

WEBVTT

1

00:00:01.740 --> 00:00:03.620

Stephen Stowe: This meeting is being recorded.

2

00:00:04.860 --> 00:00:06.600

Stephen Stowe: Thank you so much.

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00:00:46.810 --> 00:00:48.080

Stephen Stowe: Um.

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00:00:56.310 --> 00:00:59.229

Stephen Stowe: So that's it for administrative announcements tonight.

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00:00:59.590 --> 00:01:03.490

Stephen Stowe: Um! Can you mute? Whoever's Jan or Marie,

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00:01:03.700 --> 00:01:06.680

Stephen Stowe: we don't have the background. Nice.

7

00:01:09.420 --> 00:01:10.570

Stephen Stowe: Okay,

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00:01:11.220 --> 00:01:12.589

Stephen Stowe: um.

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00:01:12.900 --> 00:01:26.490

Stephen Stowe: And then, in addition, I I mentioned briefly signing up for public speaking. We will also take comments from individuals who are on the language lines, and we will also take comments from anyone who has dialed in using their cell phone.

10

00:01:33.400 --> 00:01:43.540

Stephen Stowe: So i'm just going to. Now i'm going to turn it over to one of our Council members to introduce the school. I'm going to turn over to Councilmember. Gada. Amen, Gada.

11

00:01:50.970 --> 00:01:57.290

Ghada Amin: Yes, and you. Are you ready to make your opening comments and introduce the school? Ps. Thirty.

12

00:01:57.300 --> 00:02:11.789

Stephen Stowe: Yes, yes, good evening, everyone. Tonight we are holding our meeting at Psi as Paris, the marijuana in school, even though I am not able to attend in person today.

13

00:02:11.800 --> 00:02:23.889

Ghada Amin: Very happy that our Csc. Meeting is with score tonight, as they have a large population and Arabic learning program

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00:02:25.090 --> 00:02:38.779

Ghada Amin: to begin the meeting, I am going to introduce two representatives from the school who are going to say a few words, parent, coordinator, runa, abuse, and community s you see

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00:02:38.960 --> 00:02:42.249

Ghada Amin: in him at money. Please go ahead, please

16

00:02:49.850 --> 00:02:52.520

Ghada Amin: you. You are using

17

00:02:55.970 --> 00:02:59.569

Ghada Amin: Stephen. You are muting. Everyone's

18

00:03:01.550 --> 00:03:03.330

Stephen Stowe: if we unmute that one.

19

00:03:07.040 --> 00:03:08.769

So I have a picture.

20

00:03:36.600 --> 00:03:38.330

D20 CEC20: Does everybody hear anything?

21

00:03:39.430 --> 00:03:41.360

I was

22

00:03:45.800 --> 00:03:54.710

D20 CEC20: Um! I want to welcome everybody here to Psi is thirty. My name is i'd like to introduce.

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00:04:30.520 --> 00:04:39.789

D20 CEC20: I want to say how impressed I am with the Cec. And the fact that they already have a full meeting set up with translators

24

00:04:39.800 --> 00:04:41.190
and hybrid

25

00:04:41.200 --> 00:04:43.110
D20 CEC20: at this point in the year.

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00:04:43.120 --> 00:04:50.889
D20 CEC20: I have such respect for that. It is very hard to run a hybrid meeting to make people who are in the room

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00:04:50.900 --> 00:05:05.179
D20 CEC20: be a part of what's happening on the computer for the people who are to make that feel heard that they can actually be over saying so. I really do appreciate that. And I want to say thank you, not just as

28

00:05:05.190 --> 00:05:24.689
D20 CEC20: remember the school staff here and in the community because you represent us, and I have such appreciation for who you are both, and have, and I um grew into our positions by being volunteers in our schools. Um! We were volunteers for many years,

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00:05:24.700 --> 00:05:27.330
both in other schools as well.

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00:05:27.550 --> 00:05:41.909
D20 CEC20: Um! And how eighteen has uh children here at school. So we want to know, you know, as but also as parents in the community. We really respect what we do. And uh, we're on the

31

00:05:53.560 --> 00:06:03.480
Stephen Stowe: Thank you so much, and we are very pleased to be here. We really appreciate the great hospitality that you've shown in. Principal herman has shown.

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00:06:03.540 --> 00:06:04.670
Stephen Stowe: Um

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00:06:06.050 --> 00:06:09.280
Stephen Stowe: Next i'm going to go over the agenda for this evening,

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00:06:09.840 --> 00:06:16.520
Stephen Stowe: Steve Weaser, can you share your screen for the agenda and the members of the Council who are in the room?

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00:06:16.530 --> 00:06:22.889

Stephen Stowe: Anyone who wants to pick up a copy at the front. The agenda is one-page document that looks like this.

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00:06:24.710 --> 00:06:35.110

Stephen Stowe: So the first order of business will just be approval of the August calendar meeting minutes. We've just had the opening remarks.

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00:06:35.170 --> 00:06:43.269

Stephen Stowe: We'll then have a superintendent, Dr. Preto, share his report a few comments from myself as Council President.

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00:06:43.450 --> 00:06:51.429

Stephen Stowe: We're gonna do a very quick introduction of one minor Cec. Twenty, bylaw amendment. Then we're going to have the public speaking session,

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00:06:51.500 --> 00:07:05.069

Stephen Stowe: and then we're going to have a discussion and a vote on the Covid. Nineteen mandate Resolution and a discussion and vote on the Middle School and High School admission reforms, resolution, and both of those resolutions are

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00:07:05.080 --> 00:07:14.239

Stephen Stowe: linked on the website. All you have to do is go to the website and look at the first pop up. That shows and you can review those there.

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00:07:14.590 --> 00:07:15.890

Stephen Stowe: Um,

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00:07:16.270 --> 00:07:17.290

Okay.

43

00:07:19.210 --> 00:07:37.979

Stephen Stowe: And I just want to acknowledge a few, and we always like to try to acknowledge guests who are with us tonight. Of course, in addition to Dr. Dr. Prado, as I mentioned, we're also joined by family leadership Coordinator Bill Chin family support Coordinator, Sylvia Jaczynski, Shawn McClain,

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00:07:37.990 --> 00:07:52.579

Stephen Stowe: Um. From the District office. Barbara Freeman, I see, has also joined us online. Um Donovan Swanson from the Borough president's

office is here. Sergey Tupric from the Controller. Lander's office is here,

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00:07:52.790 --> 00:07:58.690

Stephen Stowe: and I apologize if I missed anyone, but we thank you all for joining us.

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00:08:03.650 --> 00:08:08.939

Stephen Stowe: So now we'll have Dr. Prado if he's ready to give his report.

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00:08:13.520 --> 00:08:14.290

You

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00:08:14.300 --> 00:08:14.850

it's a

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00:08:15.800 --> 00:08:17.590

David Pretto: I'm. Just going to share my screen,

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00:08:17.600 --> 00:08:18.630

David Pretto: so

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00:08:20.440 --> 00:08:21.670

David Pretto: I can see it.

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00:08:27.620 --> 00:08:28.189

David Pretto: Of the

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00:08:28.200 --> 00:08:45.539

David Pretto: Good Evening District, twenty Council, President Stowe, and all guests. I'm. Really excited to be in person with you as well, and to be able to kick off the two thousand two hundred and twenty three school year with you all. So I'm just prepared a brief report,

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00:08:45.980 --> 00:09:00.599

David Pretto: so i'll just go over a brief agenda. First, i'll introduce the expanded district. Twenty team part of the Chancellor's reorganization of the doe involved the

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00:09:00.610 --> 00:09:17.159

David Pretto: the expansion of district teams. So today i'm happy to be able to introduce the expanded district team, and a few of the members

are here in person. I'll review the Chancellor's goals for the year, and then share an overview, not an exhaustive list, but an overview of our district goals and priorities

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00:09:17.220 --> 00:09:39.950

David Pretto: share some important dates, events, and reminders, and then follow up with a concern shared by several council members at the august meeting regarding safety in the community and our our our follow up with the district, and you know pieces that we put in place so far to support those concerns, both with Nypd as well as here at District Twenty.

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00:09:41.000 --> 00:09:49.499

David Pretto: So first I've included a flowchart of the expanded district twenty team.

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00:09:49.510 --> 00:10:07.470

David Pretto: And I think the first thing that turns out to me is that Dr. Blackburn, who is the Deputy Chancellor for school leadership, just has more letters in his name, so it appears a little bit smaller. I think that's the only reason why my name looks bigger, but we've

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00:10:07.480 --> 00:10:26.129

David Pretto: been able to take on a number of team members. I'm really excited today to be able to. I introduce them, and a few of them are in person. So first, a a familiar face from the team is uh deputy superintendent, Dr. Joseph O'brien, who as continues on with the team and really appreciate

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00:10:26.140 --> 00:10:41.369

David Pretto: all the work that that Dr. O'brien is doing with the team and reporting directly to Dr. O'brien is field support, liaison, Sean McClain of family leadership Coordinator Bill Chen and family support Coordinator Sylvia Jaczynski

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00:10:41.800 --> 00:11:00.920

David Pretto: Um, also on the team, is who worked with us last year and has worked with District twenty for several years in the capacity of both of of multilingual learners and English language learners. So Dr. Lucia Perez Medina really excited to have Dr. Medina on the team,

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00:11:00.930 --> 00:11:15.470

David Pretto: and Dr. Medina's workflow includes the supervision and support of our four compliance and performance specialists. So on the team we now have Mr. Daniel Castro,

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00:11:15.480 --> 00:11:43.780

David Pretto: Mr. Ronnie Rodriguez and two vacancies in the position of compliance and performance specialists for multilingual learners and English language learners, we're anticipating for these vacancies to be filled very quickly, and at the next meeting I intend to be able to share who the two additional team members are who will be supporting the district and the formerly Brooklyn South districts in compliance and performance specialty which

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00:11:43.790 --> 00:11:55.849

David Pretto: primarily regards the work of ensuring compliance of English language learner programs and multi-level learner programs for students who are entitled to them by law.

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00:11:56.260 --> 00:12:10.379

David Pretto: Also in the area of multi-layable learners and English language learners. Our services. Administrator Saeed, who's here with us today and say here's

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00:12:10.390 --> 00:12:25.619

David Pretto: role is more of an an instructional coaching role within the area of multilateral learners and English language. So we're really excited to have this workflow with us, especially addressing such a a key need, and

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00:12:26.020 --> 00:12:35.909

David Pretto: demographic of our district, which is a, you know, a high percentage of multi-layers and English language learners, and really excited to be able to have the support to continue to support them.

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00:12:36.100 --> 00:12:38.000

David Pretto: And finally,

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00:12:38.010 --> 00:13:05.930

David Pretto: and our new executive Director of School support and operations, Um is Laura Kaiser, who is also here with us today. Thanks a lot for being here, and in Laura's workflow is the direct supervision of several people, so i'll start with um our district instructional specialists. These are instructional coaches. Ah! So we have. Ah, first Dr. Hector Uribe, who is also with us here today to rebuild thanks for being here, and we also have

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00:13:05.940 --> 00:13:16.999

David Pretto: Jamie, Rasper, Heather, Derbegian, and Tracy Mccarthy. Nor so All of these coaches will be supporting District twenty this year.

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00:13:17.190 --> 00:13:40.059

David Pretto: Our administrator of special education is Valerie Valentine, who has previously supported district twenty schools in her role in her same role with the Royal City White Office in Brooklyn, South, and is now continuing to support district, twenty schools in the district. Twenty office. We have a student services manager, Russell Lieberman,

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00:13:40.070 --> 00:13:48.629

David Pretto: who will support with school climate, wellness, culture, as well as safety-related measures. So we're happy to have russell on the team,

73

00:13:49.160 --> 00:14:17.920

David Pretto: and we also have two ais coordinators, ais stands for academic intervention services, and we're really happy to have Michael Feldman and Sylvana Ferrara, as Savon is here with us today as well. So thanks for being here, but really happy to have both Michael and Savannah on the team, to support schools in their direct supports of the implementation of systems for primarily tier, two and tier, three supports of students in

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00:14:17.930 --> 00:14:19.330

schools.

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00:14:19.370 --> 00:14:39.349

David Pretto: Finally, we have two academic policy performance and assessment specialists, or we call them Appas. So we have Joseph Ayakano and Samantha, Barrett and Joe and Samantha will support all schools in a variety of places regarding programming, testing,

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00:14:39.700 --> 00:14:46.090

David Pretto: and ensuring. That academic policy is followed in all district schools.

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00:14:46.240 --> 00:14:58.140

David Pretto: We have a special Ed specialized student support lead. They're also called triple sls. So our triple sl is Karen Thomas, and that role is

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00:14:58.260 --> 00:15:05.710

David Pretto: instructional coach who specializes with students with disabilities, so that we're happy to have Karen on the team.

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00:15:06.260 --> 00:15:21.979

David Pretto: We have a social worker who will work directly in the district office really excited to have Lauren Taconi as our district.

Twenty social worker and Lauren's work will involve so supporting social workers in the district as well as

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00:15:21.990 --> 00:15:30.230

David Pretto: supporting a number of initiatives that are connected to school climate and wellness. We're really excited to have Lauren on the team, and finally, the

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00:15:30.240 --> 00:16:00.100

David Pretto: we have Anthony Kurano, who will support Ah, wellness programs through the office of school wellness, so that will include school climate and wellness pieces specifically within physical education and other components. So we're really excited to have an Anthony on the team. This is, and then obviously my administrative assistant, Michelle Way, supports me as well as the entire team in an administrative assistant role, and this constitutes the expanded district twenty team so really excited,

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00:16:00.110 --> 00:16:16.360

David Pretto: and in the in future meetings I intend to demonstrate alignment between district priorities and how the folks in the district team are supporting our schools and our students within their roles, as well as aligned to district priorities.

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00:16:19.960 --> 00:16:38.650

David Pretto: Next, I want to share the Chancellor's big goals for this year of Chancellor Banks in his summer just stated his goals for us in all districts across the school system. So first for all students to to learn to read well, ah, to be physically and emotionally safe

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00:16:38.660 --> 00:16:58.260

David Pretto: for to have a high-quality, academic experience, graduate with a strong plan and pathway to economic security for families, to be able to easily access information and support from New York City schools and be empowered to help their children succeed, and for the New York City school system to reflect the diversity of the city, it service

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00:16:59.060 --> 00:17:16.490

David Pretto: and using Chancellor banks as big goals. We've ah and the information, and from my year and a half in the district as Well, as other information, we've drafted out a set of district-wide priorities and initiatives, and we've organized a so far into

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00:17:16.500 --> 00:17:35.979

David Pretto: for larger themes, of community engagement, district planning and development, school climate and wellness and finally social,

emotional, equitable, academic learning. And this is known last year as the seal theory of action, which was a

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00:17:36.060 --> 00:18:05.889

David Pretto: a theory of action from the district in order to improve student outcomes across all of our schools, and we have this year based on our experience implementing the seal theory of action, have woven in the focus on equitable outcomes for kids into the seal theory of action based off of our school experience of focusing on a crse and the use of the Hr framework in ensuring that all students identities are

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00:18:05.900 --> 00:18:13.130

David Pretto: celebrated, valued, lifted, and reflected in the school's, curriculum, instruction, and school experiences,

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00:18:13.140 --> 00:18:32.979

David Pretto: which was our focus last year. So in order to ensure that we continue that work and deepen it, to ensure that our diverse student and family population are represented, valued, celebrated and leveraged in the classroom. We've folded those in together for that work,

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00:18:33.110 --> 00:18:36.819

David Pretto: and underneath each I've just named a few

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00:18:37.050 --> 00:18:47.700

David Pretto: high priority components of the district. Plan. It starts up at the top, but i'll start with community engagement starts with a listening tour. I will

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00:18:47.730 --> 00:19:03.789

David Pretto: embark on a listening tour across the district, and i'll share the dates of the first three events which will happen next week. But the purpose of the listening tour is to be able to

93

00:19:04.120 --> 00:19:25.220

David Pretto: get to all different parts of the district over the course of the year, to be able to share our plan and priorities and outcomes as the year progresses, and also provide an opportunity to hear feedback from the community, and ideas and suggestions about how we can either revise, modify, or add to the plan. So that's the intent behind the listening tour.

