Steve Stowe: Kevin, you're ready right

Steve Stowe: for 1 s. I'm not. I'm not from office.

Steve Stowe: It's 6 o'clock. Welcome everyone to the May, Cec. 20

Steve Stowe: to the May, CC. 20, meeting.

Steve Stowe: Joyce, can you take

Steve Stowe: roll? Call attendance, please.

Steve Stowe: We're gonna start local

Steve Stowe: on the May 2,000 and.

Joyce Xie: C. 2020. Steve. Don't help me.

Joyce Xie: John John.

Joyce Xie: it is a bit.

Joyce Xie: Do you see her online?

Joyce Xie: Hey, Joyce? Here

Joyce Xie: may function

Joyce Xie: the may final night open.

Joyce Xie: Okay?

Joyce Xie: You do see. Make one.

Joyce Xie: No May phone, are you? Are you here?

Joyce Xie: You know? Yeah. Okay. One meeting

Joyce Xie: Yin ching.

Joyce Xie: Maya

Joyce Xie: Tamala.

Joyce Xie: Heaven

Joyce Xie: be

Joyce Xie: Fabiola.

Joyce Xie: No year. Right?

Joyce Xie: Sabrina. Yeah, thank you.

Joyce Xie: Okay, with that.

Joyce Xie: 8.

Joyce Xie: Okay, we only have 6 in person, 6 in person. So right now.

Steve Stowe: Don't have a quorum, but we.

Steve Stowe: and still hold the meeting. The way it works is we just can't do any official actions like voting until we have 7 people in person.

Steve Stowe: But the meeting can proceed.

Steve Stowe: okay.

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

Steve Stowe: You should see

Steve Stowe: those interpreters in the chat.

Steve Stowe: Those interpreters will now give instructions for any participants who would like to

Steve Stowe: use interpretation services.

Steve Stowe: Arabic, could you please give your make your announcement.

Steve Stowe: Are they speaking? No, nothing. Okay. Arabic interpreter. Can you hear me?

Steve Stowe: Progress.

Mina Elias: Yes.

Steve Stowe: You can. Yeah, you can make your announcement. Please.

LIS Interpreter QA - Jamir Almanzar: Hi, Amena! If you can, please make the announcement for the Arabic line. That'll be great.

Steve Stowe: Button.

LIS Interpreter QA - Jamir Almanzar: Or Amani, if you can. Please make the announcement for the Arabic line.

Mina Elias: Myself are available.

Mina Elias: Chukwan Arabic announcement is adjourned.

Steve Stowe: Okay, thank you. Could our mandarin interpreter please make your announcement.

Melanie Qu - Mandarin Interpreter: Because the article for the party for that Mohammed sensitive Id. How audio link was your sense in how you have a message on VPN sensitive. Id. How audio was your sentence? In how synthetic

Melanie Qu - Mandarin Interpreter: mandarin announcement has been made! He may not proceed.

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

Spanish Interpreter -Ruth Jimenez Cabral: See mui bona star. This parasco charlinia, the interpretation and Espanol portfolio market, as the Unalinia telephonica Al tresette no msa says, quatro uno unoquatro Iogo market. Lp, O lid. The conference. Yeah.

Spanish Interpreter -Ruth Jimenez Cabral: Case. I'll also say, stress

Spanish Interpreter -Ruth Jimenez Cabral: associate. Address, Quadra numero unaes parasite protection and Espanol market as the unalienableia telefonica Al.

Steve Stowe: And.

Spanish Interpreter -Ruth Jimenez Cabral: Tresco associated numerous, say.

Spanish Interpreter -Ruth Jimenez Cabral: quattro uno una cuatro illego market lp, or ID. The conferencing case. It also says, stress

Spanish Interpreter -Ruth Jimenez Cabral: associate, address, quadroach numero, just Brazil.

Steve Stowe: Thank you so much

Steve Stowe: as usual. Please try to speak

Steve Stowe: a little slower than usual

Steve Stowe: to allow the interpreters to keep up.

Steve Stowe: We are here tonight at PS. 9 71

Steve Stowe: with school of healthy living.

Steve Stowe: math science and healthy living, I believe.

Steve Stowe: very glad that Principal Ruth Stanislaus is hosting us here, and we'll have something from some of her students in just a minute.

Steve Stowe: I just want to share the

Steve Stowe: agenda for the meeting tonight, Kevin, can you share that screen?

Steve Stowe: So the agenda for tonight's meeting?

Steve Stowe: As usual, we'll have a short public speaking session at the beginning of the meeting.

Steve Stowe: for anyone wishing to speak in either public speaking session. There are a couple different ways to sign up.

Steve Stowe: There's a form you can sign up a Google form you can use to sign up that link is dropped in the chat.

Steve Stowe: You can also find the form on the Cec website.

Steve Stowe: If you're in person and you'd you'd like to speak. We have a sign up sheet at the front table.

Steve Stowe: You can just put your name on the sign up sheet for the first public speaking session. We will prioritize anyone who's in person.

Steve Stowe: after the first public speaking session. We're going to have an update on summer rising from Director Angela Soloi.

Steve Stowe: Then we'll have the report of District Superintendent

Steve Stowe: he'll have some presentations on ell in the district, as well as from the district math coach.

Steve Stowe: and after that we'll have a second public speaking session.

Steve Stowe: and that will adjourn the meeting.

Steve Stowe: Any change, any changes to the meeting agenda.

Steve Stowe: I wanna make a motion to add, in voting about adding our local to the

Steve Stowe: school events prior

Steve Stowe: to our agenda.

Steve Stowe: as a motion

Steve Stowe: motion.

Steve Stowe: Thank you. Second.

Steve Stowe: you can. Yeah, you can second John. You made the motion. Joyce and John seconded, yeah. So just to be clear, there's a motion to add a discussion and vote

Steve Stowe: on adding the Cec logo to an upcoming event.

Steve Stowe: And choices shared this earlier today. It's a

Steve Stowe: Mother's Day event at PS. 105, and we'll share the

Steve Stowe: we'll share the flyer when we discuss it later on. But right now the motion is just a vote on adding that discussion and and a vote on that

Steve Stowe: decision to the meeting, and that could go after

Steve Stowe: report of Council, President right before the public speaking session.

Steve Stowe: so

Steve Stowe: let me sneak here.

Steve Stowe: Yeah, that's correct. Yeah. And

Steve Stowe: so, anyway. So let's just take a vote on that to add that to the agenda.

Steve Stowe: Joyce, take the vote as our secretary, Steve Stowe. I vote yes.

Steve Stowe: John and S.

Steve Stowe: Elizabeth. She's on 9

Steve Stowe: in

Steve Stowe: Joyce. Yes.

Steve Stowe: may fun.

Steve Stowe: Yeah.

Steve Stowe: Maybe she's on my end. Player one mean. Yes.

Steve Stowe: yin chim. Yes.

Steve Stowe: Maya

Steve Stowe: tinela

Steve Stowe: noon.

Steve Stowe: No, no. Just adding the agenda

Steve Stowe: to the agenda.

Steve Stowe: Okay, thank you. Kevin.

Steve Stowe: Fabiola.

Steve Stowe: Marla.

Steve Stowe: Okay, Sabrina Thomas, thank you.

Steve Stowe: So I guess. 7. Yes, yeah. Is approved to add in our agenda, great. Thank you, Joyce?

Steve Stowe: Okay, now we will have a presentation of the colors from the school students.

Steve Stowe: could everyone please rise for the it stays colors.

Cam 2: Please stand when I'm trying.

Cam 2: I'll be stairs

Cam 2: oops.

Cam 2: We have a presentation for everyone here, but I just wanted to tell you a little bit about our school. We're K to 5 school

Cam 2: located here in the great area of sunset pot. But our main focus is food, nutrition, and health of the day, because we believe that

Cam 2: if students are not physically healthy, then obviously

Cam 2: so, they're unable to academically healthy or emotionally healthy. So that is our main focus. We partner with many organizations, allergic to salad.

Cam 2: powerful in the East

Cam 2: zoom, and we also have which is Kelly when she is here.

Cam 2: couple of words, but we just wanted to welcome you tonight and just show you all the great things that we are doing, and I'll soon do have a surprise for you. So we don't want to interrupt any of the speaking that's happening. So some of our students will be coming around and offering you something a little bit late. So Miss Kelly, can you?

Cam 2: Oh, hello! I'm so glad to be here. You have been partnering with this school for quite a few years, and are so thrilled that

Cam 2: this is one of just 4 city. That document, something that you feel very strong about. And we just want to keep working whatever else we can do to support the community.

Cam 2: And so we have a quick presentation by our students. If you guys could send up

Cam 2: you guys are good. Thank you. Later.

Cam 2: Yeah, this is the only 1,000

Cam 2: for all plastics. If you can smash it, you can trash it clean green. All clean paper boxes and books go in the green thing. Did you know that shredded paper fibers are too small to recycle again.

Cam 2: Process. I'll enter it back into paper

Cam 2: worms, make their homes in shredded paper

Cam 2: home, and they're through

Cam 2: once. They're not like animal like. They only eat me from the sun.

Cam 2: If it comes from the ground, put it in the all.

Cam 2: put it in the ground all again. It can be complicated.

Cam 2: Turn off all the lights when you leave of the. It's editing one.

Cam 2: Unplug your appliances, but you can't.

Cam 2: Where you don't use them to keep

Cam 2: energy vampire. The light vampire energy is the light on the apart.

Cam 2: You keep talking now and then.

Cam 2: even Manila evening.

Cam 2: all all built, accounting for only 5% of the world population. Americans consume 26% of the world energy.

Cam 2: We drink our trees drinking water from New York City comes from upstate New York, and it's filtered through the forest from the washes. Plastic is made from petrol oil extracted from the earth, your water bottles, plastic bags, and even playgrounds of women's made from petroleum.

Cam 2: The Us. Only makes up the Us. Makes up only 5%, the world population, but it knows enough

Cam 2: plastic bottles in a week to encircle the earth upon times

Cam 2: a whole waterfront life balance came up. That's what water one person, usually 2 weeks, is one of the. It is one of only 4 public schools in the entire city. You have completely vegetarian vendors, not just Monday and Fridays.

Cam 2: This is why we live up turning. Yes, I'm sending one school of math sciences help you living. Did you know that vegetable are from all different parts of the plant?

Cam 2: Having followed the call, Harry is a group, a therapist and strength, and he can work with the team.

Cam 2: Have you ever thought about what rain is? Rain? Are the seed of a plant? Cold grains, like both. Rice, wheat, and yellow, are healthy because they have mutiny and fries.

Cam 2: Rain comes through all the.

Cam 2: and have they grown since 8 children, for example, animal man has grown by attack, have tested talking about this. Barley has been found

Cam 2: with monuments and

Cam 2: teams requirements. They have 18 of the chips throughout, which means, for one

Cam 2: taking instructions here by our proposal

Cam 2: you can get quotes immediately.

Cam 2: I believe.

Cam 2: Eat, you know, every day.

Cam 2: I don't think it is

Cam 2: the first time we've helped you.

Cam 2: which we can definitely watch.

Cam 2: One of the plus is

Cam 2: probably don't want to

Cam 2: email that elephant something has dashboard.

Cam 2: I've been doing all my development

Cam 2: participant.

Cam 2: Our bodies need a lot of water to be at their best. Since our bodies are made up of 60 to 70% water, it's important to drink water every day, skip the juice, soda and energy drinks and have water instead. No matter how big we're small, short, or tall, we're definitely able to are. Exercise is for everyone, and an important part of things.

Cam 2: Food is the best feature in the summer.

Cam 2: Hold on with the watermelon, frozen grapes or a juicy peach.

Cam 2: Here's an easy tip to remember. Eat a rainbow of different colorful pants that includes every day to be your best oranges, berries, broccoli, carrots, beans, plant bread, lentils, brown rice, puddles, and nuts.

Cam 2: See how many different colors you can eat in a day.

Cam 2: And this is

Cam 2: did some facts

Cam 2: fact that we share every morning and out announcements. We talk about healthy eating, food and nutrition, and we also talk about food waste. We actually calculate out food waste every day, and we share with the students

Cam 2: how much waste they they did the day before. We also have something called food champions, which means that the grade that eats the most vegetarian lunches every day wins the food champions for the month.

Cam 2: and our very own kitchen cook. Mr. Vinny actually made a belt that represents the food champions which you can see on your way out in the Cabinet.

Cam 2: and also a Mini version, which means that any grade that wins the food champion for the month. They get to keep the belt this month.

Cam 2: and they get their class picture on the the shelf of the food champ.

Cam 2: Those are just a few things that we do every single day at school of math science, and

Cam 2: so we hope you enjoy the presentation.

Cam 2: Thanks.

Steve Stowe: And we have a whole school for those in person. We got all got cookbooks eaten, eat, and get healthy. 2024.

Steve Stowe: okay.

Steve Stowe: safety.

Steve Stowe: I guess

Steve Stowe: it's

Steve Stowe: Bolshevi.

Steve Stowe: Let's schedule a meeting scheduled.

Steve Stowe: I'm just looking through the

Steve Stowe: attendees to see if there's I see we have with us. I always like to recognize the individuals in attendance. In addition to our superintendent, Dr. David Preto.

Steve Stowe: And our Sdr. Deputy Superintendent, Joe O'brien. Here Family Leadership Court Coordinator Bill Chen. Family support, Coordinator, Sylvia Jacinsky

Steve Stowe: are all here with us at the meeting. I see Francis Brown from Senator Iowan. Choose office.

Steve Stowe: We always appreciate having Francis here.

Steve Stowe: and I'm just looking for any other

Steve Stowe: if there are any other representatives of elected officials, please feel free to identify yourselves, and of course you're welcome to speak.

Steve Stowe: and as well.

Steve Stowe: okay. First public speaking session.

Steve Stowe: Did anyone.

Steve Stowe: Is there any sign up on that? That sheet looks empty to me. Yeah. So in person, no public speaking in person. Right?

Steve Stowe: Okay.

Steve Stowe: Kevin, do we have anyone signed up to speak online?

Steve Stowe: Thank you, sir.

Steve Stowe: okay, so online, we have.

Steve Stowe: oh, this, is it? Okay? 2 people. Okay, we have 2 people. So we can get to both of them right now.

Steve Stowe: And we have 3 min for public speaking.

Steve Stowe: As always, at public meetings we have a

Steve Stowe: social you know the CC 20 bylaws. We have a social

Steve Stowe: media and public speaking code of conduct.

Steve Stowe: Please speak respectfully. Please focus on ideas, not people.

Steve Stowe: I see the first

Steve Stowe: speaker is Amarichi Engadi.

Steve Stowe: Oh, I believe Amerchi is from

Steve Stowe: councilmember. Alexa Abilis's office.

Amarachi Ngadi - Office of CM Aviles: Hi! Everyone.

Steve Stowe: Americhi. Can you hear me?

Amarachi Ngadi - Office of CM Aviles: Yeah. Can you hear me?

Steve Stowe: You're muted or we can't, we can't. Oh, wait! We can. You're good.

Amarachi Ngadi - Office of CM Aviles: And again.

Steve Stowe: How she is muted.

Amarachi Ngadi - Office of CM Aviles: We good now?

Amarachi Ngadi - Office of CM Aviles: Yeah. She

Amarachi Ngadi - Office of CM Aviles: Hi, everyone. I'm Amarashi. I'm from the office of Council, member of Eliz. I'm the legislative fellow with their office. I just wanted to share some

Amarachi Ngadi - Office of CM Aviles: updates with you all. So in 2023, the New York City Council recently passed council Member Bs's bill, it's called Intro. 708. What it does it. It requires that the department of Transportation redesigns the city truck route network to enhance safety and increase visibility and reduce traffic congestion and improve the overall freight roadway network. So as a result of that legislation on Friday, May third, the dot

Amarachi Ngadi - Office of CM Aviles: has launched its public feedback portal. We encourage everyone to submit feedback on the dot website. This is a huge win as our truck routes have not been updated since the seventies. Another update I'd like to share is that the Council member has been working on advancing her legislation on the child tax credit with Resolution 50. This bill is critical towards uplifting thousands of children out of poverty.

