Council Members: Okay. Good evening. Everyone.

Council Members: Welcome to the September 2024 Cec. 20. Meeting.

Council Members: I'm now going to take

Council Members: attendance.

Council Members: Steve Stowe, president here. John Rica. Tone, 1st Vice President.

Council Members: Elizabeth Chan, second Vice President.

Council Members: May Fung. Yes.

Council Members: wen Ming

Council Members: Yun Ching.

Council Members: Fabiola

Council Members: Sabrina

Council Members: here.

Council Members: hey? Sabrina.

Sabrina Mcnamara: Hi! Everyone.

Council Members: Maya Rosenblatt.

Council Members: Is that so.

Council Members: Tamara? Stern.

Tamara Stern: Here.

Council Members: Choice. She

Council Members: Kevin? Zhao?

Council Members: Yeah.

Kevin Zhao: Can you hear me?

Council Members: I can hear you. Yep.

Council Members: and we have 1, 2, 3, 4, 5 in person, so we do not have in-person quorum, so there will be no votes tonight.

Council Members: but we can still run the meeting

Council Members: as we do at all of our meetings. We have interpretation in Arabic, mandarin, and Spanish.

Council Members: You will see these interpreters in the participant list.

Council Members: and they will post their information in the chat. Our interpreters will now introduce themselves.

Council Members: Could our Arabic interpreter please introduce yourself.

Arabic Interpreter - Maged Mikhail: Allah said many of

Arabic Interpreter - Maged Mikhail: runs.

Arabic Interpreter - Maged Mikhail: Arabic announcement has been completed.

Council Members: Thank you.

Council Members: Would our mandarin interpreter? Please introduce yourself.

Mandarin - Eddie Lau: Is it? Thank you.

Council Members: Thank you.

Council Members: And would our Spanish interpreter please introduce yourself.

Spanish-Alexander Vasquez- Doe: Hi, good evening. The following message will be in Spanish.

Spanish-Alexander Vasquez- Doe: but also participanta spanner

Spanish-Alexander Vasquez- Doe: vita continuation.

Spanish-Alexander Vasquez- Doe: Whoever, says

Spanish-Alexander Vasquez- Doe: quattro uno uno cuatro

Spanish-Alexander Vasquez- Doe: muscle number of the stress.

Spanish-Alexander Vasquez- Doe: sero ventocho, mason, signo numero

Spanish-Alexander Vasquez- Doe: debito para tolos esponalantes.

Spanish-Alexander Vasquez- Doe: master numero id

Spanish-Alexander Vasquez- Doe: ocho dress, stress, cinco, say, stress 0 and diocho massive signal in numeral

Spanish-Alexander Vasquez- Doe: for power management here

Spanish-Alexander Vasquez- Doe: 2 are so complete.

Council Members: Thank you.

Council Members: Just a reminder. Please keep in mind. The interpreters will be providing simultaneous interpretation.

Council Members: As you speak.

Council Members: Please try to speak

Council Members: more slowly than usual.

Council Members: We'll now share the agenda for tonight's meeting we're here at.

Council Members: I should mention we're here at

Council Members: Junior High School, 2 59, William Mckinley.

Council Members: pride of Bay Ridge as it's known.

Council Members: So the agenda for tonight's meeting.

Council Members: We're going to.

Council Members: Yeah, I'm gonna yeah. We'll we'll do public speaking. We'll do our first.st Actually, let's you know what we'll do? The we'll do the presentation first, st and we'll have. Yeah, we'll stick to this this presentation because I think the information provided here will help inform some of the public speaking. So first, st we, we have the executive directors from both Nia and the Federation of Italian American organizations with us at the meeting, I believe online, and they will speak about the

Council Members: after school funding situation, and

Council Members: our superintendent, Dr. David Pretto, will also make some comments at that time about the issue.

Council Members: and then after that, we will have our 1st public speaking session of the night.

Council Members: We'll prioritize anyone who's here in person.

Council Members: After that we'll have the report of Superintendent Dr. Preto report of Council President.