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00:19:25.230 --> 00:19:35.350

David Pretto: And I've scheduled a series of events that are district-wide and also plan to meet with all ptas over the course of the year,

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00:19:35.360 --> 00:19:52.250

David Pretto: and I met with the President's Council last week to share my goal of by the end of the Year meeting with every Pta across district twenty at least once in a variety of capacities, but mainly to be able to

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00:19:52.280 --> 00:20:08.009

David Pretto: make sure that the district plan is something that that folks are aware of, and that I am able to take feedback suggestions for revisions, modifications, additions to the district plan based off of the feedback from Ptas, and be able to directly connect with school communities.

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00:20:08.140 --> 00:20:09.390

David Pretto: Um.

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00:20:09.570 --> 00:20:37.410

David Pretto: The district Mission and vision is some work that we have begun to explore at the end of last year with the district leadership team, and will continue to do so and utilize my listening tour of district-wide events as well as individual school communities to be able to inform the the development of the mission and vision, as well as our partnership with all of our our members of the district leadership team representing Cc. Ptas, the U. Of Tsa

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00:20:37.420 --> 00:20:41.929

David Pretto: and our school community's, parents and Dc. Thirty, seven,

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00:20:42.030 --> 00:20:58.059

David Pretto: and then, finally, the doe has introduced some new apps that will support communication with students, with families, and to in general support the the record keeping and communication

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00:20:58.070 --> 00:21:12.260

David Pretto: methods of schools a little bit easier. So this year we'll focus on two of those to really support some district priorities and make sure that we're able to integrate those, and they dovetail nicely with the

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00:21:12.460 --> 00:21:32.439

David Pretto: grand majority of our schools, utilizing the grades, app and really trying to leverage the messaging app, to be able to communicate directly with families by sending push notifications and other communications to make sure that school based and district base, and the Chancellor will be using it. I'm sure as a system wide uh

103

00:21:32.590 --> 00:21:41.879

David Pretto: method for being able to immediately communicate with families. The mixed account information is going to be the account that,

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00:21:41.890 --> 00:22:10.219

David Pretto: uh the the messaging app will pull from to contact families. I'm proud of our work, especially with Uh Sylvia's work with parent coordinators and those work with families. We've been able to have one of the highest percentages in the city in terms of families signed up for Nixon accounts. But we continue to work with all of our schools to be able to close that gap to get to one hundred, but where we've done it's we've done a really good job in the district. Families have done a great job

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00:22:10.230 --> 00:22:27.369

David Pretto: getting the family signed up, so that information to be current as possible is a high priority in order to be able to leverage the the messaging app so more to to come on that. But that's something that we're really looking to Leverage this year to be able to communicate with with families in the community

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00:22:27.920 --> 00:22:50.519

David Pretto: within the area of district planning and development. We have. Ah, you know, we have some based off of our feedback and conversations and experiences last year, as well as the return from remote learning and the impact on district. Twenty programs. We're definitely beginning some work in the district around the examination of accelerated programming in the district.

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00:22:50.530 --> 00:23:09.649

David Pretto: We're also continuing our work to ensure a specialised program, particularly programs that are serving students with disabilities in a wide variety of arenas and service. Delivery methods are high quality that children are receiving them as mandated, and that we're ensuring that

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00:23:09.660 --> 00:23:22.220

David Pretto: that children are receiving what they need, and schools are equipped to be able to regularly monitor the progress of that service delivery and make modifications where it's required and necessary.

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00:23:22.230 --> 00:23:44.469

David Pretto: Um The The deployment and alignment of of our expanded district team to the district priorities. So that's definitely a key priority for us this year. I'm really excited to have the expanded team, and we're gonna want to make sure that these really vital human resources are, you know, connected to your schools, to your families, to students, and making sure that we're, you know, supporting the development of all,

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00:23:44.500 --> 00:23:53.399

David Pretto: we continue to explore the expansion of bilingual programs in the district. This is this has been a high priority and definitely something that is

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00:23:53.410 --> 00:24:17.230

David Pretto: a a a need in the district. So we'll continue to explore the expansion of these really important programs, and then finally begin the conversations around the new schools that are have already begun construction in some places, and are slated to open in two thousand and twenty-four, so you know, begin to start exploring the development of those new schools in in this coming year.

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00:24:17.910 --> 00:24:47.819

David Pretto: Within the the areas of school climate and wellness, we have three definite ah areas where we'll be focusing on, based on, based off of our preliminary look at Ah, at a data that chronic absenteeism is a priority of the doe and making sure that schools are that students are attending school every day. They, you know we need to be there in order to to be able to take advantage and learn and grow and develop. So really examining attendance and specifically chronic absenteeism is going to be a focus of

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00:24:47.830 --> 00:25:05.079

David Pretto: of our district. We will be looking into bullying, and the fair application of discipline in schools, making sure that our systems for discipline are fair and appropriate, as well as exploring what has been a

114

00:25:05.090 --> 00:25:18.769

David Pretto: a growing concern across all school communities in all districts across the country building. So we're really looking to develop a district wide approach in support for that, and then finally stemming from our.

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00:25:18.780 --> 00:25:29.499

David Pretto: We work within the Dessa screener, which was piloted last year, and we'll continue this year looking at the district results within the identified

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00:25:29.560 --> 00:25:42.219

David Pretto: areas for growth of optimistic thinking and goal directed behavior. So these are some of our priorities in terms of looking at how we can work with schools and utilize our district team and other resources to be able to develop.

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00:25:42.280 --> 00:25:59.259

David Pretto: And then, finally, the the seal theory of action which is really the the central focus of the team at school really directly targets social, emotional, academic learning the work that we're doing in classrooms as with students, directly with teachers support staff and principals.

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00:25:59.280 --> 00:26:06.169

David Pretto: This year we're going to focus on the use of protocols in the classroom structures that ensure that the

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00:26:06.180 --> 00:26:32.080

David Pretto: when we say that all students are engaged in a task, or are being connected to something that it truly means that all students are engaged in meaningfully in tasks. We focused on the implementation of the advanced literacy's, hallmarks, and the historically responsive literacy framework from our work, from cultivating genius. So we'll continue to look at We'll continue to leverage that work, but using the focus on

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00:26:32.090 --> 00:26:37.040

David Pretto: using protocols to ensure that all children are engaged, All means all

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00:26:37.210 --> 00:26:40.180

David Pretto: we'll be engaging in the in the

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00:26:40.440 --> 00:26:44.489

David Pretto: practice of instructional rounds, instructional rounds is a

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00:26:44.500 --> 00:27:08.949

David Pretto: an approach where similar to medical rounds, where a group of educators will identify a problem of practice, and then visit classrooms across school communities to observe the the implementation of professional development, to examine where some potential supports, or also to be able to

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00:27:08.960 --> 00:27:25.370

David Pretto: give feedback to communities on the progress towards goals. So instruction rounds will be a structural that will utilize this year in the district to be able to support the implementation of ever improving instruction

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00:27:26.040 --> 00:27:39.339

David Pretto: this year. We're also very excited to be a district-wide partner with the civics for all office and initiative. And we're very

excited about this and one of our key priorities within the civics, for all

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00:27:39.350 --> 00:28:05.369

David Pretto: office is a public speaking platform called Soapbox, Nyc. So this year our goal is for all for every single school and all students to be able to have access to soapbox and Yc. Is a public speaking platform that is based off of the development of speeches where students identify topics of local interest and concern and develop a speech, taking a position

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00:28:05.390 --> 00:28:21.130

David Pretto: in delivering their speech to their peers, and otherwise. So so so Box Andyc is something that we're very, very excited about. And it's definitely a high priority in in the district, and we'll definitely continue to short share information about soapbox.

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00:28:21.140 --> 00:28:39.710

David Pretto: Ah, we're this year. We're really taking a a hard look at our instruction and math. This was not something that we spoke about a lot last year, but this year we'll definitely be looking at our our instruction and our outcomes in in math, as well as Ela, and looking at how we're

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00:28:39.720 --> 00:28:47.080

David Pretto: supporting schools in math practices and making sure that we're approving outcomes in math for for all students.

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00:28:47.090 --> 00:29:16.850

David Pretto: Um. Our steam initiative this year we have, we have again, we once again ah leverage our our steam structure of steam coaches and steam weeds in the district. Ah! Supporting each other to engage students in steam. However, we have also in consultation with the Ah. With Cc. We have. We will be ah operating both a math and a science Olympiad this year, so students will havethe opportunity to engage in both a math and science. Olympia this year,

131

00:29:16.860 --> 00:29:38.359

David Pretto: where we have been communicating with the organizations who operate the math and science Olympiads. And we're we're on. I'll be sharing more information about the the details around what that will look like for students to be able to find out more about it and for it to be woven into the yearboat this year it's

132

00:29:38.370 --> 00:29:41.719

David Pretto: we're doing it. We're definitely having a math in science, Olympia. We're excited about it.

133

00:29:45.390 --> 00:30:08.240

David Pretto: And then, finally, early childhood literacy will. We will continue to focus in on the implementation of foundational literacy programs in all of our schools, and supporting our teachers and principals in ah ensuring that all of our young people continue to have access to ah foundational literacy programs to be able to, you know.

134

00:30:09.650 --> 00:30:24.680

David Pretto: Learn how to read at these critical ages. So that's ah! It's not an exhaustive list, but these are some of the Ah, the big, the big priorities that we will be jumping out to immediately this year.

135

00:30:26.210 --> 00:30:31.300

David Pretto: I've listed a long list of important dates,

136

00:30:34.100 --> 00:30:40.790

David Pretto: but there were a lot. So first tomorrow, September the fifteenth is the first day of Hispanic heritage month.

137

00:30:41.000 --> 00:30:43.280

David Pretto: Tomorrow is also the

138

00:30:43.570 --> 00:30:45.050

David Pretto: first

139

00:30:45.060 --> 00:31:09.510

David Pretto: elementary school Fall parent conferences. This is for impact in schools only. Not all schools will old fall conferences, so your school should have communicated with you. If you, If your school is holding a Ball Conference, which is typically a back to school night. Meet the teacher structure. Uh, but I did put impact to schools there because not all schools uh hold them. But it is on the Doe Calendar,

140

00:31:09.520 --> 00:31:25.200

David Pretto: September the seventeenth is Constitution Day, and my office is going to be sending out resources To's principals to to select, if they like to be able to engage students from Pre. K. To eight in activities that

141

00:31:25.510 --> 00:31:35.029

David Pretto: support the kind of understanding around the development of the United States Constitution. This is a part of our civics for all.

142

00:31:35.480 --> 00:31:53.250

David Pretto: On September twentieth our office will be partnering with the district twenty one office for a healthy homes. Webinar Series with families. Ah, Sylvia and and Bill, we have sent out information to our schools regarding the healthy home. Ah,

143

00:31:53.260 --> 00:32:06.369

David Pretto: Webinar Series. But The first Webinar is September, the twentieth September the twenty first is the first day of my state of the district. Twenty listening tour. This will be held at the Ps. Five hundred and three thousand five hundred and six campus

144

00:32:06.510 --> 00:32:08.340

David Pretto: at six zero Pm.

145

00:32:10.300 --> 00:32:15.420

David Pretto: On September The twenty second is the Middle School Fall Parent conferences for impacted schools.

146

00:32:15.480 --> 00:32:27.889

David Pretto: September twenty fourth. Is It's a Saturday? It's the ceremony celebrating the renaming of is two hundred and one diker heights to renaming it to the Madeleine Brennan School

147

00:32:28.450 --> 00:32:30.110

David Pretto: really excited about that.

148

00:32:30.750 --> 00:32:33.290

David Pretto: We have no school on the twenty sixth and twenty seventh.

149

00:32:34.130 --> 00:32:35.090

David Pretto: Excuse me.

150

00:32:35.100 --> 00:32:40.800

David Pretto: On September the twenty eighth is my second state of the district. Listening tour at the Cl Academy, Ps. Is one hundred and eighty

151

00:32:40.890 --> 00:32:48.629

David Pretto: September the twenty ninth are our district title, one District Parent Advisory Council elections

152

00:32:50.220 --> 00:32:54.199

David Pretto: which will be conducted virtually and remotely.

153

00:32:54.310 --> 00:33:14.220

David Pretto: Ah, September thirtieth is our district. Twenty district leadership team meeting, which has been rescheduled from the original day of September thirteenth, October fifth is Yum Kippur, and schools are closed, and October sixth is the third and final fall state of the district listening. Tour at Ps. Tool for Vince, Lombardy,

154

00:33:14.240 --> 00:33:25.480

David Pretto: and finally on October the tenth, is Italian American heritage less indigenous People's Day schools closed on that day, and finally, just

155

00:33:25.760 --> 00:33:41.820

David Pretto: on Monday, September nineteenth, which is coming up, begins the assessment window for our academic screeners. We will continue to use I ready for math in grades K. To eight, and in reading from grades three to eight.

156

00:33:41.830 --> 00:33:47.589

David Pretto: Well, we will continue to use the Acadians Academic screener in grades K. To two,

157

00:33:52.370 --> 00:34:10.810

David Pretto: and then Finally, I wanted to follow up from the council's concerns regarding safety in the community. We did meet with all of the heads or representatives of the four precincts that serve District twenty, the six, two, six, six, six, eight, and seven, two precincts, as well as

158

00:34:10.820 --> 00:34:24.480

David Pretto: my team, our our borough Safety director from the office of safety, youth, development, and representatives from the School Safety Division. Some of the concerns that we discussed were some concerns in the community traveling to and from school,

159

00:34:24.489 --> 00:34:35.789

David Pretto: including two specific spots, but also in general the school community. We discussed concerns that have been coming up from council members and other community members regarding the

160

00:34:35.889 --> 00:34:37.049

David Pretto: the

161

00:34:37.139 --> 00:34:48.169

David Pretto: proliferation of vaping with and without marijuana products, as well as marijuana products that are seeming to be appearing in the community,

162

00:34:48.340 --> 00:34:59.450

David Pretto: and we shared these concerns with the with the precinct Commanders School Safety and our safety director to to find information around.

163

00:34:59.520 --> 00:35:00.609

David Pretto: Ah,

164

00:35:00.620 --> 00:35:29.330

David Pretto: how we can address these pieces collaboratively, as well as information around how these concerns can be communicated most effectively to Nypd. So, first, with the safety concerns all the precinct commanders, really urged the reporting of all incidents through either the three hundred and one or nine hundred and eleven app. They said that those were the best methods for quickly escalating concerns

165

00:35:29.340 --> 00:35:45.910

David Pretto: three hundred and one for non-crimes things that are concerns in the community. And they reminded me or told me that in three hundred and one online you can include pictures of things that are concerning in the community, and two and one is something that is,

166

00:35:45.920 --> 00:36:14.849

David Pretto: that all precincts are held accountable to, and is a required to be able to ensure that non-crimes are being addressed. So that was the one that they really urged me to to communicate to the community to to leverage and utilize for non-crimes, and then to utilize nine hundred and one for crimes. I included here the harassment of children, because I did share that there was concerns in the community that families and children traveling to and from school had either been harassed or otherwise, or

167

00:36:14.860 --> 00:36:32.720

David Pretto: there was the fear of potential being harassed. They shared that harassment of children or other folks, especially driving to and from school. But any time is a crime, and to definitely leverage the nine hundred and one platform to report. Those

168

00:36:32.730 --> 00:36:51.509

David Pretto: keeps data on all of these things Ah! Particularly hate crimes with something that they shared, and I know that that was something that was a concern in the community. Ah! The numbers for hate crimes were low in the precincts, using their comstat data, however,

something that they share was made, that the data only goes in for things that are reported.

169

00:36:51.520 --> 00:37:07.160

David Pretto: So that was something that they really urged community members to do was to ensure to leverage the three hundred and one and nine hundred and one platforms to ensure that incidents are being recorded and are reported so that resources can be organized and utilized to address the concerns that are actually happening on the ground.