Amarachi Ngadi - Office of CM Aviles: so please invite folks to come. Testify. On the May 20 ninth City Hall hearing, or you can also go to the website and register to testify over Zoom.

Amarachi Ngadi - Office of CM Aviles: Thank you so much.

Steve Stowe: Thank you.

Steve Stowe: Our next speaker is Chaplain

Steve Stowe: Viviana Hernandez.

Steve Stowe: Don't see him

Steve Stowe: done soon. Okay.

Steve Stowe: alright, since we don't see her, or since you don't see Chaplain Viviana Hernandez in the chat. We will move on.

Steve Stowe: is

Steve Stowe: angela Falloy, are you here?

Angela Faloye: Yes, I am.

Steve Stowe: Hi! How are you?

Angela Faloye: I'm well, thank you.

Steve Stowe: Yeah.

Angela Faloye: Me to present.

Steve Stowe: We? I think so. Is there real quick? One thing, Kevin. Is there anything we can do to get the sound a little more

Steve Stowe: nice. Yeah.

Steve Stowe: hold on 1 s. We're gonna try and get a little bit more volume because we have a number of people in the room.

Steve Stowe: and we'd like to be able to make sure everyone in the room can hear as best we can. It's always challenging with the hybrid meetings, but.

Angela Faloye: And problem.

Angela Faloye: and I'll try to speak up as well.

Steve Stowe: Yeah.

Steve Stowe: in my bedroom.

Steve Stowe: Yeah. Test test.

Steve Stowe: How does that sound? Can you hear me

Steve Stowe: speak like Chris speak about? Okay.

Steve Stowe: should we just to

Steve Stowe: would it be functional to laptops? Okay.

Steve Stowe: that's

Steve Stowe: eleventh. I'm not sure.

Steve Stowe: Justify the vibe, the vibe, the vibe.

Steve Stowe: We can hear how you serve how you serve. But I just heard from Isla.

David Pretto: Ask that question that way.

David Pretto: boss

David Pretto: cat.

David Pretto: should I do?

David Pretto: it's all I'm gonna go ahead. Okay.

David Pretto: just being consistent

David Pretto: trying to sort of do

David Pretto: now I'm muted.

David Pretto: Hi, Angela! How are you? You can. You can go ahead.

Angela Faloye: Oh, okay, alright, good evening, everyone. And I'm excited to be here to discuss some horizon to CC. 20. And I look forward to also

Angela Faloye: hearing feedback and questions.

Angela Faloye: Okay, so I'm jumping right in. Oh, by the way, my name is Angela. As previously mentioned, Farloye and I am the director of summer programming and special projects. So I lead the efforts for summarizing for New York City public schools.

Angela Faloye: I have a robust agenda for you today. I will discuss the program overview transportation, which is a frequently asked question. Share with you the academic model and cbo programming. So you get a taste of what your children will be experiencing over the summer. And then I'm also going to share statistics, meaning offers for CC, 20.

Angela Faloye: Okay, so many of you are aware that summarizing is a partnership between New York City public schools

Angela Faloye: and the Department of Youth and Community Development Fundy, called Dy City. So, of course, we partnered together to provide free summer programming for students in grades K through 8. I need to mention that summarizing is open to all students in grades K. Through 8 in charter, in public as well as non public as well.

Angela Faloye: Students can apply to any program within the 5 boroughs

Angela Faloye: except for 12 month IP students who, I will explain later on, who have been pre selected to go to specific sites. But the families can, you know, decline to go to the sites that have been pre selected by the Special Education Office. But again, summarizing is open to all New York City students in Grace K. Through 8 and

Angela Faloye: all, and they can apply to any site they wish within the 5 boroughs.

Angela Faloye: So the vision which I'm excited about is for all students to make progress in their learning while emphasizing an enjoyable and enriching summer. So the goal is really to reduce learning loss in an enjoyable way, as we can imagine it's summer

Angela Faloye: and so we are working hard to ensure the school staff and community based organization staff Cbo

Angela Faloye: are ready to provide top quality, balanced academic and enrichment opportunities. So we have ongoing trainings. And then my favorite piece is weaving in social, emotional learning. And so I'm excited that we actually have

Angela Faloye: exciting a new curriculum for mindfulness. We are encouraging schools to take brain breaks, to have their students take brain breaks. So I'm really excited about the social, emotional learning for this summer.

Angela Faloye: So in terms of overview, we have

Angela Faloye: 110,000 summarizing seats

Angela Faloye: to give out for many reasons for funding, but really it has to boil down to it boils down to the Cbo capacity as well as even New York City public school capacity. It's summertime, as you can imagine. You know, folks have different plans. So

Angela Faloye: this is like sort of the magic number in terms of making sure we have the right number of buildings, as you know, some buildings, you know, are renovated over the summer, and even the amount of teachers that want to work over the summer, and so many other factors, so that, you know sweet Spot is really the 110,000

Angela Faloye: seats city wide. So that's what we're working with. If you divide 110,000 by 32 districts, as you know, we have 32 districts. You're really looking at 3.4,000, or let me just 3,400 seats across each district. So if you really distribute things evenly, you're looking at 3,400 across it district, so feel free to divide 110,000 by 32. So you'll see how many, you know if if we're to average things out

Angela Faloye: and then so you can already explain New York City. Grades K through 8. So may eighth today actually, is the deadline to accept or decline your offers. And then we also have the wait list open in ma in my schools. So this is important that if you decide not to attend summarizing, and you did receive a seat.

Angela Faloye: It's important that you decline because we give that seats to somebody else who is on the wait list. So we're encouraging families to let us know what they are.

Angela Faloye: needs are for the summer. So accept or decline in my schools today is the deadline.

Angela Faloye: So again, just to reiterate that March fourth to March 20 fifth was when we had the main round of application, and we gave out offers.

Angela Faloye: On April seventeenth, families were notified of their offered decision on April seventeenth. So if you haven't gone into check, please go. And again, today's the deadline to accept or decline your offers in terms of dates. The program starts July second. It ends August eighth for middle school and August sixteenth for elementary.

Angela Faloye: I will pause

Angela Faloye: to see their questions, or Steve, should I keep going, and then we'll have Q. And A at the end.

Angela Faloye: Oh, you're on mute.

Angela Faloye: Oh, okay.

David Pretto: Jilla.

David Pretto: I think it's okay to ask for questions now, numbers council members any questions on what she said so far, or just

David Pretto: keep going.

David Pretto: You can keep going. Angela.

Angela Faloye: Okay. Alright. So what is new? I'm excited that I will start with the middle school. We piloted exploring features last year, but now it will be a required component for this summer. What does that mean? It means that for middle school we will be taking carrier exploration seriously. We have for the Cbo portion. It will be part of their curriculum. They will be looking at various

Angela Faloye: carriers. There'll be field trips, activities, you know, on career exploration. And there's a specific website that actually, you know, allows students to go in and really on, based off of what their interest is, you know.

Angela Faloye: allows them to identify and explore various career options. So that is a must for the middle school components. We want again middle schools to begin to think of colleges and careers, and then so moving on to what else is new this year? So we move the application from web based to my schools. If you're not familiar. My schools is New York City.

Angela Faloye: New York City public schools. Primary

Angela Faloye: application system. So that's why we moved it. And there were also some girls from last year, such as wait list. So we wanted to streamline the wait List process. We wanted to offer transparency. So my schools allows us to easily integrate. Wait, list into the application process to me. My favorites is that we, Dycd. Was able to utilize real time data, to understand where the demand is and how to move seats around

Angela Faloye: to meet the demand. But again, we're starting with limited amount of seats, which is 110,000. But instead of just assigning seats, you know, on average, or whatever we were looking at real time, application data to see how to move seats around. So that really was my favorite, and of course we launched the application, and we gave out offers

Angela Faloye: about a month earlier than last year, because we understand that the earlier families understand their placement for summer, the better they can plan on even us on the New York City public school side. It allows us to plan better when we know who is coming to summer, rising ahead of schedule. So to me, those are major accomplishments that I really appreciate. And of course it was a lot of work, and I'm grateful to the superintendent and superintendent Points, who gave me all the information I needed

Angela Faloye: to allow for us to have the application portal

Angela Faloye: a month ahead of last year.

Angela Faloye: So now, just making sure that you all are away again. Elementary. The program is 8 to 6 Pm. Middle school. The program is 8 to 4 Pm. Monday through Thursday. This is a change from last day. So I wanna make that clear. That middle school is Monday, through Thursday versus Monday, through Friday, and again elementary, is similar to last day, Monday, through Friday 8 am. To 6 Pm. In terms of. So again summarizing, we offer academics in the morning, and we offer

Angela Faloye: enrichment in the afternoon. I'll go ahead and explain that we do have all that dates cause. I know families have multiple children, and their children can fall into all that summer opportunities.

Angela Faloye: These are the timelines. I won't go in detail just to save time, but you can find out more about the calendar on nyc.gov slash summer rising, I will put that in the chat. So if you need to know more about the programming dates and times for all of that summer programs. It will be on nyc.gov slash summer rising.

Angela Faloye: Then in terms of priorities. So the goal really is to

Angela Faloye: give out offers to those who applied. But we did have situations whereby, in a program you had more demand than seats. So anytime

Angela Faloye: did have more demand than seats we prioritized, based on those that needed it academically. First.

Angela Faloye: And the data that we have right now is promotion in doubt. So if we see that a student has a promotion in doubt, that is the first priority. That's who we're giving summarizing offers to first.

Angela Faloye: as you can imagine, that summer, we really want to reduce nearly so if we know each child needs it academically, that's the first priority. Second, students in 12 month IP programs. And I want to be very careful about this. These are extended school year D, 75,

Angela Faloye: and autism nest or horizon, we ensure they go to specific sites where there's continuity between their school year program and the cbo. So that way they're in an environment where people know them and know how to meet their needs. So because 12 month IP students can only go to selected summer programming, we had to prioritize them.

Angela Faloye: Then we prioritize students in temporary housing and students in foster care. It runs the gamut in terms of students in temporary housing, and then we also prioritize students that had a connection to a Dycd CPU, meaning that they were in an after school program. And then we also prioritize students who applied to where their home school will be for the summer. So we ensured to prioritize students, you know, from their home school.

Angela Faloye: and then

Angela Faloye: we now and then it's open to everybody else. But I want to

Angela Faloye: make it clear that where possible, we were keeping siblings together where possible.

Angela Faloye: So moving on to transportation, basically, whatever you're getting during the school year you will get

Angela Faloye: during the summer.

Angela Faloye: and then also

Angela Faloye: there is no busing after 3 Pm.

Angela Faloye: Again, for many reasons.

Angela Faloye: contracts.

Angela Faloye: expenses again, there's no busing after 3 Pm.

Angela Faloye: Metro cards will be available for eligible students. There'll be right share. But those who want to stay till 6 Pm. For elementary or 4 Pm. And are eligible. They'll be right. Share right shares like your Uber. Your lift. But what we use for New York City public schools as limosis. That's the vendor, but it's free. You don't pay anything.

Angela Faloye: Your school will help you set it up. But this. So in terms of transportation. Again, you get what you get during the school year. If you are eligible you will get metro cards. You also get right here because the last boss leaves at 12. Sorry at 3 pm.

Angela Faloye: One thing to note is right before the start of summer. If you're a public school student, or you have a nixa account. Your transportation information will be in your nixa account. So if you're familiar with what and if you're not familiar, talk to your parent coordinator. But again, if all of this is confusing.

Angela Faloye: before July second, latest.

Angela Faloye: June sixteenth, by June 16, at the latest.

Angela Faloye: if you go into your Nixa account, you will see what your transportation needs are

Angela Faloye: in terms of eligibility. If you're not sure if you cannot wait till June sixteenth, please go to nyc.gov slash summer rising.

Angela Faloye: Okay, so very quickly, the goal for the academic portion is really high quality learning. And I've mentioned that for middle school is career connected learning.

Angela Faloye: And again, you know that in the morning we're providing academics. In the evening, 12 to 6 Pm. We're providing enrichment from the Cbos, such as trips.

Angela Faloye: step sports, Yoga Comic Book Club. You name it. That will be happening in the afternoon portion. Alright. So now I want to discuss

Angela Faloye: statistics. How did we do so. Remember, I said, we have 110,000 seats. If you divide it by 32, you're looking at around 3,400. If you divide things evenly, and I also mentioned that this year we were looking at demand, and we were looking at providing seats based off of demand.

Angela Faloye: So if you look at? The stats for District 20. So the we had

Angela Faloye: 4,600, so 4,656 seats to give out more than average. If you look at it from an average perspective.

Angela Faloye: we did have from your district

Angela Faloye: 8,000 approximately 8,000 applicants.

Angela Faloye: When we marched

Angela Faloye: we were able to give out

Angela Faloye: 4,658. And so you know the there's a deficit of 2 minus 2 seats. So the match rate is 56. So this is for elementary, and then for middle school, we had 2,000 seats to give out the way around 2,000 applicants. We were able to match close to 2,000. So that has a match rate of 8 to 9%. So 89% of

Angela Faloye: District 20

Angela Faloye: applicants who applied to summarizing, received a seats for middle school, 56% for elementary received, a seats going back to last year

Angela Faloye: for elementary 52% of those who applied received a seed, and then 65% of those who applied received a seat for middle school. So you can see that we gave out more offers this year, and on average, though you know we do give out this year, and last year we gave out more seats on. If you look at the average to District 20, but District 20 also has, you know, one of the largest applicants

Angela Faloye: around. A lot of things affect the number of seats.

Angela Faloye: and I want to keep in mind that

Angela Faloye: one thing I was happy to see is that we actually opened up more buildings

Angela Faloye: in District 20 this year by one. So last said there were 12 buildings, and this year they were 13 buildings opened by the superintendent team. So the more buildings we open, you know the more seats we can provide. However, though

Angela Faloye: we've already from the beginning, provided more seats than average to District 20, so I will pause here.

David Pretto: That's that's great information. Angela, thank you, can you? There was a request to share the schedule slide again. Can you.

Angela Faloye: Just go from.

David Pretto: That slide. Just hold that one up for a little bit.

Angela Faloye: Shaw.

David Pretto: I think it was the daily. Yeah, the

David Pretto: daily schedule.

David Pretto: this one.

David Pretto: this one. Right?

David Pretto: I believe. So. Yeah, this

David Pretto: in the chat, the daily schedule. Yeah.

Angela Faloye: Oh, okay, I should go to the chat for questions. Let's see.

Angela Faloye: Or does the person want to? Oh, okay, just ask. Okay, can we see. Is there a specific question you have for this slide.

David Pretto: Any Ca, council members. Are there any questions for anything? Yeah. Go ahead. When when mang and wait just before you ask, I wonder how we should.

David Pretto: Kevin, should this questioner unmute themselves, or you can unmute

David Pretto: when when Ming is asking, Yeah.

Joyce Xie: Okay, 1 min. Can you ask me

Joyce Xie: regarding for the summer rising? So I have a question. So is that you say that I mean, the question is

Joyce Xie: with the, with the the

Joyce Xie: amount for the students, I mean pocket of the amount for the student seat, and the because I know the past part of a few years, and though we don't have the second law because some of the students they don't have a chance to get into the summer writing. So I mean, I mean the I know this I mean the for how many how many seeds for the every year of the for the summer, writing.

Angela Faloye: Also.

Joyce Xie: We.

Angela Faloye: Have 110,000.

Joyce Xie: So, and.

Angela Faloye: Every year, and if you divide it by 32 districts you're looking at on average.

Joyce Xie: And the people probably would have Mobile.

Joyce Xie: and that I mean, do it happen for the few years, maybe, to have the chance for the second and second one.

Angela Faloye: So what you say.