Council Members: our second public speaking session, and unless we get other people showing up in person. We will not have a vote for recording secretary tonight.

Council Members: because we do not have in-person quorum

Council Members: and then approval of minutes, and that will conclude the calendar meeting.

Council Members: I just want to take a minute and recognize

Council Members: several

Council Members: attendees at our meeting.

Council Members: in person. We actually have former longtime State Assembly Member. Peter Abadi is here in person.

Council Members: I also see online a number of representatives

Council Members: from different elected officials, offices.

Council Members: Francis Brown, from State Senator Ian Chu's office.

Council Members: Tony Kruptchin, from City Councilman Justin Brannon's office.

Council Members: And I'm just looking through. And I remind anyone who's here from an elected office. If you

Council Members: maybe just identify yourself next your your office next to your name. That's always helpful.

Council Members: Okay.

Council Members: So to begin the night, we we thought, as everyone as many people know. The sort of issue of the last few months has been the situation around after school funding in District 20 and a number of programs losing funding

Council Members: we've had a. It was a significant focus of our conversation at our last meeting in August. Since then there's been quite a bit of interest

Council Members: both from the local media, both from parents and you know us on the Cec. And really a large number of people in the community have been very involved in trying to get answers and get this remedied. So we thought it would be helpful tonight to have the

Council Members: executive directors of the 2 organizations

Council Members: that

Council Members: lost funding this year. Nia and fiao attend and and speak, and I don't know if it makes sense, David, do you think it makes sense for them to speak first, st or then you to make your announcement. First.st Given your information, you have, or I think your information is basically

Council Members: what we've talked about, right? This the additional funding? Sure, I

Council Members: I know that over the weekend on Friday there was an announcement in the news that New York State had allocated 3 million additional dollars to New York City to support

Council Members: the after school

Council Members: programming

Council Members: that resulted in the Leaps grant funding.

Council Members: And

Council Members: and this money has been

Council Members: allocated. New York City public schools, who plans on applying the 3 million dollars.

David Pretto: To centrally funded Empire programs in Brooklyn and the Bronx that were previously supported by Empire that did not receive the leap. Grant, I don't have anything more specific about how that 3 million will be ad allocated to programs in Brooklyn and the Bronx that were under advantage and Empire previously, and did not get funded by the leaps. Grant, I have strongly advocated

David Pretto: to New York City public schools that the programs in District 20 that did lose the funding received this funding

David Pretto: thanks, David.

Council Members: Thank you, superintendent, so 1st up, I'd like to welcome the executive director from the Nia Annette. Velez, Annette, can you hear me?

Annette Velez, NIA: Yes, I can thank you.

Council Members: Great. Go ahead, Annette. The floor is yours. Please share with us sort of what you know what to to this extent, and sort of the impact that you've seen on your organization and the schools and families that you serve.

Annette Velez, NIA: Absolutely. I'll do my best. Am I able to share my screen.

Council Members: That's fine. Yes.

Annette Velez, NIA: Great. Thank you so much. I have a couple of visuals that might help the conversation a bit. So thank you. Everyone for having me. I am Annette. Les. I'm Nia's executive director.

Annette Velez, NIA: I would like to start if it's okay, with

Annette Velez, NIA: just a little overview and some background information about what? What sort of got us here? So some background on, on, after school funding from the New York State level, the office of children and family services. A State agency has for many, many years

Annette Velez, NIA: funded after school programmings throughout the State, through 2 main funding streams, one called Advantage and one called Empire Nia, and many other local providers have been longtime recipients of this funding.

Annette Velez, NIA: What was happening was all empire and advantage. Funding contracts were scheduled to expire were scheduled to end as of June 30th of this year, and they were not going to be renewed by New York State by Ocfs. So for us. This is just a snapshot of the impact for Nia alone

Annette Velez, NIA: that meant for us

Annette Velez, NIA: all of these listed schools, and each of them showing the number of seats that we had funded at each of those schools. All of these listed schools that were previously funded through empire or advantage contracts with the state.