170

00:37:07.300 --> 00:37:09.589

David Pretto: They also shared that

171

00:37:09.920 --> 00:37:14.410

David Pretto: every precinct has sectors,

172

00:37:14.420 --> 00:37:42.390

David Pretto: and within each sector. There is somebody called a neighborhood community officer who is assigned to those sectors at the Ncos, and those folks are able to be contacted. Their email addresses are located on every precincts website, and you can reach out directly to these folks to the to connect around community concerns. But they, however, they did let me know that if there is a crime being committed, or something that is immediately urgent to definitely to call nine one one

173

00:37:42.400 --> 00:37:46.319

David Pretto: rather than reaching out to the neighborhood community officer.

174

00:37:46.360 --> 00:38:16.319

David Pretto: There are also youth community officers. These are what were formerly known as safety teams, school teams. Every precinct would have a group of officers who worked directly with schools, and they continued to do so. All the precinct commanders assured me that during the September month all of their school teams would be directly connecting with principals and every school to be able to directly liaise with principals. Um. So by the end of the month all schools and many of our principals

175

00:38:16.330 --> 00:38:21.879

David Pretto: already have, like very strong working relationships with their precincts. So you,

176

00:38:22.020 --> 00:38:26.299

David Pretto: the school is definitely a place that has direct

177

00:38:26.380 --> 00:38:43.249

David Pretto: direct ties to Nypd and can support folks that they're having a hard time getting connected. And finally they really urged us to leverage the School Safety agents, who are also a direct contact to be able to address concerns, particularly those that obviously occur in the school.

178

00:38:43.260 --> 00:38:59.339

David Pretto: So just to to review for reporting, because again the the the emphasis was placed on really making sure that all these different avenues were leverage in order to ensure that things are being reported was to leverage school safety in schools, as well as principals,

179

00:38:59.350 --> 00:39:04.639

David Pretto: and then three hundred and one for non-crimes, now one for for crimes,

180

00:39:07.360 --> 00:39:10.420

David Pretto: and that concludes my report.

181

00:39:11.010 --> 00:39:12.899

David Pretto: I'm going to stop my share.

182

00:39:13.260 --> 00:39:15.349

Stephen Stowe: Thanks, David.

183

00:39:19.740 --> 00:39:28.449

Stephen Stowe: A lot of information about sharing all this information is the district

184

00:39:28.920 --> 00:39:33.899

Stephen Stowe: at some point going to have a website where a lot of this stuff can get posted.

185

00:39:35.330 --> 00:39:40.789

Stephen Stowe: Great question. Yes, that we have. We have a website, one of the

186

00:39:46.290 --> 00:39:47.380

FACE - Steven Wieser: you about me,

187

00:39:55.100 --> 00:40:00.810

FACE - Steven Wieser: Steve. Both of you are muted right now, so I can't hear what Dr. Prado is saying.

188

00:40:01.030 --> 00:40:02.709

FACE - Steven Wieser: They're sixty-five

189

00:40:05.200 --> 00:40:20.240

David Pretto: so we have we have currently developed a beta version of our website a lot of the information that I've shared today will be posted on the website, and it will go live very shortly. So we've got the back end set up, and we're about to to send it out. Live very soon.

190

00:40:26.260 --> 00:40:27.839

Stephen Stowe: So for them

191

00:40:27.850 --> 00:40:36.089

Stephen Stowe: in the immediate future. If anyone has questions, wants to contact one of these new staff resources just through Bill and Sylvia.

192

00:40:36.100 --> 00:40:37.430

Stephen Stowe: That's right,

193

00:40:39.440 --> 00:40:40.609

Stephen Stowe: Jenny.

194

00:40:43.480 --> 00:40:45.310

He's right here at me. Or if you're at me.

195

00:40:47.290 --> 00:40:49.339

Jennifer Hu: Okay, I

196

00:40:49.370 --> 00:41:04.020

Jennifer Hu: So I just have a couple of questions about the schools that are opening in two thousand and twenty-four. Um! Well, there is one of them going to be a middle school, and are there any new specialized schools being planned

197

00:41:04.960 --> 00:41:06.490

Jennifer Hu: for the future?

198

00:41:08.450 --> 00:41:23.589

David Pretto: So we have one middle school that's opening into elementary schools. So far those are confirmed, and the ground has broken in a couple of them in terms of planning any specialized programs.

199

00:41:24.310 --> 00:41:39.889

David Pretto: Both both both the Angel Guardian site and the Nathan site are slotted for district seventy five seats, so there will be district seventy five programs located in um in both sites as well as the lease site at the Our Lady of Guadalupe.

200

00:41:39.990 --> 00:41:44.610

David Pretto: The site will also be a Standalone district, seventy five site for middle school students.

201

00:41:44.700 --> 00:41:47.490

David Pretto: So, in terms of specialized programs that

202

00:41:47.500 --> 00:42:01.189

David Pretto: there was a high priority on ensuring that we close the the seat deficit for middle school students in district seventy five who reside in district twenty. So when all of those sites open, we will,

203

00:42:01.200 --> 00:42:07.589

David Pretto: we project to have no seat deficit for district seventy five students who reside in district twenty, both in elementary and middle school.

204

00:42:07.600 --> 00:42:22.990

Jennifer Hu: That would be great. Um, I have just one more question. So in the early literacy program I know that there's sort of an ongoing debate about site. Words versus phonics. Will there be a

205

00:42:23.000 --> 00:42:51.010

David Pretto: a little bit more phonics being taught, or are we going to stick with what we've been doing? The the Chancellor has been very clear about taking a signs of being approached in early literacy, so all of our schools will be utilizing and a foundational literacy program that includes Phona twenty-eight awareness for our children in K. To two. And as there are schools leveraging two programs as well as

206

00:42:51.020 --> 00:43:01.019

David Pretto: having support in our expanded district team to support that specific area, as well as a couple of our schools receiving support

207

00:43:01.030 --> 00:43:14.389

David Pretto: at the school level to support that work. It's definitely high priority. And so the short answer is, Yes, we'll be. We'll be focusing on Yeah, definitely finding some unnecessary phonemic awareness in our early literacy programs in all schools.

208

00:43:14.400 --> 00:43:14.990

David Pretto: Thank you so much.

209

00:43:15.000 --> 00:43:15.810

Yeah.

210

00:43:18.340 --> 00:43:22.189

Stephen Stowe: Questions from any other Council members. I'm for a superintendent.

211

00:43:22.200 --> 00:43:24.890

Stephen Stowe: Good mine. Good.

212

00:43:26.250 --> 00:43:28.600

David Pretto: I'll see you to the street.

213

00:43:33.100 --> 00:43:53.860

Maya Rozenblat: I I still do that. You know all the things that you plan to develop. And and definitely I see that you you listed to us, and it actually means a lot to me. I don't want to talk about everyone, but I just felt like you listened last year, and I and i'm very thankful for that.

214

00:43:53.870 --> 00:44:13.369

Maya Rozenblat: Um. So one of the things that you mentioned there is math education, and you listed it as a separate item, because I think it's great and very timely. Um! Anything uh in particular, any details developed yet. Ah, anything that you have in mind for that I don't. Thank you

215

00:44:13.420 --> 00:44:28.770

Maya Rozenblat: not yet. I will definitely share more details on the the work that we're going to be doing in in math instruction this year. But I did delineate the the work in math instruction from the math and science Olympiad,

216

00:44:28.780 --> 00:44:34.300

David Pretto: because the work that we'll be doing with math instruction of the district will be

217

00:44:34.630 --> 00:44:45.040

David Pretto: ah across the entire district, whereas the math and science. Olympiad will be opportunities, for you know, for children, and not but not all children are going to participate in an Olympians, so they're not designed that way.

218

00:44:45.780 --> 00:44:47.770

David Pretto: Thank you. No problem.

219

00:44:50.880 --> 00:44:55.740

Stephen Stowe: Any other questions from Councilmember.

220

00:44:57.170 --> 00:45:01.060

Stephen Stowe: Thanks, Mom. Thank you very much, David,

221

00:45:01.070 --> 00:45:02.319

Stephen Stowe: and

222

00:45:03.200 --> 00:45:04.920

Stephen Stowe: we will. Now,

223

00:45:06.050 --> 00:45:08.969

Stephen Stowe: i'm just attending to a couple of

224

00:45:09.720 --> 00:45:18.699

Stephen Stowe: issues here. I've been made aware that the sign-up sheet for public speaking is not enabled i'm going to

225

00:45:18.950 --> 00:45:24.349

Stephen Stowe: fix that right now. So bear with me, everyone. I'm sorry for the delay here.

226

00:45:24.620 --> 00:45:25.979

Stephen Stowe: Um

227

00:45:31.440 --> 00:45:33.160

Stephen Stowe: sign up sheet,

228

00:45:33.760 --> 00:45:35.309

Stephen Stowe: so i'll just take one

229

00:45:35.320 --> 00:45:36.180
in it.

230
00:45:42.160 --> 00:45:43.220
Okay,

231
00:45:43.230 --> 00:45:48.989
Stephen Stowe: the The speaker sign up sheet for members. People attending the meeting online should be enabled

232
00:45:49.290 --> 00:45:52.250
Stephen Stowe: to accept responses

233
00:45:52.990 --> 00:45:54.189
at this point.

234
00:45:54.200 --> 00:46:00.489
If not, Steve, please let me know. Great thanks. It's work. So I just wanted to share a

235
00:46:00.500 --> 00:46:03.129
Stephen Stowe: couple things. One is that we've We've

236
00:46:04.260 --> 00:46:22.890
Stephen Stowe: you know. There's been a number of meetings going on a number of announcements. Obviously, with the beginning of the school year, and one that that I thought was very exciting was the announcement Monday from the Chancellor. And this is High School. Actually, i'm just reminded. I, just a council member.

237
00:46:22.900 --> 00:46:31.359
Stephen Stowe: If you let's join us or I'm going to hold my comments because we have City council. Member Alexa Ellis, who just rejoined the meeting, and I,

238
00:46:31.860 --> 00:46:37.140
Stephen Stowe: Kevin, she's we're welcome to have her say a few words right now.

239
00:46:37.190 --> 00:46:38.560
Stephen Stowe: Um!

240
00:46:38.650 --> 00:46:42.079

Stephen Stowe: So let me just get her to unmute

241

00:46:46.450 --> 00:46:47.529

September.

242

00:46:47.540 --> 00:46:49.020

Here we go

243

00:46:50.600 --> 00:46:55.280

Stephen Stowe: where zoom change it. It looks like she's trying to

244

00:46:55.740 --> 00:47:01.270

Stephen Stowe: enter the meeting, so i'm just trying to get councilmember. Alexa Iville is enabled to speak here.

245

00:47:01.790 --> 00:47:03.279

Stephen Stowe: Um,

246

00:47:09.960 --> 00:47:15.829

Stephen Stowe: find her. Okay, Hi! Can you hear me? Okay,

247

00:47:16.650 --> 00:47:19.289

Stephen Stowe: Councilmember, Are you? Are you able to unmute yourself?

248

00:47:19.300 --> 00:47:20.490

Alexa Aviles: Yes, I am.

249

00:47:20.500 --> 00:47:21.870

Stephen Stowe: Can you hear me.

250

00:47:21.880 --> 00:47:28.369

Stephen Stowe: We can't hear you right now. Hear me. How about now, can you? Yeah. I think there's something it says,

251

00:47:31.710 --> 00:47:33.739

Michelle martinez: Yes, we can hear you.

252

00:47:35.880 --> 00:47:40.229

Stephen Stowe: So folks Online Councilmember evils. Can you hear me?

253

00:47:42.720 --> 00:47:44.750

Stephen Stowe: None of us?

254

00:47:51.300 --> 00:47:59.420

Stephen Stowe: The Council member of your list? Maybe one of our members thinks it might be the headphones that's preventing people in the room from hearing you.

255

00:48:06.040 --> 00:48:08.710

Stephen Stowe: Are you able to speak without the headphones?

256

00:48:10.640 --> 00:48:13.650

Stephen Stowe: I can hear you, Steve, Steve Wheezer! I can hear you.

257

00:48:17.330 --> 00:48:20.529

Stephen Stowe: I definitely cannot hear the Council Council member,

258

00:48:21.500 --> 00:48:23.450

FACE - Steven Wieser: so we can't either.

259

00:48:25.490 --> 00:48:28.509

Stephen Stowe: And my volume is up. My volume is on.

260

00:48:31.490 --> 00:48:34.590

Stephen Stowe: It looks like just the people on this on the

261

00:48:35.030 --> 00:48:36.169

Stephen Stowe: Okay,

262

00:48:36.790 --> 00:48:48.700

Stephen Stowe: no problem. We will. We'll wait for you to connect. I'll just say a few of my comments, for in the meantime, So there was an announcement, Monday that

263

00:48:48.740 --> 00:48:52.340

Stephen Stowe: Chancellor Banks and Mayor Adams spoke about the

264

00:48:52.530 --> 00:49:04.269

Stephen Stowe: um one of their career initiatives, and this this involves high school, but I do think it's worth mentioning here, and I've I've spoken to or emailed at least with our high school a couple of our high school principals about it, which is the

265

00:49:04.580 --> 00:49:20.360

Stephen Stowe: this public-private partnership to promote career readiness and a youth apprenticeship program. It has an abbreviation. Crm Ya. It's part of the student pathways initiative it's targeting three thousand high school students at fifty plus schools,

266

00:49:20.370 --> 00:49:38.070

Stephen Stowe: placing kids and apprenticeships in finance, business technology, health care. It has some great partners with New York City jobs. Ceo Council, Jp. Morgan Accenture Career Wise, New York, Robin Hood, Bloomberg Philanthropies.

267

00:49:38.080 --> 00:49:50.490

Stephen Stowe: And I just think this is great to highlight, because it does reflect the the Chancellor. This is a big priority of his and the mayors, and at one of our high schools I was just emailing with. They've actually

268

00:49:50.500 --> 00:50:02.599

Stephen Stowe: the part of this program is referred to as the future Ready, Nyc. And they are starting to plan for it at that Fdr High School here in District twenty,

269

00:50:02.640 --> 00:50:12.970

Stephen Stowe: and it's really exciting, because this is the kind of stuff that helps kids understand why they're in school and get experience before they graduate. High School, which is so important.

270

00:50:14.300 --> 00:50:30.320

Stephen Stowe: And then the second thing I I just wanted to talk about tonight was the admissions data which we've received for Middle School and high school for the district, and this is going to come up later in the meeting when we discuss the the resolution on the emissions process. But i'm just going to share

271

00:50:30.720 --> 00:50:32.520

Stephen Stowe: my screen.

272

00:50:32.940 --> 00:50:34.339

Stephen Stowe: Um!

273

00:50:40.650 --> 00:50:44.580

Stephen Stowe: This is the dad. This is data from the enrollment office

274

00:50:44.590 --> 00:51:03.059

Stephen Stowe: on me middle school placement for this current year. So This is all the kids starting middle school right now. This was their the application results that happened in the process last year, and this sheet spreadsheet on the left. It shows all the districts,

275

00:51:03.090 --> 00:51:16.680

Stephen Stowe: and then it shows across the top the percentage of applicants that got either one of their top, three choices, one of their top, five choices, top, ten choices, or top twelve choices.

276

00:51:16.700 --> 00:51:26.520

Stephen Stowe: And what's really concerning here is i've sorted this by the top, three choices and the top five choices

277

00:51:26.530 --> 00:51:39.410

Stephen Stowe: worst to best, and District twenty is had the worst placement rate of any district in the city, and if you look at the top three choices. What this is saying is that of all the applicants,

278

00:51:39.490 --> 00:51:47.030

Stephen Stowe: seventy four percent of our applicants got one of their top three choices, and you can see that citywide. The average was ninety, one percent.

279

00:51:47.070 --> 00:51:56.509

Stephen Stowe: And then you can see that eighty four percent of our applicants got one of their top, five choices and citywide, the average was ninety, four percent.

280

00:51:56.720 --> 00:51:58.000

Stephen Stowe: Um,

281

00:51:58.190 --> 00:52:04.419

Stephen Stowe: Then I'm just going to flip over quickly. The The high school data is also available.