Joyce Xie: Not not get over, I mean.

Angela Faloye: To be the same.

Joyce Xie: So when Ming, just so, I understand your question. If someone doesn't get.

Angela Faloye: The, to.

Joyce Xie: I see. Then you're asking about the Wait list process in the process.

Angela Faloye: So you just go into my schools, which is where you applied during the first round, or if you didn't even apply, it's okay. You, you know, sign up for my schools. You will need to know your students. Id. You also need an accounts creation code.

Angela Faloye: So you sign up to my schools, and you will see

Angela Faloye: the summarizing information, and you will just add your child to the wait list of any program. You know. There's a map

Angela Faloye: so you can search and identify what programs are close to your home. It would also let you know where your home school is going to for the summer. So it's a very interactive process in my schools. And then so when a seat becomes available.

Angela Faloye: you, you know, if you, depending on where you are on the wait list number when a seat becomes available and it which is your turn, you'll be taken off of the wait list.

Angela Faloye: So a few things need to happen for seats. Availability cause, as you can see.

Angela Faloye: we have.

Angela Faloye: We have 4,600 seats to give, 8,000 applied. So this is really dependent on families, saying, I don't want a seat, so if we do not hear from families, whether they want a seat or not, we cannot take people off of the late waitlist. So it's imperative

Angela Faloye: that you know the people that received an offer.

Angela Faloye: It's imperative that the little snow.

Angela Faloye: their interest of coming so that way. If they're not interested, we can give that seats away to those on the wait list.

Angela Faloye: By the way.

Angela Faloye: for the 8,000 folks, you know. 4,000 got a seats, the remaining 4,000, and you know, around there they were automatically placed on the wait list. So if you applied during the main round.

Angela Faloye: Do nothing.

Angela Faloye: You were automatically placed on the wait list. So is we're now depending on folks to let us know their interest to say, I don't want it, so we can give that seats to somebody else. And this is also a call to principals to be looking at their my schools information. So they see when there's a seat available and they can extend an offer. Principals can extend an offer as well as Cbos can extend an offer. So it really is. It takes a village.

Angela Faloye: This is again the parents who received an offer.

Angela Faloye: Today's the deadline. But even if they miss today's deadline. They can go in at any time to say, no, I do not want that offer, so it can go to somebody else. Then principals need to be able to be aware and say, you know what I have an available seat. Let me extend that offer to somebody on the waitlist.

David Pretto: Angela a follow up question to that. How?

David Pretto: I heard what you said that parents have to say yes or no. If they accept a seat.

David Pretto: But

David Pretto: On the first day of summer rising.

David Pretto: if there are seats, if there are parents who haven't responded.

David Pretto: but

David Pretto: they don't send their kids in.

David Pretto: will there, at that point, will it? Will those seats open up for kids on the waitlist.

Angela Faloye: Great question. So that will be July ninth.

Angela Faloye: So we would. We're given the Grace period up until July eighth.

Angela Faloye: So come July ninth. If we've made multiple attend, we've we don't see your child. You don't reach out to the Pic or Cbo pretty much radio silence

Angela Faloye: we will on July ninth. We will now resend the offer and give it to those on the waitlist.

David Pretto: Thanks.

Angela Faloye: You're welcome.

David Pretto: Since Tamara.

Tamara Stern: Unmuted. Okay, I actually have a just a couple out of the seats.

Tamara Stern: Gonna okay, out of the seats. Okay, out of the seats that were matched to the students.

Tamara Stern: Do you have a number? A total number of how many? students with Ids.

Angela Faloye: So overall, we had 87. So 87% overall.

Angela Faloye: So in the grand scheme of things, 87% of students

Angela Faloye: where with Ips, we're giving

Angela Faloye: summarizing seats

Angela Faloye: in terms of for overall matching. So we gave out seats to 81% of applicants.

Tamara Stern: Hmm.

Angela Faloye: But we gave out seats of those applicants that we gave out seats to 87% Ips. So long story short is that you can say that

Angela Faloye: if you want to extend that to District 20, you can say that maybe they were about

Angela Faloye: we extended offers to, because in general, 87% of those who received offers were students with Ips. So you can extend that. But of course I'll have to, you know, if you wanted a deeper dive. I can do that. But on average overall, 87% of students that we gave offers to have Ips.

Tamara Stern: Okay? And my second question was, if you got accepted and you don't accept your offer, do you automatically go to the wait list, because I'm I remember last year some people were giving seats in schools that they that were further away from their houses.

Tamara Stern: and they didn't want to take their kids there. So a lot of them just didn't accept the offer. Now, if you don't accept it, do you automatically get moved to the wait list.

Angela Faloye: So that's a great question. And so we will auto accept for you, because we know that there are many extenuating circumstances

Angela Faloye: where families are just not able to accept the offer by the deadline, and so, if you don't, but you can go it at any time. But we don't want to take that seat away if you cannot accept by the deadline. So we are pushing and encouraging that you do so. But you wouldn't be on a wait list. You have that seat. But the next step would be July ninth. If we do not hear from you, then we will receive

Angela Faloye: the offer, but you can still go in after May eighth to like tomorrow you can go into decline if you do not want the seat, but after by tomorrow we will start, we will auto accept for those who did not accept the offer. But when we auto accept

Angela Faloye: that seats is held captive.

Angela Faloye: if the parent doesn't want that seat, it's held captive, and we cannot give it to the other 4,000 that really do want the seats. So where? That's why we're encouraging folks that if you know you do not want a seat, go in at any time to reject the offer.

Angela Faloye: because that's the only way. That is literally the only way that sits can now go to somebody else.

Tamara Stern: Anything about D 75 seats. How many seats were available, or if the

Tamara Stern: 75 inclusion students have the same opportunity for summarizing.

Angela Faloye: Oh, I didn't hear that. Sorry I didn't. I didn't catch that question.

David Pretto: She was. She asked about it. Our district 75 students, also included in summarizing, and I guess.

Tamara Stern: Don't be so much.

Angela Faloye: Oh, yes, so! And again they were price. So first of all, every d 75 students

Angela Faloye: express interest in coming to the enrichment portion. Remember, you're still going to go to your D 75 program in the morning. But every D 75 students who applied for summarizing, meaning that they wanted to go to the enrichment portion. They received an offer so 100%,

Angela Faloye: 12 month. Ipd, 75, autism.

Angela Faloye: External school. Yeah, 100% of those applicants, regardless of where they wear received an offer. So that's why we have a high percentage of applicants who received an offer that have an IP again, 8 to 7%.

Tamara Stern: And so just to follow up, for that is that across middle school and elementary school.

Angela Faloye: Overall. Yes, the yes, in terms of.

Tamara Stern: I hope. Yes.

Angela Faloye: Yeah, so yes, correct 100%, regardless of district 100% of 12 month IP, that applied during the main round.

Angela Faloye: Receive the summarizing offer.

Angela Faloye: Oh, you're on mute, Steve.

David Pretto: Question, yeah, may Fung, can you hear me? And if you have a question.

junmi chen: Hi, yeah, yes. Hi, Steve, I have the question.

junmi chen: So because of along my my school along my school here. Parents worry about this one, because you have the concern because some they applied to some reason, and then the winning niece is the is the is the 100 is a 100 something the number.

junmi chen: So

junmi chen: so the number is 100. Something is up.

junmi chen: I oh, I I heard some parents around me.

Angela Faloye: Oh, I see the wait list. Okay.

junmi chen: We need this, we need this number. So you say, if today is the last day to accept the offer. So if not, we can go to the school to asking the principal to have the variable right. And then this is the first week is one way. So it's another way is like

junmi chen: in the means like it would be. This school didn't have the wearable seat.

junmi chen: So you guys is sent to another offer like a a nearby. You house may school have the verbal seat to the really nice people or not.

Angela Faloye: So I'm gonna try. I think I understand a little bit. So

Angela Faloye: even though today is a deadline, we will auto accept.

Angela Faloye: Parents can go in at any time to reject their offer.

Angela Faloye: so even if we auto accept, they can go in any time to reject that offer, and that is how a new seats will become available. You don't go to the principal. Everything is done via my schools. The principal will go into the principal, or Cbo will go into my schools to see that. Oh, you know, this family rejected their offer. So I have that seater available. Then I will

Angela Faloye: give it to who is next on the waiting list. But again, we will auto accept tomorrow.

Angela Faloye: because today is the deadline. But that doesn't stop families from going in to say, you know what? I don't want my seat, because that is the only way that a seat becomes available. And again.

Angela Faloye: when I say the only way, I mean before July ninth. But again come July ninth.

Angela Faloye: and we physically do not see that child in the building, and without any kind of communication.

Angela Faloye: Then, July ninth, the principal or the cbo can give that seats. So who is on the wait list who has applied in my schools? They will literally go into my schools and say, Okay, this person is now on the wait list, and you were meant. You asked a question about the number that a family can be 120 on the wait list. Yes, because the wait list is also prioritized. We are prioritizing the same way. We prioritize during the main round

Angela Faloye: students who are mandated students or students who need help academically, that's the same way. We are also prioritizing in the wait list as well. So if your 1 20 just means that all that, and you can't see from the numbers, this is District 20, you know. There's the high demand for summarizing. So it just means that somebody else on that list is either a needs it academically, or it's 4 point IP or other prioritized students. But yeah.

junmi chen: All right.

junmi chen: so they have to go to the the my school, my school.com to see.

Angela Faloye: Exactly. So go to.

junmi chen: Okay.

Angela Faloye: If you applied, go to my schools. You see that you have an offer. You don't want it rejected in my school, so that somebody else can have that seed.

Angela Faloye: But if not, July ninth is still there. July ninth is still there.

junmi chen: Oh, okay, if the do not lie up is miss like so because the number reason is, stop the July second. So if the up the of one week, the 2 9 9, if they'll have the wearable seat. Because if I I if, for example, my my kids is the winnings for the 50, the waitings. So I cannot go asking, though, if we have the wearable or not. So.

Angela Faloye: You can't exactly, you can't. So you just have to keep watching. And then what?

Angela Faloye: July ninth. But you know, honestly, though, if you have a relationship. I would. I mean, I'm me personally as a parent, I mean, I'm not going to, you know. I well, me personally, as a parent I would definitely, you know, talk to the cbo and things like that. But the rules here is you just wait for your turn on my schools and there's nothing to me. I there's nothing wrong in following up, because we did put the Cbo information. There's nothing wrong in following up with the cbo to say, Hey.

Angela Faloye: by, you know, July ninth, if

Angela Faloye: there's still, if people do not show up and I'm next on the list, I'm interested, you know, so there's nothing wrong with expressing your interest. But again, now, we're just using my schools. That's the

Angela Faloye: formal way of accepting students off of the waitlist.

Angela Faloye: So encourage is encourage. If you know a family does not want their seats. If you know a family has alternate plans, and they received a summarizing offer, encourage them to go to my schools to decline their offer.

Angela Faloye: Basically.

junmi chen: Yeah. Oh, Hi, thank you so much. Thank you.

Angela Faloye: You're welcome.

David Pretto: Angela.

David Pretto: just a follow up to that. Do? Do you have the data on how many

David Pretto: students get matched off the wait list? So, for example, the of the like, your data on the slide here it shows first first round matches.

David Pretto: Do you have the data for how many get in off waitlists?

Angela Faloye: Oh, I can tell you. Well, because today is the deadline, you know. So

Angela Faloye: it's up until after this deadline that we will know exactly what's happening, but I can tell you, up until last week

Angela Faloye: not even a thousand students were off the wait list, because parents are still

Angela Faloye: deciding what they are going to do if they will accept. So we

Angela Faloye: at at least as of last week, we didn't have a high acceptance rate, so parents are slow to let us know.

Angela Faloye: Yeah, interests, basically.

David Pretto: Yeah. And I, I was more asking about la last year, like, Have you has the has the department looked at data from last year just to give. It's helpful to give parents a sense a question. I often get as well. I'm on the wait list. But

David Pretto: does it move? And do I have any chance of getting in.

Angela Faloye: Oh, I see. Good question. So last year was local. Last year was not streamlined. And you know, automatic with my schools last year was a local decision between so I can't really tell you, because it was a local decision overall. There was movements with about 5,000 students, you know in in Ats. But long story short, is that it was a local decision between the Cbo and the Pic, the principal in charge on who to bring in.

David Pretto: Got it. It's it sounds great what you were talking about with the real time data. And th. This data you've provided is perfect. I think, and sort of being able to track this moving forward. And

David Pretto: just let parents know which programs. You know the dynamics at each program. How many kids apply? How many.

Angela Faloye: A a exam. Yeah. One thing we're working towards the 1 one thing we're working towards, and I hope it comes to fruition is that we're going to put a filter in my schools. That shows

Angela Faloye: summarizing programs with available seats. So you know, for example, the family, the parents who was number 50.

Angela Faloye: If she doesn't want to be number 50 and is like, you know, what? Even do I like this program? And I'm number 50. I'm okay with searching for a close by summarizing site with available seats. So we're working on that feature. So you can go in hopefully in the next 2 weeks or so you should be able to go into. Say, you know, what even do I like this program on? I'm on the wait list. What is available. What? What Cp or what program

Angela Faloye: has availability? And I want to take that instead. So we're working on that.

David Pretto: That sounds great.

David Pretto: question. Choice question.

Joyce Xie: Oh no!

David Pretto: Yeah, right? There. Okay.

Joyce Xie: On the slide on the screen, right, we see sixth grade to a grade program. The offer target is 2,086,

Joyce Xie: the upper case. 2,240. Why is matching the student? Only not one.

Angela Faloye: Shannon.

Joyce Xie: 590, and the how can the C. Remaining still have 80 days.

Angela Faloye: Was.

Joyce Xie: In their life.

Angela Faloye: It does mean like.

Joyce Xie: Or qualification you match on a student.

Angela Faloye: Beautiful question. It just means that

Angela Faloye: they did not want

Angela Faloye: those 88 seats they wanted, you know.

Angela Faloye: the same seats. Basically. So it means that you have 88 seats, or you have some cbo's that

Angela Faloye: the families were just not interested. It's it's not uncommon for us to have a particular Cbo or a particular program where everybody wants to go to. So you could have 2 programs. And no matter what everybody wants to go to one, and nobody wants to go to the other for various reasons. So that's just what it is is that those 88 seats, and which is why we're going to have a filter to show these 88 seats, so that if you are tired of waiting.

Angela Faloye: then you can place yourself in the 88 seats. So that's a very good question. But yeah, it just means that there was no interest. They wanted a more highly popular

Angela Faloye: program. And if, of course, there was just more demand and seats. This was just looking elsewhere. Okay, you know what? Even though I'm not familiar with this cbo, you know what the cbo has seats. Okay, let me apply. So that's what the filter will do. The filter will now let you know where these 88 seats are. So if you change your mind, you can apply. There.

Joyce Xie: Yeah, one.

Joyce Xie: So further question upon this one. So

Joyce Xie: blouse more popular program in the next year you name will get more gain, more C. Even those program is more popular, more people apply.

Angela Faloye: So that's the.

Joyce Xie: Beautiful, so.

Angela Faloye: We're gonna look at data. So obviously, we have data now. And but it also depends on opening more buildings, because another constraint that I did not mention, too, is.

Angela Faloye: you know, a building has a capacity we can't fit in more students than the building can hold, so this will be a discussion to

Angela Faloye: so long story short is that this year we would take the data back to the Yc. To say, Hey, we can't see we have 8,000. What can you give us, and how many more buildings? So this will also depend on the ability to open up more buildings, to be able to meet that demand. Because again, we need physical space, we need

Angela Faloye: resources. We need principles to manage. So there are just so many other things that come into play with these numbers, but for sure it's something that I would take back to Dy City to say. We see the demand, what do you need? And then I'll come back to the superintendent's team to say, Hey, you know, maybe we can offer 8,000 seats. But again, remember that we have 110 seats, and we have 32 districts. So we have to be careful. But either way, it's a discussion to have to say, maybe we need to open more buildings or whatever it takes. But yes, we will do that.