Annette Velez, NIA: We're not going to be renewed for this current school year for us. That means more than 2,000 fewer after school seats, and this is, I believe a list of 19 or 20 school partners that we're unfortunately not working with this year or not working with to the same extent. So a tremendous impact.

Annette Velez, NIA: or just the schools that we're working with, but certainly a much larger impact. When you look at other providers throughout the city and throughout our area.

Annette Velez, NIA: in place of empire and advantage. Funding Ocfs. Announced earlier this year that they were opening up an Rfp. A request for proposals for what they called leaps after school programming. So.

Annette Velez, NIA: like everyone, all other providers in the area.

Annette Velez, NIA: Nia. Reviewed the Rfp. And we made some careful decisions about

Annette Velez, NIA: which schools we felt would be best positioned to receive some of those awards, so which schools we thought might have the highest chances of receiving a leaps award.

Annette Velez, NIA: and we decided to resubmit

Annette Velez, NIA: 4 applications, and they're here on my screen now. One of them in particular, was for District 20

Annette Velez, NIA: including Ps. 1 0. 4 PS. 185, and PS. 939.

Annette Velez, NIA: But I've listed all 4 of our applications so that you get a sense of the other ones. We submitted as well

Annette Velez, NIA: for us, and, as we learned, was common for other local providers, none of these 4 proposals wound up, being awarded

Annette Velez, NIA: when we requested more information about why and how we had scored, we found that we scored relatively well. So, for you see, for District 20, we scored 91.5 district 21, we scored even higher, 93 94. We were placed on what they called the approved but not funded list, which is essentially a waiting list, so they acknowledged that the proposals were well written. They were strong proposals. We are well qualified to be after school providers.

Annette Velez, NIA: but they explained that other proposals scored higher, and we qualified for funding if more should become available in the future.

Annette Velez, NIA: At 1st we took that answer at face value, but we quickly learned that

Annette Velez, NIA: there were very many local providers that saw a similar outcome to what we did, and I think everyone started to put the pieces together and realized that something had gone amiss here the Rfp. Process.

Annette Velez, NIA: There were a number of questionable parts of the Rfp. Process in our opinion, and we started to learn that other groups felt similarly.

Annette Velez, NIA: And that's when the advocacy started to really take off. That's when

Annette Velez, NIA: we started to advocate very strongly with our local elected officials, and we want to thank them

Annette Velez, NIA: sincerely and tremendously for for all of their efforts. And then, when parents and district leaders also began advocacy as well. And and, as we all know, more recently, while we learned of these decisions in June.

Annette Velez, NIA: more recently, the media has picked this story up and it's gotten quite a lot of local attention in the media as well.

Annette Velez, NIA: All that brings us to what we know. Of course, with Superintendent shared, which was that last weekend there was an announcement that

Annette Velez, NIA: the State would be adding 3 million dollars more to this initiative, and, in our opinion, and Ni's opinion, that leaves us in sort of a good news. Bad news situation at this point. The bad news being that

Annette Velez, NIA: 3 million dollars while it sounds like a lot of money up front.

Annette Velez, NIA: unfortunately, is not a tremendous amount of money, for after school funding I left this slide up on purpose because

Annette Velez, NIA: you can get a sense. Here we are proposals. We applied for only 10 schools.

Annette Velez, NIA: and the requested amount was almost 5 million dollars, just for those 10 schools.

Annette Velez, NIA: So one can assume that if the

Annette Velez, NIA: if the awards will be given

Annette Velez, NIA: at the same level which we applied for about 150 slots per school, so one can assume that awards will either not be given at such high amounts, like maybe fewer seats per school or, you know, fewer schools, but

Annette Velez, NIA: it seems pretty clear that not that many schools, unfortunately, will will likely see an impact from this additional 3 million dollars.

Annette Velez, NIA: and right now, as as superintendent shared. There's not a lot of clear information about where it's going to wind up. We've received no direct information as of yet, but of course, if it's going to be funneled through the Department of Education, they will receive the information directly. So right now it's a bit of a waiting game, and that's kind of all of the bad news.