282

00:52:05.060 --> 00:52:11.739

Stephen Stowe: I'm just gonna try and share that if I can.

283

00:52:24.430 --> 00:52:35.949

Stephen Stowe: This is the high school data, and I've done the same thing here, and I've shared. I've sorted it by sort of worst to best, and this one district twenty is take the

284

00:52:36.300 --> 00:52:51.909

Stephen Stowe: worst. Um, all of our high school applicants. Sixty, seven percent got one of their top three choices, and the city average was seventy, four, and seventy. Seven percent of our students got one of their top five, and the city average was eighty, three percent.

285

00:52:51.920 --> 00:53:09.729

Stephen Stowe: So I'm: I'm very interested in what can be done about this, and we need more data on we. We have some suspicions as to why this shows up the way it is. But I definitely want to follow up with Dr. Preto and with the office of district planning in the doe, because

286

00:53:09.740 --> 00:53:21.790

Stephen Stowe: This means that our parents, on average, will be less satisfied with their middle school and high school placements than the average New York City parent, and we can't have that. There has to be some thinking about

287

00:53:21.800 --> 00:53:35.790

Stephen Stowe: why this and these numbers are showing up this way, and and what can be done about it. And this is definitely something Dr. Credo mentioned. The schools that are opening the capacity is coming online, and it's something that I would love to have further conversations about going forward.

288

00:53:37.560 --> 00:53:38.720

Stephen Stowe: Um,

289

00:53:42.320 --> 00:53:48.030

Stephen Stowe: Okay, those are my two just comments that I just wanted to share.

290

00:53:48.750 --> 00:53:53.969

Stephen Stowe: I'm going to scroll back. Now let's see if Council member of this

291

00:53:54.030 --> 00:53:55.750

Stephen Stowe: is now.

292

00:53:56.940 --> 00:54:01.490

Alexa Aviles: Yes, I excellent. We can hear you. So you hear me

293

00:54:01.500 --> 00:54:04.689

Alexa Aviles: Absolutely. The floor is your council

294

00:54:04.700 --> 00:54:06.189

Alexa Aviles: A.

295

00:54:06.200 --> 00:54:08.359

Alexa Aviles: Okay,

296

00:54:10.640 --> 00:54:15.539

Alexa Aviles: You're breaking up a little. Now you're breaking up now.

297

00:54:16.020 --> 00:54:25.879

Alexa Aviles: Thank you, Councilmember the receipt. We can't hear you. It's breaking up the connections bad.

298

00:54:30.600 --> 00:54:37.870

Alexa Aviles: How do you say everyone for the technology. You think All right, Then we try.

299

00:54:39.160 --> 00:54:41.750

Alexa Aviles: That's give me one second.

300

00:54:41.760 --> 00:54:54.109

Alexa Aviles: Can you hear me right now? It's okay. Can you hear me right now? It's good. Okay, I will say I will make this click, unfortunately. But thank you and apologies for all the technical glitches you would think after three years

301

00:54:54.120 --> 00:55:06.939

Alexa Aviles: we would have figured this all out. So thank you, everyone. My name is Alex. I'm. A council member for District Thirty eight, which has a wonderful pleasure of having a portion of district twenty

302

00:55:06.950 --> 00:55:22.239

Diane Castignani: and a significant part of Excuse me, Cec. Twenty, and a significant part of Cec. Fifteen, representing the neighborhoods of Censored Park in Red Hook and portions of Barr Park like their Heights and Windsor Terrace, so

303

00:55:22.250 --> 00:55:40.669

Alexa Aviles: just to say, really quickly, welcome back to everyone you have heard in the news. We are still fighting around city budgets. You may have heard that the city council put forward a resolution asking the mayor to reinstate four hundred and sixty nine million dollars

304

00:55:40.680 --> 00:55:57.809

Alexa Aviles: to the Department of Education Budget. We are still very much out of stencil, and have not heard back from the administration around full funding for the schools. That is still an ongoing process. Some of you know there is litigation that is being heard.

305

00:55:57.820 --> 00:56:01.099

Alexa Aviles: Um! That will be heard probably at the end of the month

306

00:56:01.850 --> 00:56:16.510

Alexa Aviles: around a procedural aspect that the litigants claim the Department of Education. The Administration did not follow appropriate procedure in the the voting around the school budgets.

307

00:56:16.520 --> 00:56:36.049

Alexa Aviles: So just so that, you know, I continue to fight for full funding of our schools. We are continue to be in a pandemic, and hopefully recovering and ensuring. Many of our schools, had significant cuts at a precarious stage, you know,

308

00:56:36.060 --> 00:56:57.400

Alexa Aviles: in in our children's lives, in our lives in New York city's time we felt like this was not the way to go. Our city did have a surplus um, and we felt fully investing in our children's education is what we should be doing currently right now. So i'm happy to take any questions around that directly.

309

00:56:57.410 --> 00:57:13.160

Alexa Aviles: I am fortunate don't have a lot of time, but happy to talk with any parents here. And then, lastly, I just wanted to say quickly, I I understand that tonight you will be looking at a resolution on a proposal asking to reinstate screens

310

00:57:13.170 --> 00:57:22.120

Alexa Aviles: for middle schools and high schools, and I must say for the record that was deeply disturbed to see this resolution. Obviously,

311

00:57:22.390 --> 00:57:40.549

Alexa Aviles: Mr. Stole began to point out some early data, and I would just implore this Council to really dig into the data to find out, because I, one hundred percent agree that our families should be satisfied with equality, and all children get a quality education right? And

312

00:57:40.560 --> 00:57:59.439

Alexa Aviles: and so I will be fighting for our families. But I really feel this resolution is deeply misplaced and misguided, and really goes back to some truly failed tactics of the past that have been proven over and over again to be very discriminatory, and ultimately not to be helpful. So

313

00:57:59.450 --> 00:58:10.090

Alexa Aviles: I just want to implore this body to really think about moving forward, and really think about what is the full quality education. Look for all children,

314

00:58:10.100 --> 00:58:20.240

Alexa Aviles: and and not perpetuate systems that segregate children into deserving or undeserving or perpetuating fallacies of, because you work so hard or just.

315

00:58:20.250 --> 00:58:31.440

Alexa Aviles: You know the most excellent students only deserve, You know, gifts. They all children are gifted in different ways, and the challenge for our system and us as a society

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00:58:31.450 --> 00:58:46.400

Alexa Aviles: is to meet those children where they are, and to compel and conjure and bring all the brilliance that they have to offer to bear. And that is the challenge that we are all

317

00:58:46.410 --> 00:58:51.760

Alexa Aviles: we all have, and we should be compelling. So I would strongly urge

318

00:58:52.010 --> 00:59:08.850

Alexa Aviles: the parents to vote. No on this resolution, and to really look deeply into the data and let's find a way that we can ensure that we are promoting quality, equitable education for all children. No matter if you know how to gain the system, no matter

319

00:59:08.860 --> 00:59:26.379

Alexa Aviles: if you have English as a second language, no matter what the issue is, and i'd be happy to work with any and all parents to explore that explore deeply, or we have seen a removal of screens. We've seen many positive gains in many areas. So one

320

00:59:26.390 --> 00:59:55.869

Alexa Aviles: I just want to really encourage you to not vote on this resolution to get the full data, and to to engage in robust conversations with the parents across the district to make sure we continue to move in

the right direction of equitable inclusive education for all children. And Dr. Prettel said it. That's all underlying all all children, not just a few, not some who are deserving. They all deserve priority education. So with that I wish I could stay to answer questions. But I will be available. You can.

321

00:59:55.880 --> 01:00:10.580

Alexa Aviles: My office district thirty, eight at Council Dot. Nyc. Gov. Our office is seven, one, eight, four, three, nine, nine, zero, one, two, and with that i'll leave you to your incredible business tonight. But thank you so much.

322

01:00:11.920 --> 01:00:21.389

Stephen Stowe: Thank you so much, Council Member for being here. We really appreciate it. And you've been here several times, and every time we love having you. So please, any time,

323

01:00:21.400 --> 01:00:23.089

Alexa Aviles: Thank you. We'll be in touch.

324

01:00:23.100 --> 01:00:23.589

Yeah,

325

01:00:23.600 --> 01:00:24.790

Stephen Stowe: Sounds good.

326

01:00:24.800 --> 01:00:25.819

Thank you.

327

01:00:31.340 --> 01:00:39.799

Stephen Stowe: The next next order of business is a procedural matter. We just need to introduce

328

01:00:40.160 --> 01:00:52.660

Stephen Stowe: last meeting. It's sort of for two meetings. Now we've been reforming the Cec Bylaws, and the majority of that is done. There is one minor

329

01:00:52.670 --> 01:01:08.149

Stephen Stowe: sort of clean up the modification we need to make, and the procedure for any change to the bylaws is, we have to introduce it at one meeting. Wait a month, and then prove it at the next meeting. So i'm just We're just introducing one procedural change.

330

01:01:08.160 --> 01:01:24.479

Stephen Stowe: This is a a line that we in in the the bylaws that we looked at last time we had a discussion about, should our meetings required to be held in facilities accessible to the disabled Um! What are the pros and cons of that? At the meeting last month

331

01:01:24.490 --> 01:01:41.870

Stephen Stowe: we discussed how there's many schools in district twenty that are not officially accessible to the to the disabled. There's a doe list, and I haven't done all of it, but it looks like at least half are not. And so we were just discussing about how, in a in an environment where there's

332

01:01:41.880 --> 01:02:04.089

Stephen Stowe: now hybrid meetings and everything is online. And and also the State law says public bodies should try to meet facilities that are accessible to the disabled like this one. Ps. Thirty is but State law doesn't hold to that standard, so we just felt it was appropriate to merge our bylaws with State law

333

01:02:04.100 --> 01:02:20.450

Stephen Stowe: and give us the flexibility. And so this line was still in there. There was another reference that we removed, and so, and I also want to remove this line, because this says schools throughout the district, and we might also at times have meetings and other facilities as well. So

334

01:02:20.460 --> 01:02:29.999

Stephen Stowe: and that's the proposed change to the Cec. Bylaws. We're just introducing it at this meeting, and this will kick off a thirty-day comment period from members of the public.

335

01:02:30.010 --> 01:02:42.450

Stephen Stowe: If you'd like to public to comment any members of the public on this proposed reform. You can contact us at the Cec email, Steve Weezer. Could you put that in the chat with C Youc email?

336

01:02:42.560 --> 01:02:47.179

Stephen Stowe: Then at the meeting in October we will vote on this change.

337

01:02:48.720 --> 01:02:51.919

Stephen Stowe: So that is done.

338

01:02:52.450 --> 01:02:56.419

Stephen Stowe: And now we have our public speaking session.

339

01:02:57.970 --> 01:03:02.950

Stephen Stowe: So bear with me while I get my bearings here, I think.
First we will

340

01:03:03.020 --> 01:03:08.950

Stephen Stowe: start with anyone in the room. Can someone just hand me
the speaking list? Was anyone signed up in the run to speak

341

01:03:11.400 --> 01:03:18.220

Stephen Stowe: just a reminder. If you're online, there's a speaker sign
up for that is being posted in the chat. If you'd like to sign up

342

01:03:18.860 --> 01:03:33.270

Stephen Stowe: great and we will, and for speakers we will have anyone in
the room who'd like to speak. There's a microphone at the front podium
here, just a reminder. There is a three minute time limit for speakers.

343

01:03:33.580 --> 01:03:34.939

Stephen Stowe: Um!

344

01:03:35.380 --> 01:03:40.240

Stephen Stowe: Any other procedural notes on speaking? I don't think so.

345

01:03:40.530 --> 01:03:48.960

Stephen Stowe: Our first public speaker of the night in attendance, Maria
Garcia. Are you here, Maria?

346

01:04:20.100 --> 01:04:21.120

Okay,

347

01:04:48.310 --> 01:04:49.479

change

348

01:06:40.360 --> 01:07:00.329

Kevin Zhao: opportunity of choices for all students?

349

01:07:05.100 --> 01:07:06.310

Stephen Stowe: Thank you.

350

01:07:06.970 --> 01:07:14.590

Stephen Stowe: Our next In-person Speaker is Susan. Susan John.

351

01:10:36.890 --> 01:10:38.260

Stephen Stowe: Thank you.

352

01:10:44.640 --> 01:10:47.470

Stephen Stowe: Our next speaker is Michelle Magnus.

353

01:11:20.790 --> 01:11:22.000

Kevin Zhao: So

354

01:11:31.800 --> 01:11:46.239

Kevin Zhao: the idea to hold back children, and that's where it is not free In equity we don't need to create equity that it's not the right way. We should rather it occur to all kids to try it for more models, fighting resources like two or three, and so forth,

355

01:12:31.500 --> 01:12:44.490

Kevin Zhao: whether it's an accelerated program. We don't have to have more than other

356

01:13:30.790 --> 01:13:45.990

Kevin Zhao: using them. There are a lot of kids who need support, but they're not really getting it and like It's the classic. I know It's rolling it out slowly. But there's a lot of kids who are suffering now, and how are we going to support the model.

357

01:13:46.140 --> 01:13:50.070

Kevin Zhao: Um,

358

01:13:55.040 --> 01:13:56.360

Stephen Stowe: thank you.

359

01:13:57.090 --> 01:14:08.229

Kevin Zhao: So that's it for the in-person speakers. So can we go to the virtual attendees, Steve Weiser? Are there any

360

01:14:08.780 --> 01:14:11.919

Kevin Zhao: individuals signed up online to speak the

361

01:14:12.350 --> 01:14:14.609

FACE - Steven Wieser: I don't have access to the back end.

362

01:14:19.770 --> 01:14:23.530

FACE - Steven Wieser: If you want to send it to me, we could see if the interpreters have anyone

363

01:14:25.810 --> 01:14:27.219

Stephen Stowe: actually.

364

01:14:28.270 --> 01:14:34.569

FACE - Steven Wieser: Never mind. I've got it right here, Steve. I can. I've got him right here. I can call him. Yep.

365

01:14:35.110 --> 01:14:38.599

Stephen Stowe: So the first online speaker, Donovan Swanson.

366

01:14:39.970 --> 01:14:43.189

Donavan Swanson, Borough Hall: Hi! Good evening. Can you guys hear me?

367

01:14:43.380 --> 01:15:12.940

Donavan Swanson, Borough Hall: Yes, perfect. So I just wanted to introduce myself. My name is Donovan Swanson. I represent Rural Hall. Um, i'm our education policy analyst. So i'll be with everything education based for all of all. Um! I just wanted to let you know that. Um i'm representing our office. I will be attending as many meetings as I can, the goal of being at least at two Cc. Meetings for all districts. So you guys can um plan on seeing my face again. Um, I've already

368

01:15:12.950 --> 01:15:40.169

Donavan Swanson, Borough Hall: with our Cdc appointee, Kevin. So if there's anything that you want to raise tomorrow hall, you can also connect Kevin to us.

369

01:15:40.180 --> 01:16:01.869

Donavan Swanson, Borough Hall: Um as well. I'm not to be peace. I won't necessarily. Lean into some of the resolutions you are voting on, but I will say that our office has a high priority in regards to equity, so please

370

01:16:01.880 --> 01:16:30.969

Donavan Swanson, Borough Hall: um. There will be the opportunity to partner with our office. Our goal is to get as many youngsters to borrow all as well. We have a high priority for um, for cynic engagement, and so a superintendent. I will definitely be reaching out to. I already sent an email um while you are speaking, but I do also hope that we can connect specifically with regard to your civic initiatives as well as we have a high focus on literacy, restorative justice, work, and things like that

371

01:16:30.980 --> 01:17:00.339

Donavan Swanson, Borough Hall: office welcomes any and all partners that includes any providers that might be attending.

372

01:17:04.440 --> 01:17:18.489

Donavan Swanson, Borough Hall: And thank you so much. It's great to meet you, Donovan. Look forward to continued partnership. I do want to add, Stephen, that we will be reaching out specifically to you as Cc. President to be having. You have some face under.

373

01:17:18.500 --> 01:17:20.240

Stephen Stowe: That sounds great. Thanks.