Tamara Stern: Yeah.

Tamara Stern: I'm not unmuted, not unmuted.

Tamara Stern: Okay. I remember last year there was a couple of elementary kids

Tamara Stern: going to middle schools

Tamara Stern: for the summarizing. So we had to actually get furniture

Tamara Stern: for those students into the middle school. Are we going to be having that same issue again this year when it comes to the the placement of these seats in those buildings because we had. It's a it's a middle school.

Angela Faloye: Oh, please go ahead!

David Pretto: Can I have that

David Pretto: eating

David Pretto: any questions? Someone you guys have? And

David Pretto: Angela, it looks like we're done.

Angela Faloye: Okay.

David Pretto: Our questions. There's a notice there was a couple of follow ups in the chat, a couple of data requests. If if you don't mind just bringing those back and

David Pretto: and and sharing the slides and the follow-up data with with our Cec. That would be very much appreciated.

Angela Faloye: Okay. Alright. Sounds good.

David Pretto: Thank you so much for being here. This was very helpful and very informative, and very timely.

Angela Faloye: Oh, yes, and if you don't mind, could you? Just instead, I don't miss any. Could you actually give me the downloaded reports from zoom the Faqs. So then I can go through. Okay. Alright, thank you very much. Take care everyone bye.

David Pretto: Good night.

Angela Faloye: Good nights.

David Pretto: Next up we will have okay? So I should. I should unmute now right? And Kevin's gonna get.

Steve Stowe: Next up we will have our report from our superintendent. Dr. David Kato.

Steve Stowe: yeah. For now and then I think we're going to have the speakers come to your seat. Did you agree? Okay.

Steve Stowe: but you can introduce them from there.

Steve Stowe: Community mounts.

Steve Stowe: Let me put this.

David Pretto: hey? Good evening. CC, 20, District 20,

David Pretto: and

David Pretto: all of our obviously principals, assistant principals, district team members

David Pretto: and obviously elected officials online and community members. It's good to be with you this evening. Here's a just a brief rundown of my report. I'll do a an overview of chances. Priority 3 and District twenty's Dcp goal that aligns with chances priority 3. And that's specific to some work that we've been doing in mathematics this year.

David Pretto: and we'll have a presentation by the district. 20 math achievement and instructional specialists Heather Darrell Beggin, and Jamie Rasper.

David Pretto: who will talk about the support plan that's been in place over the last 2 years to support mathematics instruction in the district in support of chances priority 3

David Pretto: and then we'll continue the work and highlighting principal and teacher leadership in District 20 this month we'll be talking about some supporting English language learners within Nyc reads and literacy curriculum implementation. I'll talk a little bit about our principal leadership development plans within that level of support. The District Literacy teams work and the learning lab, professional development structure

David Pretto: which all is you know, lands into the classroom and really happy to have celebrations of teacher leaders in the district who have, really demonstrated some strong practice and been able to support their own colleagues and colleagues across the district and in some cases across the city in supporting the work of implementing

David Pretto: literacy instruction to support English language learners. So we're really happy this evening to have a principal of Psis 2, 29, Principal William Kirk and his teacher leaders, Jonathan Goldman and Griffin Monaghan, and then the principal of PS. 69. Vincent Gripo, Principal Jamari Capitanakis, who's joined with her assistant principals, join Yenzar and Lisa Fong Fernandez and the the amazing Literacy Coach at PS. 69, Dana Marinero.

David Pretto: So just to begin

David Pretto: Chancellor's priority 3, which is all students, have a high quality. Experience is the

David Pretto: the overall category for our district. Comprehensive educational plan goal number 3, which has 3 different goals

David Pretto: increased proficiency and a decrease of students performing far below proficiency on the New York State exam.

David Pretto: Professional development goal around principles, assistant principals and math teachers and coaches participating in district wide targeted professional development on next generation, learning, standard mathematical practices and curriculum implementation, and then enl teacher support within district, wide targeted professional development.

David Pretto: So as all goals have, you know, a measurable outcome. We do progress. Monitoring 3 times a year we are on track to meet this goal. We utilize for the mathematics portion. We utilize the I ready screener, we screen students K to 8 in mathematics using the iready screener.

David Pretto: and we have decreased the percentage of students performing far below standards. From the beginning of the year we were at 26% at that time. We're currently at 18. So we do see the district on a trajectory to meeting

David Pretto: that goal at the. By the time the end of the year comes around and we are on track to meet our end of year goal of a 3% increase of students performing on or above grade level. We started at 30. At the beginning of the year we increase the 44 at mid year. That was in January. So we're, you know, we're on track to meet the goal. But we'll obviously report, as we always do

David Pretto: at the end of the year in the summer, how we did on the internal screeners that we're using I ready Acadians for the other goals, and then, obviously, when the state exam results will report out on that and see how it goes

David Pretto: so within that we have an action plan to meet those goals. And today I invited Heather Darrell Beggin and Jamie Raspber district 20 math coaches to talk about the action plan that has been in place for the last 2 years to support math, instruction, math, medical practices of teachers, the supervision of math, instruction, the support of curriculum implementation by principals and assistant principals and

David Pretto: how that's going. So I want to invite heather. And Jamie up to

David Pretto: the chair.

David Pretto: Yeah, it's free. That's free.

David Pretto: These fans aside. Okay? Great.

David Pretto: Hey? Hi, everyone.

David Pretto: Thank you. Everyone. It's a pleasure to be here. It's a pleasure to talk about some of the math instructional work that we've been doing both. Over the course of the last 2 years since they expanded the district teams.

David Pretto: I'm Heather Darrow Begian, and I'm Jamie Rasper, and we support math instruction. K. To 8 and District 20.

David Pretto: So before we get started, we wanted to give. You'll hear us use terms.

David Pretto: Where? Where do you need me?

David Pretto: You'll hear us mention these terms in our presentation. So we wanted to give some meaning behind them.

David Pretto: We're going to be mentioning standards, curriculum, and instruction.

David Pretto: When we talk about standards that's telling us where we are going. They are new York State developed.

David Pretto: They tell us what is taught and they are tested on right.

David Pretto: They describe the concept skills and content that is taught throughout the year.

David Pretto: Then we move into curriculum. Curriculum is the what. It's a standards-based roadmap that outlines the content that's going to be taught.

David Pretto: And lastly, the instruction. How how are we implementing standards and curricula? That's the approaches and strategies that used by teachers. So students can learn. It's the action, that of teaching. So that that in order to promote student learning.

David Pretto: thank you, Jamie, for level setting some of the terms. I'm so we're just gonna start with a high level overview of what we've been working on since the beginning of last year

David Pretto: one of our overarching goals has really been to create a a real community of math educators and math supervisors in the district. And in order to do so, we knew we needed to implement certain structures that would allow for

David Pretto: folks to come together and share their collective knowledge. There's so many knowledgeable educators in the district. We wanted to make sure that there was opportunities for people to get together, to go to each other's schools, to go into each other's classrooms, and to really talk about instruction. As a specific to math

David Pretto: in a way that they may not have had an opportunity to do before or in in a in a while.

David Pretto: So you know, to do that we're we started by creating opportunities for administrators and teachers to meet with their colleagues. Again. Like, I said, across schools and

David Pretto: to learn together and to share best practices.

David Pretto: We're very committed to supporting our school administrators, our principals and assistant principals are the primary drivers for improving instruction and we do

David Pretto: work with them. We identified assistant principals as a specific group that we wanted to work with last year.

David Pretto: and we had one assistant principal from every school in the district attend our assistant Principal Mathematics Institute.

David Pretto: and what we did is we met in small cohorts, and we visited different schools. We

David Pretto: observed math instruction. Together.

David Pretto: We read research on best practices for math instruction, and started to create and norm language around what good math instruction looks like

David Pretto: and what our expectations were for math instruction in the district.

David Pretto: And what this does is, it not only helps our administrators support teachers and offer high quality feedback to teachers. But it helps

David Pretto: teachers also implement their standards-based curriculum with more integrity.

David Pretto: There we go.

David Pretto: and finally, I wanna share what we're going to, what we have been working on this year, which is providing rich learning experiences specifically for our school based math coaches. Our school based. Math coaches are their teachers, but they work in schools with other teachers to improve their practice.

David Pretto: And we also have teachers that are have demonstrated leadership qualities within their building. So we have representatives, either coaches or teachers from every school in the district attending our

David Pretto: Instructional learning series this year. And

David Pretto: I'm just going to speak a little bit about that.

David Pretto: So

David Pretto: the goals of this professional learning series is

David Pretto: first to develop a shared understanding of what we're terming the effective mathematics, teaching practices. And actually that phrasing comes from the National Council of Teachers of mathematics which will describe in a little bit more detail. Everything that we do in terms of professional learning for our teachers and for administrators is research based

David Pretto: and

David Pretto: what we are doing is we are making sure that the the practices that we're promoting and talking about are not only

David Pretto: something that everybody has a shared understanding of, but that those practices also are ensuring equitable and high quality mathematics, instruction for all students

David Pretto: we

David Pretto: are

David Pretto: looking to also

David Pretto: work with teachers in developing content understanding in addition to practice. So we talk about instructional practices. This is the pedagogy that teachers are using in the classroom. But we're also adding in a layer where we can really work on understanding the math that we teach and really making sure that teachers have a deep understanding, not only of

David Pretto: the mathematics at their own grade level that they're teaching, but what it comes before and what comes after that grade level. So they know where kids are coming from and where they're going and enables them to really support students at multiple levels.

David Pretto: So one way that we do. This is we help them to understand and become more familiar with the New York State. Next generation, map learning standards.

David Pretto: And we're doing this with a lot of hands-on, immersive professional learning activities. I know there's even some people in this room that are participating and so, you know, we do a lot of math during our workshops together. As well as a lot of discussion and a lot of meaning making together.

David Pretto: And then finally, we want to make sure that

David Pretto: the teachers in our session, since they represent grades kindergarten through eighth grade that they really understand this progression of learning across the grades. It's a rare opportunity to get teachers in a room together that represent all of these grade levels, to talk deeply about instruction and about math content.

David Pretto: And so the the middle school teachers are learning from the elementary school teachers, and the elementary school teachers are learning from the middle school teachers in terms of Wow. I really understand why this makes sense to teach now, because of what they're going to do later and vice versa.

David Pretto: okay, so I'm gonna turn it over to you, Jamie.

David Pretto: So, as Heather mentioned, we are continuing our work from the Ap cohort in this year, still digging deep into the effective math teaching practices. They are highlighted here.

David Pretto: This comes from Nctm, which is at the National Council for teaching mathematics. It is the world's largest mathematics, education, organization. As heather mentioned, all of our work is grounded in research, and the use of the materials are endorsed by the Nctm. National Council of Teaching of Mathematics.

David Pretto: They're not focused on any specific curriculum, however, they are a product of decades of research.

David Pretto: on instruction that drives success in mathematics and can be applied to any high quality standards based curricula.

David Pretto: So through our professional learning series, we've had the opportunity to gather feedback from our participants, and you'll notice in our feedback what the teachers are learning is. You can see they're becoming more reflective in their own practice, and some points we wanted to highlight. Here is,

David Pretto: you know, teachers are learning to pose more purposeful questions. And not only is that assessing student learning, but it's offering opportunity to advance student learning right. They're also taking note of the coherence and

David Pretto: coherence of the standards as Heather mentioned that middle school teachers are learning from elementary and elementary teachers are learning from middle school teachers. And you could see here just a few highlights. I have learned so much. A lot of things that add up to a more cohesive picture of how I can better the learning happening in my classroom.

David Pretto: Also

David Pretto: how many important concepts in middle school are introduced in the elementary school level.

David Pretto: Okay, we just want to leave you all with some resources here. These are a few websites that you can go to if you want more information. The first is the New York City public schools, mathematics site.

David Pretto: The second is the new, the Ny, said, a New York State Education Department, website, which will allow you to see all the standards at the different grade levels. If you're interested in what your child is learning at their particular grade level. You can see, what the standards say about that.

David Pretto: And finally, the National Council of teachers, of mathematics, has resources for teachers, for parents and for the public. So you can visit that site as well.

David Pretto: Thank you. Yes, thank you very much.

Maya Rozenblat: Isn't allowed.

Maya Rozenblat: Sorry, Steve.

Maya Rozenblat: can I ask question?

David Pretto: Mine is nice question.

David Pretto: Oh.

David Pretto: but you said, Maya is, yeah.

Steve Stowe: Yeah. Maya. You have a question.

Maya Rozenblat: Yes, I just wanted to ask. So district 20 is particularly known

Maya Rozenblat: for kids.

Steve Stowe: We're thinking.

Maya Rozenblat: Sorry, can I?

Steve Stowe: Big question over big question or big question or big question or.

Maya Rozenblat: Yeah.

Steve Stowe: Yeah.

Maya Rozenblat: Oh, yeah, yeah. So what I was trying to say is, district 20 is particularly known for kids with advanced skills, especially Math and and my kid went to District 20 school. So there, there.

Maya Rozenblat: I I don't know what is the percentage, but this is a good percentage of kids who do a lot of math at home. And and you know, it's a culture. And and I think it's a good percentage. So these kids

Maya Rozenblat: tend to be bored out of their minds in the standard

Maya Rozenblat: lessons, and not all of them make to, you know, special programs. So my question is, is there any particular, you know.

Maya Rozenblat: segment that is devoted for the kids who are advanced and and who who, doing really well and can do better? Is there a way to challenge them? Or it's it's kind of pull kids out of not knowing math at all.

Maya Rozenblat: you know.

Maya Rozenblat: So my question is, is there anything to challenge kids who are excelling?

Maya Rozenblat: You want perfect.

David Pretto: Yeah, I'm gonna have heather start it. The answer to that question, my end?

David Pretto: No, that's an excellent question. And yes, I know that there are so many brilliant math students in this district. One thing I wanted to mention was that the the standards based curricula, the high quality curricula that we've been referring to.

David Pretto: all high quality curricula will offer extensions to regular grade level mathematics, lessons. There are often many extra projects. There are different types of way, of mathematics activities that are

David Pretto: available to teachers and schools to enrich the curricula and offer extensions for students that have you know, map learning that is exceeding the the regular grade level.

David Pretto: you know, content and and wants to pursue something a little bit more rich, and you know, just to

David Pretto: you know, just to add on that the students that are

David Pretto: you know, doing well with the grade level content. Also need to have experiences that are

David Pretto: rich and in terms of acceleration, not just going faster. And and and further into the next grade level, say, but also engaging in activities that maybe are cross content, like project based learning, which I know is happening in many of our schools in the district.

David Pretto: and other types of stem activities. Again, that I know that a lot of schools have their students engaged in.

David Pretto: So I I wanted to offer that do you want to add on to anything else?

David Pretto: And I also wanted to offer that the work that Heather and Jamie have been doing with assistant principals and principals in supporting

David Pretto: the supervision and the guidance of using the mathematical practices that it provide access for students who are accelerated as well as students who are, you know, require remediation, or who are on grade level.

David Pretto: you know.

David Pretto: guidance towards using those practices, but also teachers like, when teachers have a stronger understanding and sense of what those practices are and what those standards mean, they have more of the ability to look at the curriculum, make good decisions about what particular aspects of the curriculum that they're gonna utilize with different students as well as be able to.

David Pretto: How do I say like, make connections between what the curriculum is calling for and what the students interests are, what their backgrounds are and make some of those kind of like minor adjustments those things that teachers do in order to make the the curriculum interesting and relevant and rich for all students. So you know th that all comes back to having like a strong sense

David Pretto: an understanding of what the standards are calling for what the students have experienced last year, what the expectations are this year and next year. And really, I think Heather said it really well.

David Pretto: you know, we really want to. You know.

David Pretto: emphasize the importance of depth

David Pretto: within the standards at that particular grade level, as well as exposure and engagement with standards work that may be above the grade level for students who are accelerated.