Annette Velez, NIA: The good news from our perspective is that it's progress. It might be small progress, but it's progress, and the advocacy is working, making noise is working. And it's our perspective that

Annette Velez, NIA: regardless regardless of what might have gone wrong in that Rfp process for us and for other local providers.

Annette Velez, NIA: It's really just our opinion that

Annette Velez, NIA: this is drawing attention to a really immense unmet need not only in District 20, but throughout New York City

Annette Velez, NIA: or after school childcare.

Annette Velez, NIA: there are far too many groups that were not awarded. There are even more that we couldn't even apply for you know, even more lost contracts

Annette Velez, NIA: from previous years that we couldn't even accommodate in these applications.

Annette Velez, NIA: There is just this tremendous need that is not being met right now. And so it's our opinion that the advocacy should continue. We should continue to make noise together, because there are very, very many schools that even outside of this application.

Annette Velez, NIA: Are not getting the seats that they need. They're not getting that the after school services that they need. And there are lots of providers like us, and like the Italian Federation that are ready and waiting and willing to to provide those services. And we really just need the funds to be able to do that.

Annette Velez, NIA: So I that's my my kind of overall statement. But

Annette Velez, NIA: happy to be available for questions at the end, as well.

Council Members: Great. Let me thank you so much, Annette, that was very clear. Let's let's go to your counterpart here. FI. Ao, I don't know if

Council Members: it was Nancy Sotiel. She's here in person. Great Nancy! Would you like to

Council Members: come forward and speak?

Council Members: That'd be awesome.

Council Members: What's easy, Kevin, to sit here.

Council Members: Kevin. Can she speak there?

Council Members: If you want to go back and forth? Yeah, you can read this. Yeah, you can speak. Give me one moment.

Public Speaking: Yeah, thank you.

Public Speaking: You're set.

Public Speaking: Good evening, ladies and gentlemen.

Public Speaking: I'd like to thank CC.

Public Speaking: The superintendent

Public Speaking: and the staff, the publicly elected official, the principals, and, most importantly, parents and students that are working together to correct the wrong. To the South Brooklyn schools.

Public Speaking: Fiao has been in existence since 1,977, and I've been the executive director since 1,984.

Public Speaking: We have after school programs in many sites plus, we have a community centre located on 18th Avenue, Benson Avenue.

Public Speaking: We have faced many challenges during the years, but the latest one began on March 21, st 2,024.

Public Speaking: We were told that after 5 years A. PS. 1, 12,

Public Speaking: the contract will end as of August 2024. But

Public Speaking: we could have applied for the New York State learning and enrichment after school program called Lips.

Public Speaking: We applied for this program for 2 schools in District 20 and 2 schools in District 21.

Public Speaking: We were all very hopeful and optimistic

Public Speaking: to receive at least Ps. 112 program. Since we have been doing their great job for the past 5 years, and PS. 192,

Public Speaking: we we started a problem last year

Public Speaking: on June 4, th 2,024, the nightmare began.

Public Speaking: We received a letter stating that we were approved but not funded.

Public Speaking: that is, when we started working tirelessly elected official principal Parents Staff district Office, Ec. Wrote letters on our behalf.

Public Speaking: I know that other organizations were not funded as well. Leaving South Brooklyn schools without crucial after-school programs.

Public Speaking: The recent news that 3 millions were added to the after-school program gave us some hope.

Public Speaking: The problem is that we still do not know which sites and how the funding will be distributed.

Public Speaking: Our focus will always be the students and their family, giving them the opportunity to reach their full social, emotional, academic potential.

Public Speaking: We need to continue to write to the elected official, the governor, the district to advocate for all our children.

Public Speaking: There is a saying in Italian.

Public Speaking: Do Neoni Fallaforza

Public Speaking: translated together, we will be strong and will achieve a lot more.

Public Speaking: Thank you.

Public Speaking: executive director. Do you mind, executive director? Do you mind just remaining at the podium for a minute. I think you just want to ask a question. If you can respond, or executive Director Velaz can respond.