374

01:17:49.520 --> 01:17:54.259

Stephen Stowe: Just just making sure we can get the best

375

01:17:54.390 --> 01:17:58.220

Stephen Stowe: audio visual that we can here. So the next speaker

376

01:17:58.540 --> 01:18:03.629

Stephen Stowe: is someone who registered online as Bk: near

377

01:18:03.720 --> 01:18:05.160

Stephen Stowe: Um,

378

01:18:05.900 --> 01:18:08.720

Stephen Stowe: I'm. Just going to look and see if

379

01:18:09.010 --> 01:18:12.410

Stephen Stowe: I see anyone by that name in the

380

01:18:12.700 --> 01:18:21.199

Stephen Stowe: meeting room. If anyone else sees anyone in the room in the participant List Bk: Ne. Are. I'm not seeing them right now.

381

01:18:23.240 --> 01:18:25.579

Stephen Stowe: Okay. So we're just going to skip.

382

01:18:25.940 --> 01:18:30.920

Stephen Stowe: Speaker. Next speaker is Chen Quark,

383

01:18:31.550 --> 01:18:35.019

Stephen Stowe: and I am just going to see if I see

384

01:18:35.660 --> 01:18:40.100

Stephen Stowe: Chen in the room, I also do not see

385

01:18:41.290 --> 01:18:43.480

Stephen Stowe: chin in the room.

386

01:18:45.510 --> 01:18:46.910

Stephen Stowe: Um,

387

01:18:47.080 --> 01:18:54.089

Stephen Stowe: next speaker is Bk: Parent. Do we see Bk: parent online?

388

01:18:55.470 --> 01:18:59.859

Stephen Stowe: If anyone does see, please, I mean, I don't see bk parent, either.

389

01:19:01.580 --> 01:19:06.349

Stephen Stowe: Yeah. And as as Steve weaser just pointed out, if you can hear your name, and

390

01:19:06.540 --> 01:19:11.600

Stephen Stowe: we haven't seen you. Please raise your hand, and we can recognize you.

391

01:19:12.990 --> 01:19:14.300

Stephen Stowe: Um,

392

01:19:15.160 --> 01:19:19.220

Stephen Stowe: I will. Now, Gina J. In A.

393

01:19:19.570 --> 01:19:21.559

Stephen Stowe: Do we see gina

394

01:19:23.720 --> 01:19:25.370

Stephen Stowe: online?

395

01:19:26.960 --> 01:19:34.419

Stephen Stowe: If someone has signed up using the Google form with the name Gina Ji and A. Can you raise your hand, please?

396

01:19:37.650 --> 01:19:38.849

Stephen Stowe: Okay,

397

01:19:39.460 --> 01:19:47.690

Stephen Stowe: there's now a name, lux youer O. Ng: Let me. I don't see that speaker, either.

398

01:19:50.700 --> 01:19:51.880

This is

399

01:19:51.960 --> 01:19:57.140

Stephen Stowe: going by very quickly. Tracy. Is there a Tracy online?

400

01:19:58.080 --> 01:20:00.500

Stephen Stowe: I don't see Tracy on there, either.

401

01:20:02.650 --> 01:20:05.940

Stephen Stowe: Yatin chu Yatin.

402

01:20:11.690 --> 01:20:13.890

Yiatin Chu: Yes, i'm unmuted. Can you hear me?

403

01:20:13.900 --> 01:20:14.660

Stephen Stowe: No,

404

01:20:14.670 --> 01:20:43.879

Yiatin Chu: thank you for giving me the opportunity to speak as Cc. Twenty. I am a resident in District twenty, and I want to share my support, to reinstate screen emissions to both middle schools and high schools. I work with parents across the city, particularly in Queens and in Brooklyn, with the Asian community, and there has been a lot of discussion, a lot of anxiety, a lot of English that I hear from parents over what happened

405

01:20:43.890 --> 01:21:12.339

Yiatin Chu: in the last school year where middle school went to straight lottery and high school was basically a lottery

406

01:21:12.350 --> 01:21:18.489

to support the reinstatement of middle and high school screen emissions. Thank you very much.

407

01:21:21.770 --> 01:21:22.960

Stephen Stowe: Thank you.

408

01:21:25.030 --> 01:21:28.380

Stephen Stowe: We have a speaker, Lily.

409

01:21:28.960 --> 01:21:30.400

Stephen Stowe: Um,

410

01:21:31.270 --> 01:21:33.780

Stephen Stowe: i'm not.

411

01:21:35.250 --> 01:21:38.959

Stephen Stowe: Yeah. I don't see a lily signed up online.

412

01:21:39.020 --> 01:21:40.450

Stephen Stowe: Um!

413

01:21:40.750 --> 01:21:55.400

Stephen Stowe: There was a speaker who inquired in the chat as to whether now was a time to comment on resolutions, and the answer is, Yes, now is the time. So if that speaker can hear me, and can unmute themselves, they can have some time to speak. Now

414

01:21:55.800 --> 01:22:09.799

Stephen Stowe: I think it was Al S. If i'm not mistaken, Al S. Can you hear me? Hey, Steve? How are you doing? Hey? Good, Yeah. This is Al sugu from Cuc twenty, six.

415

01:22:11.500 --> 01:22:13.799

Stephen Stowe: Hey? Al: Nice to have you here.

416

01:22:13.810 --> 01:22:20.900

Al Suhu: Yeah. So I heard the Council member, you, you know, can be Let's speak against screens.

417

01:22:20.910 --> 01:22:40.479

Al Suhu: So I just want to say that, like the artill and a lot of people across the city, we support the resolution on reinstating screens, and if the ah parent community and district twenty supports this. You should pass the resolution, regardless of what the Council member's views are.

418

01:22:40.540 --> 01:22:42.949
Al Suhu: So that's all I want to say.

419
01:22:43.570 --> 01:22:45.360
Al Suhu: Thanks,

420
01:22:45.670 --> 01:22:46.809
Stephen Stowe: thank you.

421
01:22:57.190 --> 01:23:02.169
Stephen Stowe: I'm just going to refresh the speaker. Sign up, sheet here.

422
01:23:05.620 --> 01:23:06.990
Stephen Stowe: What's that? Chen?

423
01:23:08.010 --> 01:23:12.630
Stephen Stowe: Okay, Is Bk: Parent in the room?

424
01:23:18.790 --> 01:23:20.890
Stephen Stowe: B. K. Parent. Can you hear me?

425
01:23:20.900 --> 01:23:27.719
Stephen Stowe: And it were you? Did you sign up online? If you've signed up online to speak Vk: Parent, you can speak. Now,

426
01:23:32.590 --> 01:23:34.170
you understand?

427
01:23:35.630 --> 01:23:38.029
Stephen Stowe: Yeah, I had asked one new, anyway.

428
01:23:38.290 --> 01:23:39.610
Stephen Stowe: Um!

429
01:23:40.800 --> 01:23:53.080
Stephen Stowe: And while we're waiting for the Forum to refresh just any through the interpreters, are there any questions on the language lines at this time, or comments. Anyone who wants to comment on the language lines.

430
01:23:55.820 --> 01:23:58.230

Arabic- Rana Amer: No questions on the arbit line,

431

01:24:03.110 --> 01:24:06.689

Spanish Diana: Anything on the Spanish line, No questions. And the Spanish I

432

01:24:06.700 --> 01:24:07.190

Stephen Stowe: okay

433

01:24:07.200 --> 01:24:08.969

or mandarin.

434

01:24:10.250 --> 01:24:12.170

Stephen Stowe: Yeah, I'll get him in a Sec.

435

01:24:12.600 --> 01:24:15.090

Mandarin Xiaochun: No questions from anyone.

436

01:24:15.100 --> 01:24:16.549

Stephen Stowe: Okay, great.

437

01:24:16.560 --> 01:24:24.300

Vincent Lu: And then in the chat, Vincent Lou would like to speak.

Vincent: if you can unmute yourself you can go ahead.

438

01:24:25.370 --> 01:24:42.650

Vincent Lu: Thank you, Stevens. Um. Sorry that I just signed up through the Google Chat. So you may not in my main day and thank you for Allow me to speak. This is Vincent Move. I'm a current Council member of C. So we are by next to China

439

01:24:42.660 --> 01:24:48.949

Vincent Lu: a district line, right? So I want to speak

440

01:24:49.490 --> 01:24:53.579

Vincent Lu: to to support the waiting state of the

441

01:24:53.800 --> 01:24:54.969

Vincent Lu: um

442

01:24:55.300 --> 01:24:57.889

Vincent Lu: our merit-based omission process

443

01:24:58.450 --> 01:25:01.530

Vincent Lu: of some quarter screen. But um

444

01:25:01.830 --> 01:25:04.429

Vincent Lu: if you things started at um.

445

01:25:05.140 --> 01:25:09.129

Vincent Lu: A lot of it based on mission concepts. What I have seen

446

01:25:09.250 --> 01:25:13.670

Vincent Lu: was a mission has been dropped tremendously.

447

01:25:14.330 --> 01:25:21.079

Vincent Lu: Some people might my blank the pandemic. But if you look at the theta you actually started it

448

01:25:21.370 --> 01:25:27.099

Vincent Lu: before pandemic that's for first reasons. Second reasons.

449

01:25:27.240 --> 01:25:30.830

Vincent Lu: It's penalized our hard-working students.

450

01:25:31.080 --> 01:25:34.959

Vincent Lu: It's discursion, our student to work hard.

451

01:25:36.110 --> 01:25:37.860

Vincent Lu: A third reasons

452

01:25:37.870 --> 01:25:42.600

Vincent Lu: that if you look at the Most Reason high school data,

453

01:25:42.790 --> 01:25:44.870

Vincent Lu: it's telling us that

454

01:25:45.000 --> 01:25:57.539

Vincent Lu: there are nearly three hundred more, and matched students under the current modeling system, three hundred more a match students than the previous year, when there were actually more applications,

455

01:25:57.550 --> 01:26:01.170

Vincent Lu: and also it's discriminate against Asian populations,

456

01:26:01.350 --> 01:26:19.009

Vincent Lu: because Asian students have, like thirty percent Um couldn't get any of the top five choices as compared with ten or eleven percent for Black and Hispanic.

457

01:26:19.020 --> 01:26:27.359

Vincent Lu: That's the main three reason why I support the way you stay of the merit-based emission process. Thank you so much.

458

01:26:29.500 --> 01:26:30.679

Stephen Stowe: Thank you

459

01:26:31.910 --> 01:26:38.250

Stephen Stowe: can. I see we have another speaker signed up online. Yesenia plus censia.

460

01:26:40.090 --> 01:26:52.739

Yesenia Placencia: Yes, hello! I am a parent. Um, And I did want to speak also towards um the screening for middle schools in high schools. I have to say that I really hope that the

461

01:26:52.970 --> 01:27:14.699

Yesenia Placencia: members Cc. Really think about again Diversity and inclusion. Um! I do have a middle school student that was able to take advantage of the non-screening due to her high grades. But she is very poor on test-seeking, and so that allow her to be placed in a grade school without giving her the anxiety

462

01:27:14.710 --> 01:27:20.999

Yesenia Placencia: um putting the pressure on her for me to put her through

463

01:27:21.190 --> 01:27:24.179

Yesenia Placencia: taking practice tests and

464

01:27:24.370 --> 01:27:40.250

Yesenia Placencia: putting her, you know, paying other means for her to actually get her grades up for these tests, or even know how to take these tests. Um! I just think it's biased. I also feel like It's hypocritical right, all means all, not all means only

465

01:27:40.260 --> 01:27:56.669

Yesenia Placencia: the ones that's for high, or the ones that you know have the opportunity to pay a tutor, or have the experience, or even the means to be able to have time where parents can take all the time to take them to get these toolers on or get these tests done. One hundred and fifty one,

466

01:27:56.720 --> 01:28:01.839

Yesenia Placencia: I feel like schools should be available for everyone.

467

01:28:01.910 --> 01:28:07.820

Yesenia Placencia: It shouldn't mean on the it shouldn't be based on tests. There's a lot of different family dynamics.

468

01:28:07.830 --> 01:28:27.800

Yesenia Placencia: A lot of blue color. Families have to work longer hours. They don't have the time that other parents might to dedicate, or they might not even be, you know, have the opportunity to have been educated or have the opportunity to know what it is to take a screening test. I mean, I never did. As a New York City

469

01:28:27.900 --> 01:28:39.859

Yesenia Placencia: students. I never knew what it was to to take a screening, or that I could even have that opportunity. I was never given that because of my socioeconomic status and my family. So really think about um.

470

01:28:40.040 --> 01:28:42.199

Yesenia Placencia: You know what you're

471

01:28:43.270 --> 01:28:56.520

Yesenia Placencia: going to vote on. Think about, You know I feel like it's redlining again. Um! And it's history repeating itself over and over excluding families based on race and um

472

01:28:56.560 --> 01:28:59.359

Yesenia Placencia: socioeconomic status. Thank you.

473

01:29:01.500 --> 01:29:02.679

Stephen Stowe: Thank you.

474

01:29:10.520 --> 01:29:17.100

Stephen Stowe: At this time I don't see any more speakers signed up on the Google Form, and I believe

475

01:29:17.940 --> 01:29:20.419

Stephen Stowe: we've come to the end of

476

01:29:22.440 --> 01:29:24.880

Stephen Stowe: the speakers in the

477

01:29:25.330 --> 01:29:27.809

Stephen Stowe: sure. I see one more speaker,

478

01:29:27.890 --> 01:29:30.719

Stephen Stowe: one more individual who would like to speak in the chat.

479

01:29:30.880 --> 01:29:37.579

Stephen Stowe: Fee, Zachary, If you are able to unmute, you can go ahead and speak.

480

01:29:37.750 --> 01:29:39.389

Can you. Can you hear me?

481

01:29:39.400 --> 01:29:40.260

Stephen Stowe: Yes.

482

01:29:40.580 --> 01:29:44.849

Effi Zakry - CCHS 1st VP: Um. Sorry. Just Jo. We're talking about the admissions. Right?

483

01:29:45.500 --> 01:29:47.989

Stephen Stowe: Yeah. You Yes, you can speak about any topic.

484

01:29:48.000 --> 01:29:49.790

Effi Zakry - CCHS 1st VP: Okay, I don't want to be off talking.

485

01:29:49.800 --> 01:29:55.890

Effi Zakry - CCHS 1st VP: I'm sorry. So so i'm very excited to be here. I'm from the Cchs. That is the City White Council on High School.

486

01:29:55.900 --> 01:30:11.929

Effi Zakry - CCHS 1st VP: I'm usually not here. But I would like to. And the reason I'm usually not. Here is because we typically have our meetings exactly the same time. You guys do. It just happened that this week we we we moved our meeting so um i'm taking advantage of opportunity to come and visit you guys.

487

01:30:11.940 --> 01:30:26.269

Effi Zakry - CCHS 1st VP: Um, so. Um! We we are here to do. Our Council is to serve the High School um students and their families. Um, so please feel free to contact us. Um Regarding the admissions I I wanted to. I would like to say i'm hearing a lot that

488

01:30:26.280 --> 01:30:37.030

Effi Zakry - CCHS 1st VP: schools should be available to all parents, and shouldn't be excluded as both students that shouldn't be exclusive and stuff like that when we're talking about the high School screening

489

01:30:37.300 --> 01:30:57.090

Effi Zakry - CCHS 1st VP: it. It is not that all high schools are screened. I think it's only fourteen or fifteen percent of schools that are screened or programs that are screened, and then eighty something percent of all seeds are available to everybody. It's only certain programs that if they are not screened it doesn't make sense to put to even have the program.

490

01:30:57.100 --> 01:31:12.699

Effi Zakry - CCHS 1st VP: If you have a robotics program that requires high level of mathematics, and and then they expect to do programming in it. And then anybody, even a student, that's three years behind it not can get into the program. It kind of defeats the purpose of having the program.

491

01:31:12.940 --> 01:31:28.510

Effi Zakry - CCHS 1st VP: So there is some logic to having screens to identify, and the students who can get in. Of course there are some cases I mean the the methods of identification are not perfect.