Maya Rozenblat: Thank you. Thank you.

David Pretto: Kevin, do you have a question?

David Pretto: Let me sit down on mute.

David Pretto: You guys did it?

David Pretto: Okay? So so

Kevin Zhao: Bum.

David Pretto: We do have.

Kevin Zhao: Do you have? No, I mean, I'm talking about curriculum. Is there any like a detail to say what grade, what never should it achieve, or what large point should it be? Should I have been learned?

Kevin Zhao: Do we have any resources on that topic?

David Pretto: So, every.

Kevin Zhao: So every gridlier has parent.

David Pretto: Still bear.

David Pretto: so curriculums do offer parent facing

David Pretto: material, and I know some materials as well now are in different languages as well. So schools will be able to offer that. But there are parent facing. Some curricular have videos where parents could watch before, and then they could help their students with homework, but standard based curricular. Do have parent facing materials in order for you to get a better understanding of what your students are learning.

David Pretto: So all schools are expected to make available the curriculum information that's happening at their school. So your child school, or anyone other child school, you should be able to go to the school website.

David Pretto: speak with the teacher. We'll contact the parent coordinator to get, or the principal to be able to get the specific curriculum information from your child school. Not every school uses the same math curriculum.

David Pretto: What? How many? What are the major curriculum curricula we use in District 20.

David Pretto: So about 30 of our schools use envision math.

David Pretto: We have 4 using Eureka engage

David Pretto: or 8 8. We have 8 using Eureka engage and 4 using investigations. And they're all standard based. Envision is the the most popular. But they're about 30 out of our 40 schools are using it. And then out of the remaining 10 we have schools that are using

David Pretto: engage engage. New York.

David Pretto: which was the curriculum that also called the published version, is called Eureka, but they are virtually the same.

David Pretto: I'm sorry it's for using Eureka and engage. And then investigations, which is also a savvy published curricula is 3 of 3 of those. And there's a school using a curriculum called bridges.

David Pretto: But majority of our schools do use invention. Great. Yeah, I've definitely heard that before. And I think there's there's maybe one school that's using open up, which is a version of illustrative math.

David Pretto: It's a open resource version of illustrative mathematics. What do you? What's your opinion on illustrative math?

David Pretto: The. I'm no expert in the

David Pretto: The the details of the curriculum. But the

David Pretto: we've done setting on certain curriculum reviews and things like that with the Central Department.

David Pretto: central offices. And it is

David Pretto: definitely standards based. It's high quality. One of it's

David Pretto: One of the biggest

David Pretto: compliments people have about the curriculum is that it incorporates mathematical routines, which are kind of what they call, like low floor, high ceiling activities for students that they can participate in a lot of discourse and problem solving but they're quick. They're usually like 10 to 15 min. So they they incorporate that into the curriculum rather than it being an add on

David Pretto: And it's a problem based curriculum. Yeah, what are the what do you think about the criticisms of it?

David Pretto: I can't say. I've heard a number of criticisms, some. It is new, so I think that they're still building out a lot of resources. And you know, just

David Pretto: heard, like, you know, sometimes the print materials aren't as rich as some curricula that have been around longer that have more, more things, more bells and whistles, and that kind of thing. How about the just? The idea of student led versus teacher Led. I feel like illustrative math. Correct me if I'm wrong. Is a student led curriculum right?

David Pretto: Is that fair to say it's a problem, these curriculum. Yes, it's student centered.

David Pretto: It's not so different from a lot of the other curricula that we just mentioned. So envision is also problem based in that the every lesson starts out with the problem like base portion of the lesson. And then the

David Pretto: envision. Sorry not envision.

David Pretto: investigation investigations is.

David Pretto: definitely student centered. Constructivist curricula. They would call it. So. It's not so different from the ones that we've mentioned in the past. Yeah, I I think what I've read about it, is it? It is different from traditional curriculum. And I know we're not doing. It's not a K through 8, but I know it's being rolled out at high schools in the city. And I think

David Pretto: intelligent people could probably look forward and see that it's potentially coming to K through 8 as well. So I just.

David Pretto: you know, I've read things online. I'm I'm less of an expert than both of you, obviously. But I think the concern from parents is that

David Pretto: when you have less guidance from teachers, kids don't learn as effective. And I I think there always needs to be a balance with this stuff.

David Pretto: But what I've heard about illustrative math, and I haven't delved into it the way

David Pretto: I have some other topics. But what I've heard is just that

David Pretto: you know, it's great to give kids freedom and independence. But at the same time, especially with something like math. There has to be you know, some information conveyed, and

David Pretto: you know, in a traditional setting, at least. And I'm stereot. I'm generalizing here. But in traditional setting you get more of that

David Pretto: and then allow the kids to use what they've been taught.

David Pretto: So yeah, I mean, there's a there's certainly you know, different theoretical backgrounds to whatever curriculum that is, that is in place. And I think that you know, the starting in high school. May have,

David Pretto: created more of a contrast in terms of introducing a student centered type of curricula in in high schools may have been more of a change for some folks. I don't think that's the case, particularly in elementary schools. I think that, like I, said the the curriculum that we're already using, and you know many of the the teachers and principals and administrators in the room here know, too, that there

David Pretto: the intention is that students are meant to be working and in active problem solving throughout the period. And that does not mean it's not the same thing as letting them figure it out like an old like when when maths first started this kind of constructivist basis, like, you know, there was. It was a little bit more wishy washy. But now we have very, very clear standards any curriculum that we're

David Pretto: talking about, or that you know we use in the district is adherent to those standards, and it's not as

David Pretto: It's not soft like that in in that all these curricular choices offer a scope and sequence for the teacher to follow. That is alignment with the standards and the pacing and ensuring that, you know they're teaching standards in alignment with the state test. So yeah, in in what heather saying? It's not. It's not just the teachers off the beside. Then yeah. Great. Thank you sure

David Pretto: any other questions about math coaches?

David Pretto: Thank you. Thanks.

qin liang: And la.

David Pretto: So just switching to the next section, wanted to get to our highlighting whoop. Let's go back

David Pretto: principal and teacher leadership in District 20. So today, we're, gonna I'm gonna kind of briefly overview the work that we've done within priorities, one and 3

David Pretto: around student, all students learning how to read well as well as having a high quality. Academic experience. The support for English language learners goes across all content areas so the work that Heather and Jamie were speaking about

David Pretto: as well as the work that we will talk about shortly, you know, definitely touches upon that, and within that, the principal leadership development that we do monthly. Our principal conferences are focused on this work. So Heather and Jamie have presented at principal conferences over the last couple of years around, supporting the leadership of mathematics, instruction, and thinking about the mathematical practices, and especially from the leader lens around how to support teachers and implementing and providing, you know, quality feedback to teachers

David Pretto: aligned to the practices.

David Pretto: And then our literacy team Dr. Lucia Presentina heads that up and has been centering a lot of the principal leadership development in the district as well as principals, all bring a plus one to all of our leadership conferences. I I really believe that the principal can't do it alone, and it's really important that they're able to bring those key folks in the school to the principal conference, in order to be able to have them learn alongside them and support them and implementing the priorities that we put in place.

David Pretto: District 20 really centers. Instructional priorities and principals are responsible for the entire school. However, they are still the instructional leaders. So we really feel like it's important that they have their. You know, teacher, leaders, assistant principals, the folks that they identify on their leadership team to support them. In implementing that. And we really try to provide a lot of support for the principal

David Pretto: the district literacy team led by Dr. Presentina and has our 2 ais coordinators our Ela implementation specialist, our uft teacher center coach at the district level and our

David Pretto: our our mess are our multi

David Pretto: lingual L services administrator also on the team and and and the team collectively works with all schools in the district doing variety of things with Nyc. Reads professional development. Armessa has, you know, led professional development for all of our new Nl. Teachers in the district, with supporting specifically with el practices. Enl teachers work with all content areas, but

David Pretto: primarily with literacy teachers in co-teaching and standalone environments. So we really want to provide support for our Enl teachers.

David Pretto: And then this year, primarily, the literacy team within. In addition to the components of Nyc reads that come from the city, we have developed the district 20 learning lab, which is a structure where, all schools across the district have identified teacher leaders across K kindergarten through second grade is one group.

David Pretto: Third grade, through fifth grade is a second group, and then sixth grade. Through eighth grade is a third group, and every month all schools are represented in, you know these 3 grade bands and engage in professional development specifically around literacy.

David Pretto: and

David Pretto: in District 20, as English language learners is a primary subgroup. We have a large percentage, a large percentage of English language learners and a large raw number of English language learners. We have over 8,000 English language learners in District 20 of a district of 32,000 English language learners. Instruction is incredibly important in all of our schools.

David Pretto: So the learning lab where we provided professional development to teacher leaders. Where? Who then? And getting to our our celebrations that have been happening for the last few months as well as tonight's celebration.

David Pretto: Principals have identified teacher leaders who have come for professional development to enrich themselves. But these teachers have been going back to their schools and turnkey this professional development to their colleagues. This has been informed greatly by district needs, and then frankly, from the teacher leaders themselves. We've been learning. We learned a lot from them around what the needs were from teachers at their schools, and that helped inform the professional development that we provided over the course of the year, and these teachers have done a tremendous amount of work

David Pretto: it, both in their classrooms and then in their schools, with their colleagues, and in both cases of the schools today their principals, as well as the the teachers and their colleagues themselves have opened their doors multiple times to other schools other teachers, both from District 20 and and in the case of ps 69 has been welcoming schools from across the city

David Pretto: for the last couple of years. Highlighting practices in

David Pretto: implementing. You know, literacy curriculum a a user of inter reading for a couple of years since 2021 as principal kapa to Tanakis will share but a. A. Also supporting how the strategy structures and processes that principal and the literacy team put in place, you know, land in the classroom across the entire school to support all students with a with a emphasis on English language learners.

David Pretto: So

David Pretto: I'd like to first. You know, welcome up

David Pretto: to the to the front. I'd like to welcome up Principal William Kirk from Psis 2, 29. Diker and his his amazing teacher leaders Jonathan Goldman and Griffin Monaghan from Middle school, who are our our who support their schools from the learning lab have done tremendous work in supporting English language learners in middle school through the Middle school curriculum. So I'd like to welcome them up and have them

David Pretto: be recognized and share. So come on up.

David Pretto: Thank you. You can say, that's okay.

David Pretto: Good evening, everyone. I'm gonna just do a little intro. And then I'm gonna turn it over to these 2 amazing teachers. Just to kind of preface. This. This is not our first year with into reading and into literature. Although you're gonna be hearing about into literature specifically for our sixth through eighth grade students.

David Pretto: psi is 2, 2, 9, as the the name indicates is a K through 8 school and we've been using both into reading with our kindergarten through fifth grade students and into literature with our sixth to eighth grade students for 2 years. This is our second year. That being said, both of these gentlemen that you're about to see in here. I know we're a bit torn

David Pretto: when they were identified or tapped to be our lead teachers to go and participate in the district. 20 literacy learning lab that was because they are both very devoted to their teaching and supporting their students, including

David Pretto: those whose first language is not English.

David Pretto: They also, though, saw this as a great opportunity to become more familiar with all that into the Literacy and the Inter Literacy program has to offer. And especially how it could work to support English language learners and multilingual learners. That being said, it's my pleasure to introduce grade 8 English

David Pretto: teacher, Griffin, Monaghan, and Middle School English as a new language teacher, Mr. Jonathan Goldman.

David Pretto: please go to click. Okay.

David Pretto: thank you very much. Thank you, Mr. Kirk. Thank you, Dr. Prado, and thank you. Everyone. We're not gonna talk for very long. Just kind of go over a couple of the basic things that we've been doing

David Pretto: this year and a as everyone's mentioned the you know, the the workshops that we've been attending on a monthly basis have been really great, because we weren't sure exactly what they were gonna entail. It was new to us, as it was to most people. But you know, I think we've been able to kind of get exposure to a lot of the background that we might not have otherwise.

David Pretto: and I think one of the best parts, and and you kind of alluded to it when you're talking about math. Is that you know, we don't often get to talk with other teachers doing the same grade levels, teaching the same curriculum.

David Pretto: you know, at a school like ours, where it's on the smaller side, like I am the eighth grade. Ela. Teacher. So it's not like, I necessarily have as many opportunities to go in and view other people's classes. So it's been really great to you know, meet an entire room full of middle school teachers and and kind of get exposure to what they're doing as well.

David Pretto: So a couple of things that we were gonna mention today are just some of the things that we've been using with the new into literature. Specifically for 6 through 8. As I said before, I'm I'm doing eighth grade I was seventh grade last year, also, when we were beginning to introduce it.

David Pretto: and Mr. Goldman works with sixth, seventh, and eighth

David Pretto: so a a few of the things that we found really helpful and that you know, have come up in our meetings is, and I'm gonna assume in my

David Pretto: okay, or click the button. The the track also might

David Pretto: yeah. Great. There we go. Okay, so on the screen is one of the kind of

David Pretto: not necessarily complicated, but e extremely beneficial ways we've been able to use. into literature. This is that we've been able to use certain browsers to translate the material. And you know our experience before this was always working with physical textbooks. Which I'm you know.

David Pretto: by no means slagging off, but like the one of the benefits here for Elles has been

David Pretto: that we can

David Pretto: translate an entire website, and in this case an entire textbook at at like with a clip of a couple of buttons, and then translate it back and so one of the benefits that we have behind us. I don't know why I'm looking behind. It's also in front of me. Is that we can get the students to

David Pretto: Make a couple of windows at the same time. Pull up an English version, one, pull up their native language, or I should say their home language on the other, and that way they can not.

David Pretto: on one hand, just have English, and really not be able to follow, not just have a home language, and really only follow that without really transitioning instead, we kind of have it side by side, something that really we, you know, they helped us figure out last year when we started introducing this. So

David Pretto: you know, little little basic things that we wouldn't think of as being that important have. You know the fact that there are paragraph numbers on the side of this means that you know. Not only do we have people looking at the same time, but it's an easier way for them to actually make sure they're looking at the same thing we're reading at the same time and so that's been, you know, a a big plus anything else. No, I just wanna say. And it's also very interesting to watch the students, because,

David Pretto: You have all these assessments to see how well the students are doing, but you could also hover over their shoulder, and you could see, hey! This child is now transitioning and using the English version more than he or she used to do, or Hey, this student is focusing on the Chinese or Russian or Spanish version.

David Pretto: and using the English version supplementally. And then you try to encourage a little more of the English version. But that's been very helpful that it's not one of the other, that they're actually very adept enough to do it side by side, and we find that very useful that way. They're not.

David Pretto: They're always involved in the lesson. And they always can just look at certain words that they need when needed.

David Pretto: Yeah, and also to be clear. You know, we we definitely look at it in terms of gradual release. We're we're not planning on always. Having both screens up it. It's more like as we see the proficiency increasing. We try to get them to be less dependent on that. And so you know, it does. Allow for more of a transition to do something like that?

David Pretto: Another thing that we have is hmh, provides multilingual summaries, and

David Pretto: real summaries in the sense that it's like a paragraph long of what text we might be spending the next 5 days reading

David Pretto: and that's a small thing, but helpful, because, especially with our students, who are, you know, working on their English language skills.

David Pretto: kind of giving them context and a foothold into what like the just, the general gist of this is gonna be allows them

David Pretto: an easier ability to kind of take what's coming at them in in kind of attach it to that central point that they know. You know, this is what we're talking about as opposed to you know, trying to piece it together like. So they have a basic framework that kind of allows them some understanding of where we're going with it. And then they can kind of more easily attach it to things.

David Pretto: right now into literature generally only has these summaries in about 4 languages English, Spanish,

David Pretto: Brazilian, Portuguese, oddly enough, and and one other that I'm I'm blanking on because it's not in front of me on the screen. But the nice thing is in in something that you know. You showed us at the very beginning. Was that you know, Google translate, which is something you know, that we all as teachers use constantly and and generally have been using for our slides. And what we're gonna do.