Public Speaking: I guess. Executive Annette, in your comments you mentioned, you saw some questionable

Public Speaking: parts of the arts. Yeah. Go there. Yeah, please. Thank you.

Annette Velez, NIA: Sure. I'd be happy to start if that's okay. This is purely our opinion. So I I do. I want to start with that. But throughout the Rfp. Process there were

Annette Velez, NIA: a number of changes to the kind of the criteria and the questions, and so.

Council Members: Hey, Annette, can you hear me?

Annette Velez, NIA: I can.

Council Members: I'm sorry just you were muted. I'm so sorry we're just getting.

Annette Velez, NIA: That's right.

Council Members: Technology set up. So if you could repeat what you just said, that would be great. We can all hear you now.

Annette Velez, NIA: No, no problem. So I I started by saying that this is purely our opinion. So I you know, I want to start with that to be fair. But it was our impression throughout the Rfp. Process that

Annette Velez, NIA: there were lots of confusing bits and pieces. So throughout the process the the Rfp. Was changed quite a bit. Questions were changed. Certain criteria changed throughout the process, and it required kind of a lot of pivoting in the Grant writing

Annette Velez, NIA: in the Grant writing process and revising, and also midway through the process

Annette Velez, NIA: or close to the end, there was an announcement that

Annette Velez, NIA: the State would be

Annette Velez, NIA: doubling the dollar amount per award that one could apply for. But they were not increasing the overall bucket of money that was going to be put toward this initiative from the state level. So it gave us the impression again, purely our impression, but it gave us the impression that

Annette Velez, NIA: they would be giving fewer awards, but at higher dollar amounts, which a higher dollar amount is always, of course, a nice thing, but not if it's at the expense of awarding fewer schools programs. So that was one real big concern. Another thing that we felt that we noticed in the Rfp. Wording was.

Annette Velez, NIA: there was a lot of wording about less

Annette Velez, NIA: kind of favor or less consideration being given to schools that had

Annette Velez, NIA: other existing existing programming in the building already.

Annette Velez, NIA: and

Annette Velez, NIA: in a lot of ways that sort of put New York City public schools at a tremendous disadvantage, because, as we know.

Annette Velez, NIA: our public schools, you know, some of them are psis, and maybe the intermediate school has an after school programming has after school programming. But the elementary school does not that it sounded like might have counted against one in a proposal.

Annette Velez, NIA: A lot of our schools are so large that sometimes just one after school contract does not fully cover the after school need. And so providers like us have to piece together different grants to make it work. And so again, if there was an existing grant at a school.

Annette Velez, NIA: It sounded like that. School would not be considered for additional funding through this initiative. It it was our impression that

Annette Velez, NIA: it left New York City schools at a big disadvantage compared to, for example.

Annette Velez, NIA: upstate schools that might be in a very situation to us. Those were. Those were the pieces of the Rfp. For us in particular, that were, were a bit concerning.

Council Members: Did you have a similar experience? Anything you noticed about the Rfp. Process? That was different? Yes, especially the fact that I know they say the same thing. The Nia. That every proposal was

Council Members: the the score was different, the same exact proposal for different schools. Whoever read it that the score was different for each one of them.

Annette Velez, NIA: Yes, thank you. Thank you so much for mentioning that

Annette Velez, NIA: that was definitely our experience as well. We

Annette Velez, NIA: we submitted almost identical proposals in all 4 of those proposals with just small changes, considering whatever schools we were applying for in that particular one.

Annette Velez, NIA: and the scores came back.

Annette Velez, NIA: as you saw, slightly different in different categories. And that's really because they're being graded by different people with different perspectives on the scoring criteria. So

Annette Velez, NIA: there was that was less than perfect as well.

Council Members: Wait. So, Annette, did I just hear you right, that different people are grading different proposals, different different bureaucrats in the office of family and child services, and there's no sort of

Council Members: consistent look across all the programs to make sure that everything is is sort of standardized or.