492

01:31:28.520 --> 01:31:47.480

Effi Zakry - CCHS 1st VP: Um. Some students, indeed, like might be very good, but not score necessarily very high on certain desks. Um! It's it's not a perfect measure, but we need some method. Um, and Maybe that's what we should talk about. What is the appropriate method, or what the way to improve the methodology of getting into a certain program.

493

01:31:47.490 --> 01:32:06.479

Effi Zakry - CCHS 1st VP: But to kind of not let students an opportunity to aggregate by programs. Um makes it very tough to run things efficiently in the city. Um, I've seen this last year, where a lot of students who are struggling got into some of the highest, most vigorous academic programs in the school, and i'm hearing right now

494

01:32:06.490 --> 01:32:25.490

Effi Zakry - CCHS 1st VP: Um, that even those to school just started. Some of them are struggling. Um! If you got into a top school, and you are three years behind that, that's not a good feeling. Um, You know that it's very hard to catch up that much, even if you try hard, so it's not fair to the student who is struggling to be

495

01:32:25.500 --> 01:32:42.089

Effi Zakry - CCHS 1st VP: it into a very rigorous program that is a bit beyond their ability to handle. And, on the other hand, it's also not so fair to someone who worked very hard and could easily handle the program, not to get into the program because they got a bad lottery number last year and didn't get them. We heard many people who didn't get one

496

01:32:42.100 --> 01:32:43.299

Effi Zakry - CCHS 1st VP: any of their joints.

497

01:32:43.810 --> 01:32:45.500

Effi Zakry - CCHS 1st VP: Um, so uh

498

01:32:45.750 --> 01:32:49.569

Effi Zakry - CCHS 1st VP: thank you very much, and

499

01:32:49.670 --> 01:32:50.770

Effi Zakry - CCHS 1st VP: thank you.

500

01:32:51.270 --> 01:32:52.480

Stephen Stowe: Thank you.

501

01:32:59.830 --> 01:33:07.329

Stephen Stowe: I see one more speaker, and then one more speaker on the on the Google form, Yi Fang Chen Yi Fang.

502

01:33:07.650 --> 01:33:09.900

Stephen Stowe: If you can hear me and unmute yourself,

503

01:33:15.120 --> 01:33:18.439

Stephen Stowe: don't know if I see you fang in the

504

01:33:19.010 --> 01:33:20.999

Stephen Stowe: in the room at this point.

505

01:33:21.890 --> 01:33:22.990

Stephen Stowe: Okay,

506

01:33:23.640 --> 01:33:24.910

Stephen Stowe: Um,

507

01:33:25.150 --> 01:33:26.750

Stephen Stowe: no, there's

508

01:33:27.410 --> 01:33:28.789

Stephen Stowe: just answered

509

01:33:29.020 --> 01:33:33.009

Stephen Stowe: he. Fang. Are you there? And can you hear me? And can you unmute yourself?

510

01:33:45.590 --> 01:33:50.049

Stephen Stowe: Give it one? Give it a second here, and if not, we'll just move on.

511

01:33:50.690 --> 01:33:54.180

yifang Chen: Ah, Steve, do I have the right to on you.

512

01:33:54.190 --> 01:33:57.259

Stephen Stowe: Yes, you're good. Go ahead, you fang. You can speak.

513

01:33:58.270 --> 01:34:00.260

yifang Chen: Yeah, I mean,

514

01:34:00.270 --> 01:34:04.010

yifang Chen: don't know what to say. I mean, this is

515

01:34:04.670 --> 01:34:23.450

yifang Chen: district twenty right? Um people like immigrants and everyday, you know, every day. Um, New York City parents fraud to the district because it has really good middle school. It has one hundred and eighty seven Kristen Mccallas,

516

01:34:23.460 --> 01:34:34.410

yifang Chen: I've heard, and I've known people who moved away from the district because last year it was Larry the year before it was pandemics.

517

01:34:34.420 --> 01:34:53.579

yifang Chen: I just don't know what the district will become if you know this lottery gonna kick in again this year. Like I myself. I have three kids in public school. It's really sad to see, you know what was going on like using

518

01:34:54.130 --> 01:35:00.829

yifang Chen: lottery instead of screaming for all this great schools, and, like I myself,

519

01:35:00.840 --> 01:35:29.410

yifang Chen: might have to really really have to look into, You know, other options, such as moving, or, you know, go for other schools, and, you know, like since the semester started last week, my my son's classmate, they were like a third of them that's left in our ingredient class in in kiss. One or two may they move to Florida? They do Long Island, I mean, people in this world

520

01:35:29.420 --> 01:35:33.160

yifang Chen: their feet. So yeah, that's all I have to say.

521

01:35:33.930 --> 01:35:35.179

yifang Chen: Thank you.

522

01:35:36.490 --> 01:35:37.709

Stephen Stowe: Thank you.

523

01:35:49.310 --> 01:35:51.929

Stephen Stowe: That's it for public speaking.

524

01:35:51.940 --> 01:35:53.170

Stephen Stowe: Um.

525

01:35:57.170 --> 01:36:05.650

Stephen Stowe: So the first resolution that we'll be discussing as a council and voting on has to do with Kovat. Nineteen mandates,

526

01:36:05.860 --> 01:36:07.989

Stephen Stowe: Steve. Thank you.

527

01:36:08.390 --> 01:36:11.990

Stephen Stowe: T. Visa is going to share the text of that resolution.

528

01:36:12.100 --> 01:36:13.240

Stephen Stowe: Um

529

01:36:13.790 --> 01:36:15.050

Stephen Stowe: got a

530

01:36:15.170 --> 01:36:20.489

Stephen Stowe: Can you hear me? And did you want to introduce this one, and just share any comments?

531

01:36:29.000 --> 01:36:31.480

Ghada Amin: Covid mandate

532

01:36:31.710 --> 01:36:42.449

Ghada Amin: um as i'm not vaccinated, so I I couldn't. I I wasn't able to come and meet. Ah, to Csv meeting tonight.

533

01:36:42.530 --> 01:36:52.809

Ghada Amin: Um, actually, I see this is ah weird, because the the Dio here talking about acceptance, everyone and that

534

01:36:52.840 --> 01:37:00.609

Ghada Amin: they view points, and now they they

535

01:37:00.840 --> 01:37:12.030

Ghada Amin: they are not. There is no more mask, or it's not my date and the Covid nineteen.

536

01:37:12.040 --> 01:37:27.559

Ghada Amin: It doesn't matter if you are vaccinated or not. So Why, these they keep that that are the people that are not vaccinated and not allowed to go inside.

537

01:37:30.110 --> 01:37:31.559

Ghada Amin: Um,

538

01:37:32.740 --> 01:37:34.150

Ghada Amin: I see.

539

01:37:35.000 --> 01:37:36.480

Ghada Amin: I think it's.

540

01:37:36.640 --> 01:37:46.900

Ghada Amin: What's the point for this? I can't understand it, because all the people vaccinated or not vaccinated is not working anymore.

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01:37:47.990 --> 01:37:51.770

Ghada Amin: So why they keep this is a low,

542

01:37:58.610 --> 01:38:05.009

Ghada Amin: However, we are not effective to to other. It's it's the same.

543

01:38:05.260 --> 01:38:12.809

Ghada Amin: I am vaccinated, and I have a Covid. I can, I can, I I can

544

01:38:13.250 --> 01:38:14.989

Ghada Amin: it to other

545

01:38:15.450 --> 01:38:21.029

Ghada Amin: have covered, too. And if i'm not vaccinated

546

01:38:21.480 --> 01:38:23.670

Ghada Amin: it's okay. The same thing.

547

01:38:26.440 --> 01:38:27.579

Ghada Amin: I hope that

548

01:38:32.640 --> 01:38:36.269

Stephen Stowe: well, said Gata, any anything else?

549

01:38:38.090 --> 01:38:39.260

Ghada Amin: Um.

550

01:38:40.130 --> 01:38:43.000

Ghada Amin: I wish It's the

551

01:38:52.520 --> 01:38:53.769

Ghada Amin: this slope

552

01:38:59.420 --> 01:39:04.590

Stephen Stowe: kind of do you want? If I think if there was

553

01:39:04.600 --> 01:39:21.459

Ghada Amin: um, I agree with the resolution for this, if they want that if ah, yeah to accept if they want, or some ah ones that are not and vaccinated to be able to go inside with if they want like to do like Ah P. Or something

554

01:39:21.470 --> 01:39:30.589

Ghada Amin: like this. However, now in the school there is no more a Pcr. For the kids students, and there is no more.

555

01:39:36.470 --> 01:39:56.079

Ghada Amin: So why we can do if we, if they want not to accept like we can do like a Pcr. Before go go inside the school if it's work with them, or we can do like has a screen if they want.

556

01:40:07.820 --> 01:40:22.290

Ghada Amin: And I see there is ah many activated, the which is a high risk to ah for a Covid nineteen like the arrogant doing like

557

01:40:22.300 --> 01:40:39.180

Ghada Amin: for the the kids growing activity so they can have a Covid nineteen. However, that's the Do it? Keep doing this So Why, What's the problem to make the people go and

558

01:40:40.030 --> 01:40:45.380

Ghada Amin: vaccinated? It's not going to be so much danger or high risk.

559

01:40:50.480 --> 01:40:52.129

Stephen Stowe: Great thanks, Gada

560

01:40:52.520 --> 01:40:55.790

Stephen Stowe: did. That. Is that all for now?

561

01:40:55.970 --> 01:40:59.390

Stephen Stowe: Yes, Great. Thank you. Thank you,

562

01:40:59.400 --> 01:41:01.789

Stephen Stowe: Jen. Did you just want to make a comment on the resolution.

563

01:41:01.800 --> 01:41:02.290

I:

564

01:41:02.300 --> 01:41:03.290

Yeah.

565

01:41:10.670 --> 01:41:12.490

FACE - Steven Wieser: And you have to unmute yourself.

566

01:41:18.230 --> 01:41:20.750

Jennifer Hu: Sorry.

567

01:41:22.370 --> 01:41:27.480

Jennifer Hu: I actually don't agree that the vaccines and maskings

568

01:41:27.490 --> 01:41:56.840

Jennifer Hu: policies, don't work. I think that they are doing exactly what they're supposed to be doing. Herd Immunity has only been reached because enough people were either infected and survived, or enough people were, and or people were vaccinated. So Covid vaccines actually do not lose effectiveness over time so much as new variants are introduced, and that's why new boosters are introduced. It's kind of like the

569

01:41:56.850 --> 01:42:03.169

Jennifer Hu: vaccine. You get a new flu of vaccine every year, because the virus mutates

570

01:42:03.180 --> 01:42:18.529

Jennifer Hu: on a very quick, you know, turnaround. So the scientists try to predict which variant is going to be the most common to hit the Us that year. That is a vaccine that they developed to inoculate us for that year,

571

01:42:18.540 --> 01:42:23.529

Jennifer Hu: and even if you get Kovat while having gotten the vaccine,

572

01:42:24.020 --> 01:42:40.410

Jennifer Hu: it has been shown to reduce the severity of symptoms as well as the length of time that you are sick, and it can reduce your risk of dying from it. I really don't think that should be

573

01:42:40.700 --> 01:42:55.910

Jennifer Hu: forgotten. So I and masking has been proven to prevent the risk of disease transmission. Just imagine somebody coughing or sneezing. Do you really want that person sitting next to you without a mask on

574

01:42:55.960 --> 01:43:00.889

Jennifer Hu: it doesn't matter what they have right,

575

01:43:00.900 --> 01:43:04.559

Jennifer Hu: something that I think that needs to be taken into account.

576

01:43:08.940 --> 01:43:16.239

Stephen Stowe: Thanks, Jen. I'll just make a quick comment on this resolution. One of the key things I think about it is that it's

577

01:43:16.290 --> 01:43:29.660

Stephen Stowe: you have this requirement for children. Students who are participating in after school activities deemed high risk, and this can include a lot of sports that can include performing arts, certain band and choral activities.

578

01:43:29.670 --> 01:43:38.260

Stephen Stowe: And you have this requirement that all kids, in order to participate, have to have the vaccine, and you also that sort of flies in the face of the day to day.

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01:43:38.270 --> 01:43:56.089

Stephen Stowe: Um situation in schools where kids are now in school, participating in gym, just fitting in music class, doing some of the same activities they would in school that they would be doing after school. And yet there's an inconsistency there with You're requiring the vaccine for one, but not for the ah other. Ah!

580

01:43:56.100 --> 01:43:59.049

Stephen Stowe: And the

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01:43:59.230 --> 01:44:03.580

Stephen Stowe: you know, this resolution is titled, calling for

582

01:44:03.590 --> 01:44:31.089

Stephen Stowe: the do to make for the Covid nineteen Protocols better amended to better reflect State Federal guides. And really this is almost. I feel like this. Resolution is almost late, because I feel like with what's happened from come down from the the Cdc. Down to Monday with pending the state of emergency in New York State. I feel like these: the recommendations in here, maybe in a matter of weeks, aren't even going to be that controversial anymore. I think

583

01:44:31.100 --> 01:44:33.960

Stephen Stowe: the key phrasing that the the

584

01:44:34.070 --> 01:44:47.289

Stephen Stowe: that the Cdc has used is moving toward, you know, acknowledging that Covid is here to stay and moving toward mitigation strategies as opposed to prevention and elimination. And I think when we're talking about, you know,

585

01:44:47.300 --> 01:44:57.249

Stephen Stowe: mandating children get a vaccine participating after school activities, or mandating that kids quarantine or mandating the kids wear masks

586

01:44:57.260 --> 01:45:08.280

Stephen Stowe: that's still in the old mindset of, you know, trying to trying to eliminate this virus which frankly, it's just not realistic. And there's there's lots of viruses out there.

587

01:45:08.290 --> 01:45:26.839

Stephen Stowe: We all do the best for ourselves to take care of our health. Nothing in this resolution there's a key clause at the end that says nothing in this resolution is meant to discourage anyone from wearing a mask, or taking any other precautionary measures that they want. But what this resolution really just calls for is

588

01:45:27.150 --> 01:45:36.489

Stephen Stowe: the mandates that exclude parents who are unvaccinated like one of our Council members got am in ending the exclusion for

589

01:45:36.500 --> 01:45:52.869

Stephen Stowe: children to be able to participate in after school activities, and also it calls for the employees teaching teachers and staff to to end the requirement. The teachers and staff are vaccinated. Obviously these are things that should be encouraged. It's good public health.

590

01:45:52.880 --> 01:46:04.789

Stephen Stowe: But this is a Frankly, we think we need to move more in line with State and Federal guidance and accept that Covid. Nineteen is here to stay, and it's about mitigation. Not eliminate

591

01:46:06.660 --> 01:46:08.999

Stephen Stowe: any other accounts. Yes, go ahead, Murray.

592

01:46:11.470 --> 01:46:28.800

Marie Brugueras: Um! My comments on this resolution are, you know I personally am vaccinated and boasted. My children are vaccinated. But I

do think that there are some guidelines that just, you know, really don't make sense, because

593

01:46:28.810 --> 01:46:46.849

Marie Brugueras: if students are not required to be vaccinated, then it has to be in line. So basically if the schools are not requiring students to be vaccinated, then why is there a requirement for parents there? I just really don't see the reason.

594

01:46:46.860 --> 01:46:49.449

And therefore, you know, I'm supporting this resolution.

595

01:46:50.420 --> 01:46:51.460

This

596

01:46:51.470 --> 01:46:52.710

Marie Brugueras: thanks, Marie.

597

01:46:53.810 --> 01:46:57.049

Stephen Stowe: Any other Council members like to speak on the resolution.

598

01:47:01.740 --> 01:47:15.980

Stephen Stowe: Okay, in that case, let's move to a vote on this resolution on the resolution requesting Nyc. Duty. Covid. Nineteen protocols be amended to better reflect State and Federal guidance.

599

01:47:16.410 --> 01:47:18.290

Um.