David Pretto: many of us weren't aware that we could also do that with Pdfs like wholesale Pdf, so we can put those up there. And take even something like this. And even if it's only in 4 languages, we can still get that ourselves and then make it into any other languages we need to. So that's been particularly helpful. Yes, absolutely

David Pretto: one other scaffold that has been helpful. And you know most of us teaching Ela. This is not. We're not strangers to this in general, but just being able to have readily available vocabulary slides pre made that include

David Pretto: visual elements to kind of make sure that our students are not just seeing the word reading the definition, writing it, but also getting like a visual component, especially for those of our students who really are working at kind of a base level. This is particularly helpful to them.

David Pretto: As I said, that's something we've long done. But the fact that this is put together in advance for us has been very helpful. It it definitely a time saver, and it has a consistency of format that, I think is is helpful. You know, getting them to be able to

David Pretto: process that information.

David Pretto: we had a few other things, and these were just really things that we tacked on at the end. Nothing

David Pretto: that we need to spend too much time on. But yeah, just wanted to mention for for us when when we're sitting in the classroom. It's different when I'm seeing students. Oh, who.

David Pretto: as a push in or a pullout a pull out, I could do certain things with the students who are about to go into Ela class the following day or later in the day we could pre read some of the

David Pretto: passages

David Pretto: so they get an understanding beforehand, or I could assign them some work to pre read it in their own language, if needed, at least. So when they come to their the classroom, the Ela classroom, they have a basic understanding, and they're much more comfortable with some of the learning that is about to go on

David Pretto: so we do use pre reading and sometimes we show videos beforehand. So they come there and they can be more engaged. They don't feel as intimidated. And and those who are struggling are struggling less.

David Pretto: Yeah, small group discussion. We really spent a lot of time

David Pretto: in the classroom.

David Pretto: Did you understand? How did you understand? Can you show how you understood having the students speak with each other? And, Mr. Monaghan? It's really interesting. He really focuses on

David Pretto: grouping

David Pretto: what personalities would do well together, what students, what are their language needs? How long have they been in the system. How, how will this child do well with this child? Are they going to

David Pretto: make things easier on the each other? Are they going to learn from each other. So he really thinks a lot about grouping. And we really probably change the classroom around multiple times throughout the year, based on what's working and what is in and who needs to be motivated, who needs to be challenged and who needs to be, you know, hold back a little because he or she is putting on a show for somebody else instead of focusing on their work.

David Pretto: We use sentence starters and Hmh, graphic organizers, organizers which is built into the program

David Pretto: for writing and for organization. And we do do different types of reading, choral reading, and partner reading. In addition to the audio passage where sometimes they're just listening. We try to do multiple. The we try to see when we walk out of there.

David Pretto: Did they get it? Are they understanding? And if not, what could we do differently the next session, to make sure that they understand better in? In one last thing I'll say just because you mentioned the audio passages. Another nice thing about hmh, or I sorry. That's kind of what all the teachers refer to it as but into literature. Is that for all the text they have built in audio by different actors, not by like a very awkward mechanical voice.

David Pretto: and

David Pretto: One of the nice features is that it does have yellow highlighting that will highlight the sentence being read by the voice actor. And so a again. That's something that we found helpful for a lot of our els, because, getting to hear it getting to visualize it, having that, you know.

David Pretto: Translated text right next to it is just a lot of ways to hopefully for for them to get access.

David Pretto: I think that's it. Thank you

David Pretto: and I wanna add much. No, thank you. I wanna say that Mr. Monaghan and Mr. Goldman. First, we're very gracious in saying that they learned about the translating. You know, from the learning lab, we learned from them one of the big reasons that they really helped us crack the code in terms of making translation of not just this curriculum, but all core curriculum available for students and translated into all the different language. So I really appreciate.

David Pretto: I appreciate you guys for like support. That was a big support for the district early on. And I I really appreciate it. So that was huge. I feel like you guys need to be recognized for that

David Pretto: and something else. I just wanna say, because they they spoke a lot. They they said a few things about their practice. And I just wanna highlight some of those things, because, especially in middle school supporting English language learners is more. It's just more difficult, because the texts are more complex, the reading levels are higher, the books are longer, all that stuff

David Pretto: and the the things that the that Mr. Goldman and Mr. Monaghan talked about in terms of how an English language learner goes through their day at school. When a student has Eml services.

David Pretto: Mr. Goldman is the E. And L. Teacher that will work with the E. And L. Students in the class, and he will do a combination of working with just the Eml students.

David Pretto: and he'll also work with the Nl. Students in the class with the, with all of the other children.

David Pretto: And he said it very quickly. But it's really important that they've they've done a great job and are a great example of how

David Pretto: E. And L. Teachers and teacher teams work together with a shared curriculum to best support students, and how they prepare students who may need extra support in being able to access grade level curriculum when you're a seventh grader, and you're new to learning English. It is very challenging. And you're sitting there with a long text in a language that you don't read

David Pretto: independently.

David Pretto: Mr. Goldman and partnering with Mr. Monaghan is a great example of how they provide supports, using the time and the resources to be able to

David Pretto: to get the children ready, so that when they go into the classroom, and while they're in the classroom, are able to help all the all of the email students access the curriculum at that grade level, even though they're still learning the language. So I just wanted to highlight that because it's it's a huge need in the district. We have a lot of English language learners, as I mentioned, and many of them are in middle school

David Pretto: and that that combination of having a shared curriculum, but also teacher teams who like work very strategically together and supported by their principal to help make sure that they're put in the right place at the right time and can make those decisions really has a lot to do with. Why, students, you know, are able to accelerate and learn faster. So I just felt like it was really important to say, and these 2 gentlemen were great examples, and Mr. Kirk great support for them

David Pretto: next A principal who needs no introduction here. But, like, you know, I really want to. I'm really excited to welcome up Principal Jamie Caputanacus, and she's joined here

David Pretto: by.

David Pretto: Her 2 amazing assistant principals join the engineer and Lisa from Fernandez. But we're not celebrating them today. We are celebrating Miss Dana Marinero, who is the literacy coach

David Pretto: and has been supporting K. 2 and 3, 3 through 5 in the learning lab. And I'm sure Jane may mention it, but I think it's important to note that Jane has been a resource, not just for District 20, but all of New York City in in supporting not just looking at into reading as a curriculum. But how do you support

David Pretto: English language learners? And I'm sure you're gonna say 50 or 50% English language learners in the school. But what are the system, structures and practices that are required in order to maintain incredibly high levels of achievement with large percentages of English language learners while also meeting the needs of all kids. So I'm really like, happy to have Jane speak about that work. Congratulations, and really huge congratulations to Ms. Marinaro, who

David Pretto: makes it all work happen. Thank you. Thank you so much. Thank you. And thank you, Dr. Prito, and, as they say, teamwork makes the dream work.

David Pretto: and you can't have a great team without a great coach.

David Pretto: and it is my privilege to introduce you tonight to Dana Marinaro, the literacy coach at PS. 69. Dana is an intelligent, thoughtful, caring and kind teacher, and she works with all of our staff

David Pretto: in grades. K. Through 5.

David Pretto: Our literacy coach really provides the glue

David Pretto: to ensure that there is a common thread throughout our school, and rigorous instruction, as evidenced by the common planning.

David Pretto: by working to plan and implement our literacy.

Norma Arias: Are you talking to me.

David Pretto: Her work has a ripple effect of really touching the lives of each of our children.

David Pretto: Author Peter H. Reynolds poem. Bright Stars, reminds us that teachers are among the brightest stars in our constellation.

David Pretto: They guide us.

David Pretto: inspire us.

David Pretto: they light the way.

David Pretto: It is only fitting

David Pretto: that during Teacher Appreciation week we get to highlight one of our PS. 69. All starts.

David Pretto: She's going to tell you all about the work, because she is the one who is helping to lead that work.

David Pretto: So please welcome Coach Dana Marinaro.

David Pretto: Thank you so much. Thank you, Dr. Preto and CC. For having me, Jane. Thank you so much for that introduction. I really appreciate your beautiful words and sentiments. I appreciate you and your support always.

David Pretto: The work that I do is only done in collaboration with a great administrative team, led, of course, by Jamie Capitan, and 2 extremely dedicated assistant principals, Joanne Yanzer and Lisa Fung Fernandes.

David Pretto: my steadfast partner in crime, Gordona Buchanan, our math coach, and an amazing group of teachers who deserve so much credit for the work they do every day.

David Pretto: They are the ones who have been implementing all of the changes

David Pretto: since September, and I want to recognize them for their hard work and dedication.

David Pretto: I began working at Ps. 69, in 2,002, when the school first opened in my second year of teaching. So I have a lot of history in the building. I started as a second grade classroom teacher for several years and then moved into a yes, and then into the data specialist position. When that was invoke at the time.

David Pretto: and then into the testing coordinated position which I currently still hold, and finally became literacy coach in 2,008.

David Pretto: Throughout my 15 years as coach I have worked closely

David Pretto: with the teachers on many programs and new initiatives. In fact, we began using Hmh's intervening in September of 2,021, 3 years ago. So at the beginning of this year, our teachers were very well versed with the curriculum and the text, but as a phase, one school. We needed to make adjustments to meet city and district expectations.

David Pretto: I have attended the district 20 learning lab sessions for Kita, 2 and 3 to 5,

David Pretto: and after each meeting I share with my administrators, and I turn key information at our grade level meetings

David Pretto: and as well with our vertical instructional leadership team, and we discussed ways to use the literacy chefs to carry out the program and to meet the needs of our of all of our students.

David Pretto: Just to give a snapshot of our school, we have 560 students, and all 90% are Asian. Over 50% are English language learners. We have a bilingual class on each grade in cater. For 2 of those 5 classes are bilingual ICT classes. 18% of our children are students with disabilities.

David Pretto: We have an Icc class on each grade in K to 4, and we have 3 self-contained bridge classes, A. K. 1, 2, 3, and 4. 5.

David Pretto: Our school-wide goals this year was to give all students access to grade, level curriculum, and texts

David Pretto: to layer in scaffolds during our core tier. One instruction

David Pretto: to formulate needs-based groups

David Pretto: and provide differentiated support during tier 2 time.

David Pretto: and to give students the chance to engage with the 4 domains of language and read, write, listen, and speak every day.

David Pretto: which greatly supports the work we've done with the Lighthouse Collaborative.

David Pretto: We became a lighthouse collaborative school in 2,022,

David Pretto: and for the past 2 years our focus has been on developing oral language skills, particularly amongst our L population and giving them the tools and resources and space needed to help them find their voice.

David Pretto: Okay, thank you.

David Pretto: So in using HMH. Our teachers follow their I do. We do. You do model.

David Pretto: And this is a model that is very familiar to our teachers, and one that we have used successfully for years. They just needed to determine which each of each components would fit best into each part, and they've done a great job and getting a handle on this

David Pretto: in step one. Of course, we always begin with conducting a mini lesson. The teachers build background knowledge and vocabulary, including instruction around morphology.

David Pretto: We know that becoming familiar with a topic and word meaning certainly makes reading easier.

David Pretto: Teachers share what is called a get. Curious video at the start of each module, which is an engaging way to introduce the theme and get ready for what they're about to learn.

David Pretto: They use the vocabulary cards provided by the program regularly, and have found these to be an invaluable resource.

David Pretto: Each card has a strong visual on the front and on the back, the part of speech. Of course, the definition and an example that connects to the image that helps them to make associations between the words and their meanings.

David Pretto: We have seen a great deal of transference where students are using these words in speaking and writing which is so great to see and proof that the instruction is working.

David Pretto: The teachers model skills and strategies that support comprehension every day

David Pretto: they provide opportunities for student discussion, mostly in the form of turn and talks. They circle back to the module theme and essential question often, and add to the knowledge, the knowledge map with students throughout, so that nothing is taught in isolation, and students are able to make connections between parts.

David Pretto: the teacher's model how to annotate, because we all know that note taking helps us to process what we read.

David Pretto: and they model fluency sometimes with freeze text like you see here with the red slashes that have explicit freeze boundaries, so that students can read in meaningful chunks of text at a time.

David Pretto: The teachers also use module text and large for shared experience.

David Pretto: their anchor charts provided by Hmh. As well as their organizers, and they've learned to make revisions to these resources, using adobe acrobat and Microsoft word by embedding sentence frames and visuals and other supports where needed.

David Pretto: Finally, the teachers provide our L. Students with translated editions to support their reading and understanding in English. You can see an example of that here with this text that has been translated into simplify Chinese

David Pretto: teachers rely on the Hmh platform for this or their own software. In either case this has proven to be an integral piece to making students feel that they are part of a shared experience.

David Pretto: and giving them a leg up by giving them a chance to read in their native language. Prior to the lesson

David Pretto: after the Mini lesson whoops

David Pretto: after the Mini lesson we enter the independent work time.

David Pretto: This is the time where students apply this skill and strategy taught in their independent reading of grade level text and answering of questions. They use translated versions of text if needed. They partner, read together and hold discussions. They annotate in their my book to deconstruct text and monitor their comprehension, and they answer questions in the know it, show it.

David Pretto: At this time the teachers meet in small groups wherever you teach lesson

David Pretto: with tabletop Mini lessons as their major resource.

David Pretto: and they do this to provide extra support and clarification for students who need it.

David Pretto: After this time the students enter the engage and response portion of the lesson. This is when they write about reading, which helps to prepare them for the performance task. They also hold conversations that support our school, wide goal of improving sneak. Speaking amongst our Ls during the collaborative discussion components.

David Pretto: Next after our tier, one core instruction, we head into our tier 2 time, which in many schools may be done during a wind period.

David Pretto: Teachers prepare for this time by using multiple data sources to form needs based groups.

David Pretto: This enables the students to continue to practice skills previously taught, including foundational skills.

David Pretto: school wide. We have established 4 centers in every classroom, word, study, digital station, the reading center, including book clubs and the conversation corner that encourages student led questioning.

David Pretto: We have provided the students with lots of resources and tools to support them in this endeavor.

David Pretto: You can see here we have rings with question stems at higher levels of looms, taxonomy. We provide them with writable cubes that allows them to jot questions on the faces and then toss them in a game like fashion, which is a lot of fun and answer independently and or in a group.

David Pretto: We also give them question, swap sheets and speaking protocol sheets that reminds them of their roles as speakers, listeners and builders of conversation

David Pretto: in summary. I just like to say that I believe our teachers have met phase one expectations, and ensure that all students have opportunities every day to engage with grade, level text, grow their vocabulary, and transfer learning to speaking and writing, build their background knowledge, the direct teaching of content that helps to simplify reading.

David Pretto: read translated versions of module text if needed, and leverage their native language. To learn English.

David Pretto: listen to stories by their teacher and or online digitally

David Pretto: practice fluency by reading and rereading and practicing choral, echo and partner, reading

David Pretto: and engage in the 4 modalities of language with a particular focus on improving oral language skills to support our Els and helping them find their voice.

David Pretto: As we know it is language comprehension, along with word recognition that leads to reading success.

David Pretto: Finally, I just wanna say that we are so proud of the work we have done since September

David Pretto: to meet the city and district expectations, and we will continue to be responsive to new initiatives to the best of our ability, because we are committed to our students and to their success.

David Pretto: Thank you so much.

David Pretto: Thank you.

David Pretto: Thanks very much.

David Pretto: So for outstanding dedication and exceptional instructional leadership in the implementation of New York City, reads.

David Pretto: I, wanna one more time like. Thank you so much to Dana Marinaro, to Griffin Monahan, and to Jonathan Goldman for again support, not just supporting the students, but really trying to demonstrate how they've done a lot of work to support their colleagues.

