th

Stephen Stowe: and interpreters. Thank you. You're dismissed.

Stephen Stowe: That's the last one

Stephen Stowe: last minute. The year late. That's.