600

01:47:18.710 --> 01:47:21.920

Stephen Stowe: Since our recording secretary is the

601

01:47:21.930 --> 01:47:24.360

Stephen Stowe: not here, I will do the

602

01:47:24.620 --> 01:47:26.399

Stephen Stowe: roll call vote,

603

01:47:26.530 --> 01:47:31.140

Stephen Stowe: so members will be asked. You approve the resolution? Yes or no.

604

01:47:31.200 --> 01:47:32.480
Stephen Stowe: Um.

605
01:47:32.930 --> 01:47:37.189
Stephen Stowe: I'm good to go right. Steve Stowe, President. Yes,

606
01:47:37.740 --> 01:47:40.490
Marie Brugueras: um Jennifer, Hugh first vice President,

607
01:47:40.500 --> 01:47:41.789
now

608
01:47:42.860 --> 01:47:48.279
Marie Brugueras: Elizabeth Chan, a second vice President,

609
01:47:49.890 --> 01:47:51.789
Marie Brugueras: Marie Paris Treasurer

610
01:47:51.800 --> 01:47:52.740
Marie Brugueras: Yes,

611
01:47:54.320 --> 01:47:55.830
Stephen Stowe: Kevin Zhao.

612
01:47:55.840 --> 01:47:56.679
Yes,

613
01:47:57.300 --> 01:47:59.050
Stephen Stowe: we paying check.

614
01:47:59.120 --> 01:48:00.300
Elizabeth Chan: Yes,

615
01:48:01.680 --> 01:48:04.170
Stephen Stowe: Joyce,

616
01:48:05.640 --> 01:48:07.769
Stephen Stowe: my

617
01:48:09.070 --> 01:48:10.990
Stephen Stowe: got it.

618

01:48:11.000 --> 01:48:12.170

Ghada Amin: Yes,

619

01:48:16.800 --> 01:48:19.790

Stephen Stowe: he's got it there.

620

01:48:19.800 --> 01:48:23.650

Stephen Stowe: I heard her say. Yes, I said, Yes,

621

01:48:24.050 --> 01:48:26.819

Stephen Stowe: okay. So the resolution passes with

622

01:48:28.320 --> 01:48:30.409

Stephen Stowe: eight. Yes, one No.

623

01:48:31.870 --> 01:48:33.010

Aye,

624

01:48:34.470 --> 01:48:35.740

Stephen Stowe: okay.

625

01:48:36.720 --> 01:48:38.219

Stephen Stowe: So the next

626

01:48:39.430 --> 01:48:46.140

Stephen Stowe: resolution up for discussion is calling for reform of middle school and high school admissions.

627

01:48:46.150 --> 01:48:54.260

Stephen Stowe: There were comments and modifications made to this resolution within the last twenty four hours. And so in line with our bylaws, we need to

628

01:48:54.280 --> 01:48:58.929

Stephen Stowe: first vote to add this resolution to

629

01:48:58.940 --> 01:49:16.000

Stephen Stowe: to the agenda, and so the resolution has been shared on the screen. The modifications that have been made in the last twenty four hours are shown in red. It's modifying a version that was earlier provided. So the first vote here is just to add this to the agenda.

630

01:49:16.010 --> 01:49:23.250

Stephen Stowe: This will be the resolution for discussion and ultimate vote. So I will do a roll call. Vote on that.

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01:49:24.060 --> 01:49:29.840

Stephen Stowe: So to add this to the agenda in this form, Steve Stowe, President about. Yes,

632

01:49:30.370 --> 01:49:33.399

Stephen Stowe: um Jen Hugh, First Vice President

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01:49:34.020 --> 01:49:37.690

Stephen Stowe: Elizabeth Chan seconded. Yes,

634

01:49:37.700 --> 01:49:41.030

Stephen Stowe: uh Marie Treasurer,

635

01:49:41.290 --> 01:49:42.469

Stephen Stowe: Kevin,

636

01:49:44.910 --> 01:49:46.710

Stephen Stowe: we paying

637

01:49:46.790 --> 01:49:48.080

Stephen Stowe: choice.

638

01:49:49.020 --> 01:49:50.190

Stephen Stowe: Maya

639

01:49:50.660 --> 01:49:51.840

Stephen Stowe: got a

640

01:49:53.290 --> 01:49:54.510

Ghada Amin: Yes,

641

01:49:55.060 --> 01:49:56.670

Stephen Stowe: anyone here, Gata.

642

01:49:56.680 --> 01:49:57.719

Ghada Amin: Yes,

643

01:49:58.560 --> 01:50:03.300

Stephen Stowe: she's wonder why I can't hear. Okay,

644

01:50:03.760 --> 01:50:05.790

Stephen Stowe: Why not?

645

01:50:05.800 --> 01:50:09.089

Stephen Stowe: Okay? So on this resolution,

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01:50:09.700 --> 01:50:11.900

Stephen Stowe: you know this this is

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01:50:12.880 --> 01:50:14.919

Stephen Stowe: I'm: just going to um

648

01:50:15.310 --> 01:50:18.530

Stephen Stowe: say a few words about what this resolution is, and what it's not. The

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01:50:18.750 --> 01:50:27.749

Stephen Stowe: This resolution is allowing schools and learning communities to serve parents

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01:50:27.850 --> 01:50:33.410

Stephen Stowe: their communities. This resolution is not excluding anyone.

651

01:50:33.630 --> 01:50:36.829

Stephen Stowe: This resolution calls for

652

01:50:36.850 --> 01:50:45.919

Stephen Stowe: maintaining diversity of choices, and in so doing will maintain diversity in our school system.

653

01:50:46.420 --> 01:51:06.289

Stephen Stowe: Um. One thing that's very interesting, and I I just like to start with. I think we're all aware of the the changes that have been made the last couple of years. I don't need to go through that. And but one thing that's very interesting is there's frequently cited commentary about how New York City and its public school system is the most segregated in the country.

654

01:51:06.300 --> 01:51:25.150

Stephen Stowe: And what what I think is unfair about that criticism to some extent is that when you consider New York City against almost every other large urban school system in this country as a whole. It's much more diverse. And, Steve, if you could just scroll to the end of the to the appendix here.

655

01:51:25.310 --> 01:51:38.089

Stephen Stowe: Um, you know, to even have a conversation about sort of segregated school systems because of certain policies you have to first step and look back and say, Are families willing to send their kids to the public school system?

656

01:51:38.100 --> 01:51:57.579

Stephen Stowe: And if we just want to talk about, you know, oftentimes segregation is talked about in the context of race. So I've done here is to show the different racial groupings for all of the largest school systems urban school systems in the country, and you can see that New York City, over the last several decades has been very successful at bringing in.

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01:51:57.750 --> 01:52:20.199

Stephen Stowe: Of the four of these four major groups, and we know there's many, many more. So this is really a sort of a disservice to the total diversity that's out there. But if you Just look at the four largely reported groups. You can see that New York City is actually very diverse compared to Los Angeles, Chicago, Miami, Houston, for example, the population of Houston the city's population is fifty percent. What

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01:52:20.210 --> 01:52:23.090

Stephen Stowe: but ten percent of the school students are white?

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01:52:23.480 --> 01:52:38.190

Stephen Stowe: That is not a dynamic we have here, but it's changing, and that's something that this resolution really tries to speak to is asked, what's going on with the city? What's happened in the last twenty years. If you look at it in the context of history,

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01:52:38.700 --> 01:52:41.270

Stephen Stowe: Steve, can you scroll back to the top, please?

661

01:52:42.890 --> 01:52:46.249

Stephen Stowe: What this resolution essentially asks is

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01:52:46.300 --> 01:53:03.829

Stephen Stowe: under the prior administration. There was a real focus on making changes to academic policies that would try to achieve a target. You know, socioeconomic and and race based equity goals. What this resolution

663

01:53:03.840 --> 01:53:20.029

Stephen Stowe: tries to do and asks for is a more balanced approach whereby this this city recognizes that there's diversity in the different ideas about education that exists in this city, and you've heard that express here tonight. Your speakers are on both sides,

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01:53:20.040 --> 01:53:28.239

Stephen Stowe: and to say that we should set up a system that excludes either one of those I believe, is wrong.

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01:53:28.250 --> 01:53:35.550

Stephen Stowe: The fact is, over the last prior administration one side was very much excluded, and that was the side that favored academic screens. The

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01:53:35.560 --> 01:54:05.070

Stephen Stowe: So what this resolution is asking, and I believe it's in line with the current administration which has adopted a much more balanced approach to um sort of targeting their policies. There's a line in There's a section in here where we talk about the the current administration. Chancellor Banks has, said he. He definitely supports, you know, racial equity and and socioeconomic equity. But perhaps it's not the first priority. All parents look to. I think it's. It's very well understood that there are parts of the city that

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01:54:05.080 --> 01:54:12.290

Stephen Stowe: necessarily want to send their kids across the district just to get to a school that achieves a certain mix of students,

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01:54:12.300 --> 01:54:14.769

Stephen Stowe: and then on the matter of screens themselves.

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01:54:14.780 --> 01:54:25.190

Stephen Stowe: Yes, it's definitely something that rewards. You know students who are at a certain level of academic readiness, whether that's by nature or nurture,

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01:54:25.200 --> 01:54:37.919

Stephen Stowe: all of those reasons can factor. But this is a school system with resources. This is the school system that is focused on that. It's a stated focus on focusing on on every child

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01:54:37.930 --> 01:54:46.089

Stephen Stowe: we know there are test craft and free tutoring resources out there that have not been used in the past.

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01:54:46.100 --> 01:55:06.490

Stephen Stowe: And so again, this is a challenge. But we can't set the system up so that a certain group of parents and families and communities are intentionally excluded. In the name of one priority there has to be an effort made to reach all of our communities, and understand what all of our communities are asking for.

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01:55:06.500 --> 01:55:23.869

Stephen Stowe: I just want to go down. If Steve, can you scroll down a little bit? I talked earlier about the application data in middle school and high school in District twenty, how District Twenty has received some of the worst placement rates for high school and middle school admissions.

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01:55:23.880 --> 01:55:33.999

Stephen Stowe: When you look at the demographic breakout of that, our Asian families had even worse placement for high school, the top three placements for Asian families in District twenty

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01:55:34.010 --> 01:55:40.759

Stephen Stowe: um was fifty, seven percent. The city average was seventy, four percent district twenties average was sixty, seven percent.

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01:55:40.940 --> 01:55:42.589

Stephen Stowe: That's not acceptable.

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01:55:42.600 --> 01:55:47.580

Stephen Stowe: And I've asked for the data on on middle school as well. I expect it will be the same.

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01:55:47.880 --> 01:55:59.180

Stephen Stowe: So this really, you know, our district is forty five percent Asian banks. And this really drives a lot of the recommendations in this resolution. Steve, can you scroll to the end, please?

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01:56:02.670 --> 01:56:08.860

Stephen Stowe: And this the the final one final point in the whereas clauses is

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01:56:09.070 --> 01:56:20.130

Stephen Stowe: our district lost eight percent of its students last year, K. Through twelve data from the office of district planning shows that the majority of these this decline is families leaving the city entirely.

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01:56:20.500 --> 01:56:38.239

Stephen Stowe: The rate in District twenty is accelerate. It's actually grown at a more rapid rate last year, and this is in the first year of back to in person learning. Keep in mind. So that shows you. It's not entirely about the pandemic anymore. So the recommendations in this resolution are, as far as

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01:56:38.250 --> 01:56:48.370

Stephen Stowe: what we really want is the end to this practice. That was under the De Blasi administration of having a single specific enrollment policy for all middle schools and high schools across the city.

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01:56:48.430 --> 01:57:13.310

Stephen Stowe: Prior to the De Blasi Administration. There was a lot more flexibility for high schools and middle schools to create their own application processes. We want to end the mandated use of lottery-based admissions in middle schools and high schools that should not be the way that our schools are choosing, especially schools that want to focus on accelerated learning and academically advanced students.

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01:57:13.320 --> 01:57:16.640

Stephen Stowe: It should not be up to a lottery as to whether you get in or not.

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01:57:16.760 --> 01:57:20.240

Stephen Stowe: We want to end the suspension of academic screens.

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01:57:20.280 --> 01:57:37.080

Stephen Stowe: Um! And like, I just said, We want to allow middle schools and high schools to use their own emissions, policies, and within a given district within within the city that can be anything from academically screened schools to diversity and emissions, initiatives to lottery-based admissions If some schools want to maintain this,

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01:57:37.090 --> 01:57:56.090

Stephen Stowe: but we would ask that this is where it comes becomes the responsibility of the city and the districts working together with their communities, to make sure that all needs are being met, and in particular the recommendations for district. Twenty in here are in districts where there's a low placement rate for your top. Five schools. Find out why and do something about it.

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01:57:56.100 --> 01:58:15.369

Stephen Stowe: And, for example, the city just recently announced additional programming at the High School for language and diplomacy in Manhattan, because a number of families were not happy with their placements in in Manhattan. That's a recommendation we would like to see follow through on. If there are situations where,

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01:58:15.380 --> 01:58:29.759

Stephen Stowe: like ours, where you have a a large percentage of families that are not happy, or to get more places. Um. And finally, the final point in here is just in line with Mayor Adams, in the stated initiative, build more specialized high schools in each borough. We hope you would consider salesforce.

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01:58:29.770 --> 01:58:44.920

Stephen Stowe: We believe this is actually going to increase the number of options to parents in the city and in District twenty resulting in more families feeling like there's a place for them in the city and in the City School district. Thank you. Those are my comments on this resolution.

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01:58:45.390 --> 01:58:48.610

Stephen Stowe: Any other Council members want to speak about this resolution.

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01:58:48.870 --> 01:58:50.049

Stephen Stowe: Go ahead, John.

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01:58:53.450 --> 01:58:56.190

Jennifer Hu: See, I'd like to

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01:58:58.030 --> 01:59:16.040

Jennifer Hu: first thank you for adding the the including Asians in the in the resolution, in the, as you can see in red um. If this was actually quite shocking to me to learn that this current system has disadvantaged the Asian community. So much

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01:59:16.050 --> 01:59:43.159

Jennifer Hu: um I really don't personally agree with the lottery-based system as a an admissions policy. However, I can't ignore the fact that there are so many black and brown students that feel and are uh unable to get into some of these quality schools and programs, I don't think, tearing down the academic standards in order to um,

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01:59:44.400 --> 01:59:59.740

Jennifer Hu: you know, elevate somebody else is the right solution. I think really what this really means is. There are not enough specialized schools and J. And T. Programs for every child that qualifies for it.

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01:59:59.750 --> 02:00:08.580

Jennifer Hu: And ideally the city would be expanding the number of seats for every child that deserves it.

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02:00:08.770 --> 02:00:14.979

Jennifer Hu: I don't think that the Asian community should be torn down, and I feel like

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02:00:15.070 --> 02:00:35.639

Jennifer Hu: the numbers show that they have been disadvantaged this past year, due to the lottery-based system I don't know why that is. Maybe there will be some statistics or um an analysis of it later on. But at this point it doesn't really look good, and I I can't stand with the lottery based system at this point.

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02:00:37.950 --> 02:00:39.679

Stephen Stowe: Thank you.

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02:00:40.200 --> 02:00:41.889

Stephen Stowe: Yeah, It's actually.

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02:00:41.900 --> 02:00:44.490

Stephen Stowe: I don't know if who was first kept when I saw Kevin's hand first.

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02:00:44.500 --> 02:00:47.940

Stephen Stowe: It's okay. Maya: Sorry. Go ahead.

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02:00:55.640 --> 02:00:58.590

Kevin Zhao: Yeah, I don't want to echo what Jennifer said. Um,

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02:01:00.530 --> 02:01:03.710

Kevin Zhao: when we what do I say on second?

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02:01:04.520 --> 02:01:05.730

Kevin Zhao: So

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02:01:05.850 --> 02:01:22.210

Kevin Zhao: it's not the the nottery. I kind of again. I'm against it because of spawn single reason, because when I talk to parents they are multiple parents told me that their kids are allocated to school, which is requires an hour of coming

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02:01:22.270 --> 02:01:23.400

Kevin Zhao: long way.