David Pretto: And then they're not just in the school, but also in the district. You know, psi is 2, 29 was the school that many schools you know, connected with early on as an early adopter of into literature, and we will see how they went about structures and practices. As in addition to the contributions that the gentleman contributed to helping, cracking some of the code for translation, which has always been just a huge challenge for teachers, especially in a school with in a district with so many languages spoken. But just for all teachers

David Pretto: having translated materials is just an incredible challenge. So for a a a classroom teacher who's working on their own for a dual language teacher who is expected to teach in 2 different languages and is scrambling to find resources for an Eml teacher team for an email in a standalone teacher for everybody and then definitely for parents. So it's something that we've really wanted to kind of like, demonstrate how we've been able to find a way to

David Pretto: make connections to grade level curriculum for all students, including students who are English language learners and then definitely for Ps. 69 Miss Fernandez. Ms. Jenzar, obviously Miss Minow and and and principal Caputanac as the support that they provided to the entire district multiple times. Well, I mean I don't can't tell you how many times

David Pretto: how many schools have visited their school and their teachers. There's that they're used to it by now just people like walking in their classroom because the school has been used in District 20 and across the city for a couple of years to support teachers and looking at how teacher practices and implementing curriculum makes connections for all students, but especially English language learners to grade level curriculum so really like kudos. And and thank you for the great work that you do in the past

David Pretto: district.

David Pretto: Just a a final celebration. I just wanna you know, this is Asian American Pacific Islander month, and it is Jewish heritage month. So you know, all month, you know, we're celebrating our Api community the Jewish community and across city and our schools, you know, definitely, you know, recognizing and celebrating Api and Jewish heritage month it is teacher appreciation week, so you know, like extra special

David Pretto: to the to those in the room. But for all teachers, you know, really, you know, excited to celebrate them. And schools have activities going on all week around different ways that we're celebrating our teachers. I know that our parents play a huge role in that celebration. So I appreciate all of our parents, and obviously our principals for for doing that national school principal day was a couple of days ago. So definitely wanna recognize national school. Principal day

David Pretto: today is national school airstay.

David Pretto: So we wanna make sure everybody recognizes that as someone who is knows a nurse very well. Wanna make sure that we're recognizing National School nurse day. Mother's day is Sunday. So

David Pretto: just just yay, moms, and

David Pretto: alright Memorial Day obviously is May 20, seventh. But I wanted to highlight and invite the the Council. We are having our second annual district 20 Civic Symposium. We are a civics for all district. We've been a civics for all district for a couple of years now we've done a lot of work in the civics for all

David Pretto: initiative, including soap box, Nyc, all of our students across District 20 engage in the design development of soapbox speeches, identifying a problem in the community of need, developing it, speech and delivering it to their class to their school, and in some cases to the city.

David Pretto: And we've also all schools engage in participatory budgeting. So across District 20, all schools are provided with a you know not small amount of money that they engage in the democratic process across the school to identify how that money will be spent.

David Pretto: as well as the engagement in the civics for all curriculum as and take action projects, so

David Pretto: may 30. First at Ps. 9, 39. Appreciate principal moose rules for re hosting us again. We will have our sip a symposium where all schools will be representing the work that they've done across the year in the civics for all where. So you know.

David Pretto: I'll send a I'll send an email. But that's the date.

David Pretto: So and that concludes my presentation for today.

David Pretto: Yeah, yeah.

Steve Stowe: Escape out in there.

Steve Stowe: Thanks, David. I really appreciate. You know you've you've sort of bringing some of the behind the scenes, staff, so to speak, to the front of our meetings these last few months. It's great to have have teachers here, especially sort of sharing what they do, and I share you, and

Steve Stowe: saying we should wish every all of our teachers a very happy National Teacher Week. Cause it is very much appreciated. What every one of you does. So thank you from me and Cec, 20

Steve Stowe: I just want. I want to take a quick couple of minutes. We have 2 new members. One is joining tonight, and one joined last meeting, but is is also relatively new. Both have been appointed. So now we have a full 12 member, Cec. And I just wanted to give them both a chance to just make a quick introduction. Share their you know who they are? And Fabiola, do you want to come up and just, or are you? Are you on the zoom down there? Okay, you want to come, sit here and

Steve Stowe: beep

Steve Stowe: to that point? 6. Yeah.

Steve Stowe: The book.

Steve Stowe: Hey?

Steve Stowe: Gym!

Steve Stowe: Can we see me now?

Steve Stowe: It's going to load this

Steve Stowe: Hi, everyone for the ones you watching virtually, and thank you for the ones you're attending in person.

Steve Stowe: Fabio Lemieux, Bill!

Steve Stowe: I am a mom of a 9 year old. He attend PS. 7, 80

Steve Stowe: PS. 7, 86 in.

Steve Stowe: So then

Steve Stowe: 79, like a little scoreless 7 48

Steve Stowe: and I have been appointed but for President.

Steve Stowe: And I'm happy, you know, to be here and to join the CC. Thank you so much. And my background

Steve Stowe: an indigenous woman was born and raised in Mexico from the Nawan nation.

Steve Stowe: And I came to the States at the age of 17 as a teenager. And I know that is important, that you know we engage.

David Pretto: Yeah.

Steve Stowe: With our school community.

Steve Stowe: and also that we advocate for our communities, especially the ones who are now speaking English or Spanish

Steve Stowe: like my own. And

Steve Stowe: yeah, just, you know, very thankful to be in this room. And thank you, Dr. Prado. Thank you, Steve, for the work welcoming. Thank you.

Steve Stowe: Hi! Good evening, everyone. I just wanted to quickly introduce myself. My name's Sabrina Mcnamara. I'm the new D 75 appointee. I have lived in District 20 for over 30 years. Now my kids are in school there. I have 3 children, 2 with special needs, one in D 75 now.

Steve Stowe: and I just wanted to say that I look forward to working with everyone to meet all of our students needs.

Steve Stowe: Okay, next on the agenda is discussion of the adding the Cec Logo to the flyer for the

Steve Stowe: Mother's Day event at PS. 105,

Steve Stowe: Can someone share that Flyer Joyce, maybe. Or Kevin. Okay, can you share it? We'll just wait a minute while it

Steve Stowe: that long.

Steve Stowe: I see it. And I have. What's

Steve Stowe: yeah, that good correct.

Steve Stowe: Thank you. Fab.

Steve Stowe: Kevin's just going to share the flyer. And Joyce, do you just wanna as soon as he shares it?

Steve Stowe: start the discussion.

Steve Stowe: Did I? Just

Steve Stowe: you get kicked out? Sit here, Joyce. Okay.

Steve Stowe: Do I unmute

Steve Stowe: and.

Joyce Xie: Good.

Joyce Xie: Yeah, this is File Craig. We know this month is a amount of statement. So we want to in. Why, all the all the public

Joyce Xie: that we want to invite to, no matter state celebration. So this is Craig from Ps. 105, and the because our parent

Joyce Xie: volunteer is very at not active. So we wanna create this event to our community. So it's our privilege to invite our CC to our community to net. Our community more, know more about the Cec with the CC, so I want to end the local to our fire.

Joyce Xie: So no voting is about. Yeah, yeah, I mean, I guess, just to echo what Joyce is saying. You can see the flight. This is just a proposed version. This is what it would look like the logo. The Cec Logo is just on the bottom there, along with the other sponsors.

Joyce Xie: and the procedure is when you're a Cec. With an organization, and you anytime you use your logo or you anytime. There's a sort of an official action taken by the Cec. It has to be discussed on and voted on by the full body. And that's what we're doing here tonight is just to approve

Joyce Xie: the addition of the logo, and thereby it will be dennis's flag gets distributed. People will see that the Community Education Council to 20 supports this particular event.

Joyce Xie: Any questions about the event or about this process.

Joyce Xie: Yeah, go ahead, Tamara.

Joyce Xie: Don't have to be with me.

Tamara Stern: Because I actually have an event that same day. Okay? And my other question is that will we be able to? Will we be doing this in all the schools as well

Tamara Stern: in a house, we're able

Tamara Stern: be able to do all of that.

Joyce Xie: Workers was good to do it, because it's no way we can let our community our panel, know we have Cec.

Joyce Xie: because my previous couple year. A lot of patent doesn't know. That's a Cec. 28 Z.

Joyce Xie: So let's know we want to school. If you have event work on the school to pull night.

Joyce Xie: Our CC. We cannot, we have we? We will be not have person like people to your event. To present us is no way to get a panel engagement to

Joyce Xie: oh, wow!

Tamara Stern: Maria. We just need to just be there to support.

Joyce Xie: We're just being useful, would you? What's your question?

Joyce Xie: No budget, no money, no, nothing.

Joyce Xie: Just.

Tamara Stern: Which is.

Joyce Xie: If you send us my talk to Karen. If I'm welcome, Karen, any question they can reach, I'll ask

Joyce Xie: any other questions.

Joyce Xie: Yeah, go ahead on the bottom right

Joyce Xie: for organization of that.

John ricottone: And there's a person dancing.

Joyce Xie: And

Joyce Xie: okay, the the 2 logo is our all. They all nonprofit organization. So on the left, the purple one is for kind of like.

Joyce Xie: It's related to Onypd in the answer that they do safety public safety.

Joyce Xie: But it's a nonprofit. The left, on the right side is a dancer. Usually. Now we do have Noona, New Year's

Joyce Xie: Noona new every year we have my performance, those all support by this group. Yeah.

Joyce Xie: any you got any question about other logo, or you all know.

Joyce Xie: Joyce, can you tell us what's included? And you know you can't see the logo. He has 105. Now, when you was on the on the top

Joyce Xie: left side, right, left side, you see PS. 1, 5. This also for this design we craft on the student, the student design it.

Joyce Xie: They say we are many, but we are one.

Joyce Xie: Is there a motion to take a vote in a second?

Joyce Xie: Tracy?

Norma Arias: I have a question Steve.

Joyce Xie: Adding the Cec. Logo to this flyer.

Joyce Xie: So in the rolling Scc. Local to PS. 1, 5 modest, modest, modest day event.

Joyce Xie: Steve Stowe. Yes.

Joyce Xie: John. Well.

Joyce Xie: Elizabeth.

Joyce Xie: yes, she's online. Joyce. Yes.

Norma Arias: Hi! I'm sorry it's Norma. It's Norma from Hi. I'm sorry. I just have a really quick question. I was trying to see if I can

Norma Arias: unmute, and something didn't go well, but it's Norma from District 20 deepak. I just have a question about the flyer, do we add.

Norma Arias: Can you hear me.

Joyce Xie: Sorry we're just taking a vote. Am I unmuted?

Norma Arias: So I realise.

Steve Stowe: But just take.

Norma Arias: Sorry we're talking about now, just and.

Joyce Xie: I.

Steve Stowe: Norma and everyone else. We're seeing a vote.

Joyce Xie: Some of.

Steve Stowe: Are only are, are voting right now.

Norma Arias: Oh, that's too bad. Okay, alright, thanks, guys.

Steve Stowe: You still on

Steve Stowe: jeez.

junmi chen: Yes.

junmi chen: yes, if Amy I mean.

Steve Stowe: So late. One.

Steve Stowe: Yeah, yes.

Steve Stowe: May. Fine. We're just voting on adding the Cec. Logo to the Ps. 105, Mother's Day celebration.

Steve Stowe: How do you vote?

junmi chen: Yes.

Steve Stowe: Hey? Fine! You're muted.

junmi chen: Yes. Can you hear me?

Steve Stowe: Yeah, me.

Steve Stowe: yes, we can.

Melanie Qu - Mandarin Interpreter: That wasn't the 3,000.

Steve Stowe: Need to get your vote on.

Melanie Qu - Mandarin Interpreter: Seattle on the page. How are you?

Melanie Qu - Mandarin Interpreter: Okay? Thank you. Thank you.

Steve Stowe: Gwen Ming.

Steve Stowe: Yes, thank you. Yin Ching Maya.

Maya Rozenblat: Yes.

Steve Stowe: Thank you. Tamala.

Steve Stowe: wait. I'm I'm crazy.

Steve Stowe: Okay, thank you.

Steve Stowe: Kevin.

Steve Stowe: Okay, Fabiola.

Steve Stowe: I have 1 min to slow my phone. Okay, I will support. But just wanna say that it'll be nice to get orders in advance. Not just one day.

Steve Stowe: and you know, since the beginning of organizing the event be more involved just for transparency, for

Steve Stowe: you know, as a CC council, but also for parents in the community.

Steve Stowe: I'm gonna go. I'm gonna support only because I'm familiar with the organizations. And I know you know

Steve Stowe: well that they do have

Steve Stowe: who advanced with good intentions. But please, you know, just let's make you know, for for the next time we need in advance. Notice.

Steve Stowe: Yeah. Noted. Yeah. Thank you. Fabian. Yeah. Thank you.

Steve Stowe: Sabrina.

Steve Stowe: Thank you.

Steve Stowe: Yeah. So we got

Steve Stowe: 1 one. I inscus option, one abstained. So it's 10 years.

Steve Stowe: So Lisa, which is fast. Thank you. Thank you everyone.

Steve Stowe: and then next up we will have our final public speaking session.

Steve Stowe: I think there's some in person.

Steve Stowe: Let me grab that

Steve Stowe: at least. Well.

Steve Stowe: I'll I'll repeat the signing up for public speaking if anyone would like to sign up. There's a link posted in the chat.

Steve Stowe: that speakers can sign up for online. In addition, if there's still anyone in the room who would like to speak, please feel free to come forward and add your name to this list.

Steve Stowe: as I mentioned before, we have

Steve Stowe: code of conduct here at Cec. 20 on both in in our bylaws as well as Robert's rules.

Steve Stowe: Please remember to speak on ideas. Address your speaking to the chair of the meeting that is, myself.

Steve Stowe: and 3 min is the

Steve Stowe: time, so I will call the first in person. Speaker, I think this is

Steve Stowe: Chaplain Vivian Hernandez. Is it

Steve Stowe: great? Go ahead! And Kevin, should they.

Cam 1: Just

Cam 1: thank you so much, Steve.

Cam 1: when you you can turn there and speak, but they can hear they can hear me. Yes.

Cam 1: when you're should. Should Kevin should. Someone is, everything's good online. Yeah. Okay?

Cam 1: Mr. Stow, and all the members of the Cb. 20, the principals, assistant principals, borough president, appointees.

Cam 1: and anyone here that is in attendance in this meeting. I want to thank you for this opportunity to speak to you.

Cam 1: I am here to make an impassioned plea.

Cam 1: I am a resident of the Bay Bridge and Port Hamilton Army community.

Cam 1: and have children in the public school system

Cam 1: since 2,019. When I was first her first heard of Drag Queen Story Hour coming to our public schools, I was quite alarmed.

Cam 1: I was aware that they were being present in the libraries, but I didn't know that it would be coming to the schools.

Cam 1: This is a serious issue. As a chaplain. I have seen the results

Cam 1: for the sake of the children. I believe strongly that it's even though it's going on right now. It's inappropriate to bring into the classroom

Cam 1: because it, and interferes with the sexualization of our children

Cam 1: for the following reasons.

Cam 1: think about the visual and adult male

Cam 1: dressed in female clothing, some scantily dressed, being presented to young students.

Cam 1: We, as a society, are conflicted about these issues.

Cam 1: and adults are having hard times as well.

Cam 1: Why bring it before impressionable, innocent children.

Cam 1: I have screenshots of some of the material that is being talked about

Cam 1: this. The books are

Cam 1: Abcs of gender identity and pride. Puppy

Cam 1: books are being presented to

Cam 1: encourage cross dressing as positive.

Cam 1: It is not art, and I believe that for this reason it may be fun at first, because it's new, but it leaves many children confused.

Cam 1: In some schools the Drag Queen storyteller invites the children as early as first and second graders to dress and clothes of opposite sex, and parade around, saying, I'm proud of this activity, and brave be brave. They encourage them to dress in the opposite sex. This is

Cam 1: blaring, and this is blurring in their minds the differences between boys and girls and challenges parents and religious training that some of these children have.

Cam 1: I deeply respect

Cam 1: tolerance. But when it comes to young children I was looking in the Wikipedia of all places.

Cam 1: and it states that they are not at the level to be able to comprehend and accept these new concepts. They're too young.

Cam 1: Okay, gender.

Cam 1: Fluidity is what is being presented, and many, many parents do not agree with this.

Cam 1: In one extreme case. You can finish up children, sure, in one extreme case, and I'm not lying. The Drag Queen invited the children to place a dollar bill in the waste of

Cam 1: that in his own waste, and

Cam 1: I claim that it is something that needs to be addressed.

Cam 1: And it's the elephant in the classroom that we need to deal with. Yes, ma'am, thank you very much.

Steve Stowe: Thank you, speaker, thank you so much. Our next in person, speaker, is Yvette Stark.

Steve Stowe: Yvette, are you here?

Steve Stowe: I have those

Steve Stowe: 6 more

Steve Stowe: awesome. Thank you. Thanks.

Steve Stowe: Harrisburg is the big.

Steve Stowe: I believe in this console.

Steve Stowe: That's why everybody

Steve Stowe: I'm so grateful to have heard all.

Cam 1: Integrity and about instruction, and I'm grateful to attend this meeting. I haven't been to an educational meeting. Oh, my gosh! Probably in 20 years.

Cam 1: and I came because I was disturbed about the board questioning anybody's opinion about the transgender reading hour, the the reading hour that's been taking place in the library, and I'm here because I'm a grandparent and and

Cam 1: a mother. And there's been questions about this in education, and I wanted to talk about it. I live in Greenwich Village for 25 years. Excuse me. 35 years! Oh, my God!

Cam 1: 35 years, and I have been engaged in all different types of communities there, and I'm very much against anything involving what is taking place in our libraries and schools, and the books are being placed in the schools to introduce too much sexuality to children.

Cam 1: All I can tell you is that

Cam 1: you know I have sons that are 33 years old. They've gone through the public education system, the private education system, and also the religious education system. And they were special. Ed, so I've been involved in a lot of educational issues.

Cam 1: The thing is that all everybody's opinion needs to be heard. Nobody should be

Cam 1: disengaged from any volunteer activity on any board, and just to keep your eyes and ears open that this is not good for children.

Cam 1: you know. Having had children in the village for so many years, who have been to pride my kids. I just want you to know they're 33 years old. They went to school with a little boy, but 2 mothers who were who were police officers. They're 33. So how many years ago do the math?

Cam 1: Nobody cared about anything in involving dry, clean reading hour dressing up? Nobody cared. Everyone was accepted for who they were. There was nothing being shoved down their throats. What's taking place is brewing, and it's about forming a cult.

Cam 1: and it's just not appropriate. Forming a cult for little children. Age 2, 3, 5, 7, 8, 10 is not appropriate.

Cam 1: Our gray matter in our brain, industry in our brains do not develop until we're 25 or 26 years old.

Cam 1: So I just, I just wanna say that you have to be careful about what you're introducing to children in the public libraries and in our public schools. You have to be very wary of what you're introducing. Kids do not need to be sexualized. They don't need to touch themselves. They don't need to know anything about sex education. It's only for the parents to teach them. Thanks. It's only for the parents to teach that to children.

Cam 1: And having lived in the village for many years, which all kinds of people.

Cam 1: I just want to say there's nothing wrong with less is less, is more not over the top people wearing horns and being dressed up in costumes and twerking.

Cam 1: Hi! Hi! Everybody! Thank you for letting me speak. I'm here for my friend

Cam 1: John Ricketone, because supposedly somebody made a post. I don't know who they are, but I would encourage them to speak up. And let's hear your opinion. You know it's not the American way to quote

Cam 1: for somebody to be shut down just because of this opinion if you take the time to research it. And and I have me in my group. You know, you know we have gay people on our group. We have trans people in our group. We're not. So I'm responding to

Cam 1: the posts that call for drawn to be removed. And

Cam 1: I wouldn't

Cam 1: point by point with what they said and what the real truth is. So I'm just going to read that.

Cam 1: It says he objects to drag Queen Story hours. He claims it endorses the sexualization of monitors, and then the the truth is, one of the books is titled, The Hips on the Drag Queen, go swish, swish, swish! And you could see this right on the website of drag story out. It's twerking. It's basically twerking in the face. One of the pages says, I put my shake, my bum in.

Cam 1: and and if you also look at Greg Story Hour.

Cam 1: the the names. I don't even want to read that loud. But I I made some flyers so I could read the name. It's like a sexual pun name, and that's one of the

Cam 1: the storytellers, and if you go to their Instagram, which I also put there. It is really like, and it's fine for adults, but not but not for children. Satanically dressed, you know.

Cam 1: you know, doing sexual acts is is terrible.

Cam 1: and then should so I said, should this person be reading books to children? Of course not. And then they wrote, it's past time for people to stop saying gay transgender, and gender nonconforming people. Folks hurt people. There's a harmful lie. What message did he send these protests sent to nonconforming kids, they find fear and chain. This is a lie also because John has never said anything bad about gay or trans people. And it actually is a slur against the LGBT

Cam 1: Cue community to use them as a shield for Pedophilia, which this is, it has nothing to do with being. Yet

Cam 1: we have, you know, like I said Gays. Again the group give. I encourage us to look up the group, gaze against groomers which poses direct and story hour, because they stand for children's innocence as well.

Cam 1: Also children. It says, children's in teens who identify as transgender and gender nonconforming suffer from significantly higher rates of depression, anxiety, and self harm, including suicide. And I wrote, yes, that is sad. But that is caused

Cam 1: by programs like Drag Queen Story Hour, which put gender confusion and sexuality into children's young developing minds instead of true education and compassion.

Cam 1: So I

Cam 1: I'd I'd like to.

Cam 1: Is there a way like I could leave the flyers, or, Oh, okay, I need some flyers. If anybody would have.

Steve Stowe: That is it for our in person speakers?

Steve Stowe: We have 2 online speakers signed up at least at least 2 online. First is Fran Francis Brown.

Frances Brown, Sen. Chu: Answers.

Steve Stowe: So you

Steve Stowe: you hear me! There you are!

Frances Brown, Sen. Chu: Hi! For those of you who don't know me. My name is Francis Brown. I'm here on behalf of Senator Ewen Chu, who represents

Frances Brown, Sen. Chu: Benson Hearst Diker Heights. Sunset Park. Whole little strip

Frances Brown, Sen. Chu: around there.

Frances Brown, Sen. Chu: I have a few Updates. The last time since the last time I was here. The New York State budget has passed.

Frances Brown, Sen. Chu: So I just wanted to give you guys a few updates regarding funding

Frances Brown, Sen. Chu: DOE

Frances Brown, Sen. Chu: the

Frances Brown, Sen. Chu: the enacted State fiscal year 2024 25 budget will provide 35.9 billion dollars in funding to the general support for public schools, which will include a 24.9 billion

Frances Brown, Sen. Chu: in foundation aid and a 934.5 million increase

Frances Brown, Sen. Chu: over the last school year over the 2023, 2424 school year. So, yeah, foundation 8 has gone up.

Frances Brown, Sen. Chu: There have been additional

Frances Brown, Sen. Chu: increases as well. Libraries will be receiving an extra 10 million dollars in funding for construction tier 6 was passed for teachers, nurses, and all public employees and first responders.

Frances Brown, Sen. Chu: as just some of the big budget overview things.

Frances Brown, Sen. Chu: And then, additionally, while in here I wanted to say,

Frances Brown, Sen. Chu: happy aapi heritage month, and happy Jewish history month. The Senator is hosting a Southern Brooklyn, A. A N. Hpi. Celebration on May

Frances Brown, Sen. Chu: eighteenth, from 1130 Am. To one Pm. With performances and giveaways at

Frances Brown, Sen. Chu: being hosted at is 2 20 and I don't have a flyer for that yet. But one will be up on social media. All of her social media is, send Ewen to

Frances Brown, Sen. Chu: yeah. So those are my updates. And

Frances Brown, Sen. Chu: thank you all for this lovely meeting.

Steve Stowe: Thank you. Speaker.

Steve Stowe: Our next online speaker is Paulette Healy. Paulette. You can go ahead.

Paullette Healy: Hello, everyone so my name is Paula Healy. Long time. District 20. Parent. I have some updates of my own as well, where I'm part of a coalition called the Emergency Coalition to save education programs. And our coalition has been successful in making sure that in this particular executive budget that the mayor just released in April 20. Fourth, that he restored 600 million dollars back to

Paullette Healy: essential education programs. Such as special education supports the seed programs. Our community schools 3 K and Pre K,

Paullette Healy: and some arising. So it was very interesting

Paullette Healy: for me to sit in this meeting and hear someone from the DOE say

Paullette Healy: they're looking to expand summer rising seats. For next year, when summer rising was only extended for one year. There's no guarantee. We'll have some arising next year, so I encourage everyone in this meeting. If you are enjoying the benefits of having you know. Additional enrichment programs during the summer to please advocate.

Paullette Healy: you know, and write to the Mayor and write to our council member, Justin Brennan, who we are grateful to have as chair of the Financial Committee on Finance at the City Council to help fight

Paullette Healy: for baseline funding for these essential programs. So that parents don't have to struggle

Paullette Healy: to pay for childcare instead of putting food on the table. Also, it is IP season. And for families who are not aware. There is an expansion of what is called the parent membership program which allows parents to have a free member support at their IP meetings. I will put the link into the chat for anyone who would like to learn more about that. Every parent has a right to have representation to support them

Paullette Healy: during the IP. Process and

Paullette Healy: I am grateful as heck to have both Sabrina and Fabiola on this council, because they have been long time. District 20 advocates doing incredible work in this community, and they finally have a additional platform for them to amplify their efforts. Lastly, my voice is shaking because it's really really difficult for me to stay calm hearing the ridiculous

Paullette Healy: transphobic rhetoric that I just heard, and I I understand freedom of speech. Blah! Blah! Blah! All that stuff. But I'm raising a non gender conforming child, and I do not need more of this, so that she feels unsafe

Paullette Healy: in the schools that she's going to, or that she is unsafe walking the streets of our of our district where she grew up, because people in this room don't believe she should exist, or that they should exist, or that her journey is not important, and that goes for any child

Paullette Healy: in their gender or just in their identity journey, whether they are gay, whether they're non binary, whether they're trans, whether they're Chinese, whether they're black, whether you know it. Their identity is important, and no one else should be be policing and telling them who they are.

Steve Stowe: Thank you. Speaker

Steve Stowe: Nope.

Steve Stowe: Kevin, do we have any more online? Okay, that's it for our public speakers.

Steve Stowe: we will. Now final order business will be approved the minutes from the

Steve Stowe: April meeting. Kevin, can you share those, please?

Steve Stowe: And all we do? Just for anyone? Sabrina, and those we approve the minutes from the last meeting those get shared on the screen. Please take a Kevin will scroll through and please review them. If there's any changes that anyone would like to make. Please

Steve Stowe: say what those are.

Steve Stowe: I'm sorry we don't. We don't talk back and forth right now. I'm sorry public speaking is over.

Steve Stowe: It's

Steve Stowe: don't worry. We

Steve Stowe: any changes Council members to the minutes from the

Steve Stowe: April calendar meeting.

Steve Stowe: Okay, sharing none. The minutes are approved.

Steve Stowe: so we will now adjourn? Or is there a motion to adjourn the calendar meeting motion? Is there a second

Steve Stowe: all in favor? Yes.

Maya Rozenblat: Savoury.

Steve Stowe: so the April, the May

Steve Stowe: cz, 20 calendar meeting is adjourned. Does anyone need a 5 min break before we do the business meeting.

Steve Stowe: or should we go right to it? There's nothing on the agenda for the business meeting, so it'll be quick and we'll wrap it. And how's that sound. Good. Okay. So I will call the Cec. 20 May business meeting to order at 8 52 Pm.

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

Steve Stowe: Yes, for business. This is meeting May May eighth, 2,024. Steve. Still here.

Steve Stowe: John, here

Steve Stowe: we'll be.

Steve Stowe: It is best

Steve Stowe: absent. Joyce here

Steve Stowe: may fund.

junmi chen: Here.

junmi chen: Can you hear me.

Steve Stowe: Let me. Yeah.

Steve Stowe: Yeah. Here.

Steve Stowe: wien, ching, maya.

Maya Rozenblat: Here.

Steve Stowe: Micah. Thank you. Kamala

Steve Stowe: direct.

Steve Stowe: Did you say? All night tomorrow?

Steve Stowe: Great, thank you, Joyce.

Steve Stowe: Our interpreters. We have interpretation for the business meeting as well

Steve Stowe: could our interpreters. For an Arabic mandarin and Spanish Arabic. Could you please make your announcement?

Steve Stowe: Thanks

Steve Stowe: done.

Steve Stowe: You give you upstairs

Steve Stowe: system.

Arabic-Mina Elias: But so highly.

Arabic-Mina Elias: Local Arabia inforia bragollita solara. Come to let our boss aba

Arabic-Mina Elias: this are set the sitter or bar where headway, head or bar

Arabic-Mina Elias: tereta, she back? Sukorn, get in, and

Arabic-Mina Elias: Arabic

Arabic-Mina Elias: announcements injured.

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

Mandarin Ziyou Parker: One shot at least someone. Funny woman, Benson. Someone funny the team zone manically for that sense. She, the Idio dealing with Joe sunshine. Haji and Zephyrshire, the Tin Zone

Mandarin Ziyou Parker: team import at the file sense, the Id audio building. Would you send? Send? Thank you. I'm done.

Steve Stowe: Spanish things, not Spanish interpreters.

Spanish Interpreter -Ruth Jimenez Cabral: One.

Steve Stowe: Please see

Steve Stowe: see what is.

Spanish Interpreter -Ruth Jimenez Cabral: For us. Not just parasitic charlene prattation. The audio is the start on Espanol for power market is Donna Linia Telephonica altres co associate new sales

Spanish Interpreter -Ruth Jimenez Cabral: juicro uno

Spanish Interpreter -Ruth Jimenez Cabral: unoquatro, luago, market and PIN or collago. The conferencing case, and also say, stress. Also see it. Address

Spanish Interpreter -Ruth Jimenez Cabral: Quattro, also audio. The interpreter Espanol portfolio market is donal linear telefonica Al tres quattro sienet no fsa, says quatro uno una quatro market lp or categor conferencing case and also say stress

Spanish Interpreter -Ruth Jimenez Cabral: ocho siet cuatro ocho segue latiklan numero gracias.

Steve Stowe: Thank you.

Steve Stowe: Our agenda, for the business meeting is only to approve the

Steve Stowe: April

Steve Stowe: minutes unless any council members would like to. Add anything for discussion to the business meeting. This is the business meeting. Just so, you know, it's sort of where we discuss, as you can tell. It's not.

Steve Stowe: Generally. The public is not here. They can. They can be if they want. But it's generally informal time to just talk about things. We want to work on issues we want to bring up in the future. Anything like that?

Steve Stowe: otherwise, or we can just approve the minutes, and the meeting will be done?

Steve Stowe: So let's let's go to that right now. Kevin, why don't you share? Can you share those minutes, please?

Steve Stowe: So at the last meeting we just discussed the budget, a reminder for Council members to submit reimbursements. We'll echo that again.

Steve Stowe: We talked about a safety plan Update as a possible topic for the future.

Steve Stowe: Any changes to the minutes business meeting from last month.

Steve Stowe: Yeah, Jamie.

Steve Stowe: okay, hearing none. The minutes are approved.

Steve Stowe: Is there a motion to adjourn the business meeting. Second, all in favor. Aye, okay. The business meeting is concluded.

Steve Stowe: Our next meeting is June

Steve Stowe: June twelfth, at PSIS. 104

Steve Stowe: interpreters. Thank you. You're dismissed. Thank you. Everyone who online, who is here tonight. We'll see you all in June. Have a good night. Everyone.

Maya Rozenblat: And night.

Arabic-Mina Elias: Thank you. Good night.