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02:01:30.000 --> 02:01:32.870

Kevin Zhao: On the other hand,

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02:01:33.100 --> 02:01:37.069

Kevin Zhao: um! When I caught my daughter,

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02:01:37.230 --> 02:01:53.409

Kevin Zhao: I mean I took her to I mean I'm. From China I took her back to China, I mean. I didn't take her to say how great to China it is, but I do go to the school, but they see to tell her that that's not a kid. That's how he started right today, and that's not it. One day you are going to compete with.

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02:01:54.100 --> 02:02:02.380

Kevin Zhao: We are not competing with other kids over here, but we are going to compete kids over there as well. It's a global village. Now, there's no way we can avoid that,

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02:02:02.800 --> 02:02:11.920

Kevin Zhao: and it does not take enough for the kid to become college to come America. Actually, there are a lot of high School foreign students, or in our country today. From there

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02:02:11.930 --> 02:02:15.450

Kevin Zhao: this week, full, and English fruit and English as my daughter.

715

02:02:20.730 --> 02:02:27.150

Kevin Zhao: They can speak fluent English already. Their math is on. Integrate our integrate math

716

02:02:27.200 --> 02:02:29.200

Kevin Zhao: two, three, and above.

717

02:02:29.320 --> 02:02:30.410

Kevin Zhao: And

718

02:02:30.790 --> 02:02:40.159

Kevin Zhao: from my personal experience when I come here I finished my I didn't finish my middle school in China. I only finished second grade in year school in China.

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02:02:40.320 --> 02:02:44.480

Kevin Zhao: But when I come to the United States I basically in my high school

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02:02:44.630 --> 02:02:51.380

Kevin Zhao: I skipped the third year of the middle school, which is basically the eighth grade, and I jumped in a knife rate directly, the

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02:02:51.540 --> 02:02:56.370

Kevin Zhao: but still from nine to twelve. I didn't know anything besides fingers,

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02:02:57.280 --> 02:02:59.769

Kevin Zhao: because everything else I've been earned already over there.

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02:03:00.770 --> 02:03:06.879

Kevin Zhao: I'm not saying the education in China is perfect, because I do see a lot of problem with my colleague.

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02:03:07.090 --> 02:03:14.590

Kevin Zhao: They are not creating enough. They do have a lot of problems, and on the other end, But I know as a as

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02:03:14.600 --> 02:03:19.680

Kevin Zhao: basic and fundamental education. They are much more static than us.

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02:03:20.550 --> 02:03:21.590

Kevin Zhao: And,

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02:03:21.800 --> 02:03:39.800

Kevin Zhao: on the other hand, right now we are trying to pull it down our special education and say, Oh, we are too events. When you give an equal opportunity to everybody else. Let's pull them down, put on them from the matter. So we are on a B world. But that's not the way it is because we are traveling. Our younger generation, basically,

728

02:03:40.310 --> 02:03:42.769
Kevin Zhao: like Jennifer, said, We want.

729
02:03:43.080 --> 02:03:44.309
Kevin Zhao: We want

730
02:03:44.670 --> 02:03:46.850
Kevin Zhao: us to be equally good.

731
02:03:46.900 --> 02:03:50.150
Kevin Zhao: We need to expand that special education program

732
02:03:50.340 --> 02:03:57.600
Kevin Zhao: to make our education call at a higher rather than say, Oh,
we focus on this. Let's get everybody on the same ground.

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02:03:58.040 --> 02:03:59.540
That's all I want to send.

734
02:03:59.690 --> 02:04:00.740
Kevin Zhao: Thank you.

735
02:04:01.610 --> 02:04:03.070
Stephen Stowe: Thanks, Kevin

736
02:04:03.310 --> 02:04:04.700
Stephen Stowe: Maya

737
02:05:07.450 --> 02:05:10.029
Stephen Stowe: Steve, Can you hear Maya now?

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02:05:13.960 --> 02:05:15.530
She's unmuted, though,

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02:05:16.070 --> 02:05:18.490
Jennifer Hu: should I? Why, don't you try talking to them?

740
02:05:18.500 --> 02:05:19.690
Jennifer Hu: Okay,

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02:05:20.570 --> 02:05:21.590

thanks.

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02:05:21.600 --> 02:05:40.339

Jennifer Hu: So as we keep repeating, the brooklyn is where many people, many immigrants start this is where low-income immigrants do get hope for good education for their kids. So

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02:05:40.350 --> 02:05:59.989

Jennifer Hu: a lot of them understand that America is where the merit is important. So based. Immigrants spend last penny on education. They spend time on training kids to be good at testing, making sure they the homework making sure the greater good. So um!

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02:06:00.020 --> 02:06:07.350

Jennifer Hu: We come with this notion, and then my personal feeling is that

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02:06:07.360 --> 02:06:36.610

Jennifer Hu: removing, screening, and removing merit is ultimately working against low-income immigrants as any community any color, because they cannot afford alternative private education. They cannot afford Catholic schools that also are, or any religious schools, because they are actually a private schools. So

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02:06:36.870 --> 02:06:46.990

Jennifer Hu: the absence of screaming and removing of merit. I think it's Ultimately I consider anti-immigrant.

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02:06:47.000 --> 02:06:49.030

Jennifer Hu: Um, thank you.

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02:06:51.450 --> 02:06:52.969

Stephen Stowe: Thanks. Maya.

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02:06:53.040 --> 02:06:54.410

Stephen Stowe: Go ahead, Elizabeth.

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02:06:55.590 --> 02:07:11.000

Elizabeth Chan: Listening to a lot of people that was talking. I feel like they're trying to say that we have like assumptions and bias against this Cc. They think that we want to exclude people.

751

02:07:11.010 --> 02:07:17.900

Elizabeth Chan: You know there's a wrong assumption that agents like are just represented by East Asians.

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02:07:17.910 --> 02:07:36.789

Elizabeth Chan: But you know Asians, we got the southeast Asian, the Filipinos, the Indians, I mean. We have a large spectrum, and I also feel like a lot of people when they were speaking, saying about how parents know how to gain the system like they're trying to refer to East Asian parents. And

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02:07:37.750 --> 02:07:40.400

Elizabeth Chan: another thing some people said that

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02:07:40.860 --> 02:07:56.740

QC Linguistica Cristhine: they always exclude Asians as people of color, and the people not part of a marginalized community. My parents came here um as immigrants, and they had to work hard and try to put me in a nice neighborhood to learn, you know. Go to a good

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02:07:56.750 --> 02:08:07.349

Elizabeth Chan: community, so it's not. Everybody could afford tutoring, and everybody has the the means to Turing. But the students that do work hard.

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02:08:07.360 --> 02:08:21.179

Elizabeth Chan: I feel like they they should be rewarded to go to the school that they wanted to go to, because I've spoken to a lot of um Salvatorians, and they didn't get to into the schools that they wanted, and they were upset.

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02:08:21.190 --> 02:08:35.799

Elizabeth Chan: And you know not all Asians, you know we're not robots. We can't get good great. Some Some of us had to be nurtured like my son is all tunes, so I know he's not going back to a specialized program or this what he wants.

758

02:08:35.980 --> 02:08:49.519

Elizabeth Chan: But i'm also don't want to penalize the students that do work hard, and it's like pitting Asians against Ah Blacks and Hispanics. And I I just feel like the way people some people talk

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02:08:49.530 --> 02:08:54.610

Elizabeth Chan: very um basis against Asians now, so I just feel like

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02:08:54.660 --> 02:09:04.570

Elizabeth Chan: we should not penalize hard working students. We should reward them, because, you know, even in sports, if you wanted to join a sports, you have to work hard

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02:09:04.670 --> 02:09:21.909

Elizabeth Chan: and not a a kid that cannot make it into the sports team is not gonna They're not going to put them in. You're gonna have to work. You can put in those hours and a lot of Asian students and a lot of students that make it into the G. And T. Programs for the specialized schools. They work hard. They're not robots that you know.

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02:09:22.140 --> 02:09:26.949

Elizabeth Chan: They automatically are a students. So that's just what I wanted to say.

763

02:09:28.670 --> 02:09:30.090

Stephen Stowe: Thanks, Elizabeth.

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02:09:30.300 --> 02:09:31.650

Stephen Stowe: I'm Marie

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02:09:31.740 --> 02:09:32.969

in the last.

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02:09:35.560 --> 02:09:49.379

Marie Brugueras: Um, I agree with all the Council members, and I would just like to, you know, add something for screening um. New York City is very generous with

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02:09:49.390 --> 02:10:03.179

Marie Brugueras: students that need extra help. Um! Students that have issues such as you know, autism and learning disabilities. In fact, the city of New York goes as far as

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02:10:03.340 --> 02:10:20.909

Marie Brugueras: pay private school tuitions for some children whose parents, you know, fight the fight, and say that their children are not served by the public school system, and I know several such parents,

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02:10:21.310 --> 02:10:32.010

Marie Brugueras: and when a child comes in, you know, to I guess, an agency that screens them for disabilities. That child is

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02:10:32.020 --> 02:10:50.510

Marie Brugueras: screened very, very rigorously, and then resources that are extremely I mean, those resources are numerous. Get allocated to this child that gets screened, and these resources are

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02:10:51.080 --> 02:10:52.440

Marie Brugueras: enormous.

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02:10:52.450 --> 02:11:12.449

Marie Brugueras: I think part of the reason for why New York City has such a you know, high or student spending is because There are lots of students with disabilities that get extremely generous benefits. They get power professionals. They get a lot of support, and

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02:11:12.460 --> 02:11:25.359

Marie Brugueras: I very much welcome that. And I just don't understand why people believe that by screening out those students that

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02:11:25.370 --> 02:11:43.020

Marie Brugueras: need to be on a higher level academically is somehow racist, you know. Should we say that screening district seventy five students is somehow racist, I mean, I just really don't understand. I believe the argument is rather flawed.

775

02:11:43.030 --> 02:12:08.589

Marie Brugueras: Um! And I Um, you know I am an immigrant. Came here in eighty nine. I actually came here, and I did not know about screened high schools and people around me. You know I didn't speak English that Well, I didn't go to a screens High School. I went to Fort Hamilton, you know neighborhood high school, et cetera, and, you know, eventually ended up with an advanced degree at the University of Chicago. But all of that is to say, that

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02:12:08.620 --> 02:12:18.340

Marie Brugueras: hard work should be rewarded, and I think we screen for disabilities. Well, I think we should screen for advancement as well. So

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02:12:18.450 --> 02:12:34.500

Marie Brugueras: um! That's why I support this resolution, and I'm. You know a parent of two children who are half Hispanic, and their father, and my husband was the first person to go to college in his. You know, whole family, and you know I believe that,

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02:12:34.820 --> 02:12:36.840

Marie Brugueras: as Maya said,

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02:12:37.440 --> 02:12:44.060

Marie Brugueras: the United States is still seen as the place of opportunity, and let's not take that away.

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02:12:45.830 --> 02:12:48.910

Stephen Stowe: Thanks, Marie. Um, Joyce.

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02:12:54.480 --> 02:12:55.780

Elizabeth Chan: Thank you.

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02:12:58.890 --> 02:13:00.679

Elizabeth Chan: Yeah, this is joy.

783

02:13:03.000 --> 02:13:09.270

Xiaoqiong Xie: Yeah. I want to make a comment on this solution. One of the reason why I saw this solution. I seen

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02:13:09.280 --> 02:13:27.459

Xiaoqiong Xie: to bedroom. The screaming emission is provide quality on a better quality for the education we try to. We on a penance or audio eoe. We want to provide better quality for honor kids. It doesn't mean veteran swimming is nice. It's not

785

02:13:27.630 --> 02:13:39.650

Xiaoqiong Xie: not e. I think it's nice. It's better for kids pick on a mentality. If you want better life, a better school, you need a five boy. That's a mentality building from the kids,

786

02:13:39.910 --> 02:13:47.260

Xiaoqiong Xie: because not every single night. You need a You need a sitting there so better You have very lucky.

787

02:13:47.530 --> 02:13:54.150

Xiaoqiong Xie: So it's we all the hard working you deserve it sound. We were. This is not the good.

788

02:13:54.200 --> 02:14:12.229

Xiaoqiong Xie: It's not not a good sign. So that's why I have three kids. My three kids is sending to a different school. One is in a gift. Parents one is not. I see, every kid they better native the quality education, but they are unique. So on the screaming

789

02:14:12.240 --> 02:14:26.959

Xiaoqiong Xie: better not screaming. I see It's name suitable for kids. They will never get what's the need for them. It's more fit for them. So that's my common. That's why I buy supporting solution.

790

02:14:28.940 --> 02:14:30.450
Stephen Stowe: Thanks. Choice

791

02:14:31.930 --> 02:14:40.399
Stephen Stowe: in just a reminder. We're not for past the point of public comments. And so we're not taking any more public comments.

792

02:14:41.280 --> 02:14:42.570
Stephen Stowe: Um,

793

02:14:42.770 --> 02:14:51.679
Stephen Stowe: I think that does it for council members. I did you. I don't see anyone Else's hand up You didn't want to make any comments on this one.

794

02:14:56.780 --> 02:14:58.160
Stephen Stowe: Um

795

02:15:03.250 --> 02:15:11.359
Stephen Stowe: take a vote on the resolution. We don't need to make a motion.

796

02:15:12.350 --> 02:15:13.559
Stephen Stowe: Um,

797

02:15:14.650 --> 02:15:23.330
Stephen Stowe: so, Steve, if you vote Yes, to approve the resolution, just say yes, Steve Stowe, President about Yes,

798

02:15:23.450 --> 02:15:26.749
Stephen Stowe: um Jen Hue first by Vice President

799

02:15:27.500 --> 02:15:29.489
Stephen Stowe: Elizabeth Chan, second Vice President.

800

02:15:29.500 --> 02:15:30.679
Elizabeth Chan: Yes,

801

02:15:30.690 --> 02:15:32.089
Marie Brugueras: three brigades of treasurer.

802
02:15:32.100 --> 02:15:33.160
Marie Brugueras: Yes,

803
02:15:33.520 --> 02:15:35.170
Stephen Stowe: Kevin Zhao

804
02:15:36.300 --> 02:15:37.790
Stephen Stowe: li Peng Zhang

805
02:15:39.240 --> 02:15:40.849
Stephen Stowe: choice. She

806
02:15:41.570 --> 02:15:43.199
Stephen Stowe: Maya Rosenblatt.

807
02:15:43.960 --> 02:15:45.610
Stephen Stowe: Gada, i'm in.

808
02:15:45.620 --> 02:15:46.880
Ghada Amin: Yes,

809
02:15:48.010 --> 02:15:52.269
Stephen Stowe: yes, you can. You hear me? I hear you? You?

810
02:15:53.570 --> 02:15:58.989
FACE - Steven Wieser: Yes, I hear you. I said, Yes, Okay, thanks. Gotta.

811
02:15:59.000 --> 02:16:03.149
Stephen Stowe: So the resolution passes nine. Yes. Votes,

812
02:16:08.090 --> 02:16:09.500
Stephen Stowe: and that

813
02:16:10.510 --> 02:16:20.850
Stephen Stowe: brings us to the end of our calendar meeting. The next.
The next meeting will be

814
02:16:20.890 --> 02:16:24.440

Stephen Stowe: next calendar me. The business meeting will immediately follow

815

02:16:25.020 --> 02:16:29.929

Stephen Stowe: this meeting, and so everyone is obviously welcome to stick around for that.

816

02:16:30.320 --> 02:16:33.539

Stephen Stowe: The next calendar meeting will be October the twelfth.

817

02:16:34.360 --> 02:16:38.140

Stephen Stowe: We're going to hold it at Ps. Two hundred and five, the

818

02:16:40.430 --> 02:16:48.899

Stephen Stowe: so mark your calendars. I'm. Now going to make a motion to adjourn. The calendar meeting. Is there a second

819

02:16:49.180 --> 02:16:54.519

Stephen Stowe: all in favor of adjourning the calendar meeting any opposed?

820

02:16:54.889 --> 02:17:02.400

Stephen Stowe: The calendar meeting is adjourned. We'll take five minutes break, and then just do the business. That's okay, Thanks, everyone.

821

02:17:03.620 --> 02:17:05.500

Ghada Amin: Thank you.