Annette Velez, NIA: I can't speak to. You know the the procedures in in Ocfs necessarily, as far as who's overseeing the process double, checking the process. So I don't want to speak on that, because I I certainly can't. But but yes, so there, there's typically this is common for any grants or government contract

Annette Velez, NIA: process. There's typically a panel of reviewers. So there's typically a group of a number of different folks who will review and grade proposals based on, you know, an established rubric. But

Annette Velez, NIA: like anything else, you know, they're reading. They're reading a narrative, and it's it can sometimes be left up to someone's opinion if a section met the criteria or not. So that's just another piece. That's a little imperfect.

Council Members: And have you both. I think you've both requested you have the right to request the full scoring.

Annette Velez, NIA: Yes, but.

Council Members: We did. They got our scores, but we were not able to know which sites were awarded

Council Members: and what their scores were. They will not discuss that.

Council Members: They will not disclose it.

Council Members: As you said in the letter, everyone over 65% of the scores were awarded, but they were not funded

Council Members: right, and it doesn't. So we we had one with 73, one with 83, one with 93.

Council Members: So who knows but you can't, you cannot, it will not disclose which programs were awarded. The fund

Council Members: is that information? I spoke to them once after a lot of trying, and I will say.

Council Members: you know it was. It was really difficult to get in touch with them. And then we had one phone conversation

Council Members: and I've

Council Members: They were saying that there might be more information coming. Once the official process has the the full funding process has concluded, and they estimated sometime around November first, st and at that point. They said they might make more information available. At least, that's what I have in my head. Is that basically what you guys have heard as well, no, we just. We heard that they were not disclosed. Okay.

Annette Velez, NIA: We have, we have not. We've not been able to find or.

Council Members: And we.

Annette Velez, NIA: Of awards. I know.

Council Members: We've invited. I've invited them several times. I invited them to this meeting, our last meeting. I'll continue inviting them. I believe they should speak. It's

Council Members: really infuriates me. When members of the public service

Council Members: they want to be there when times are good, but then not show up when there's difficult questions to be answered. And that's what's happening now, someone needs to answer.

Council Members: or why this happened. What? What's the actual change in the methodology and the procedure and the process that led to this result.

Council Members: I just want to. And I'll one second other members. You can ask questions, too, but I just want to follow up on. I want to try to understand kind of. And I really appreciate the slides you brought with sort of the financial information.

Council Members: So

Council Members: just to confirm if just trying to sort of think about. Last year.

Council Members: like Annette, you said, I think you said you applied for 4.6 million dollars this year for

Council Members: all your schools. Not just district 20.

Annette Velez, NIA: So that was 10 applications. We had 3 within District 20, and the other 7 were outside districts. Yes.

Council Members: So 4.6 million, and then, like last year, you had the total number of seats. I don't know. Do you disclose? Are you willing to disclose the total amount it took to fund all your programming last year, so we can compare it to the 4.6.

Annette Velez, NIA: So I I don't have that information handy for you right now, but what what I will say is, I can tell you that the previous contracts. So those Empire and advantage funding streams that I mentioned earlier were historically funded at much lower dollar amounts.

Annette Velez, NIA: So it

Annette Velez, NIA: the the new leaps funding. They were giving an opportunity for more funding per student. So that that's that's good news that the you know the State is upping the the dollar amount per student. But

Annette Velez, NIA: I it's information I can certainly collect. But well, I don't have it handy. I I can tell you confidently that the previous awards were not as high as the ones we were applying for under leaps.

Council Members: Okay.

Council Members: I could tell you that. Ps. 112, because it was the same agency. We were funded for $190,000 a year for 5 years, so close to 1 million dollars. And with that we were able to

Council Members: have over a hundred students participate 5 days a week

Council Members: and 3 HA day, 15 h, and they roll out program. So with the $190,000, you can't have a program for the entire year. Okay, got it.

Council Members: And

Council Members: great. Cec, any Cec members have any questions for the 2 executive directors

Council Members: or any online, any Cec members who are online.

Council Members: What? What do you both recommend? I mean, sort of next steps. I'm really pleased with the the turnout. You know, we've got 87 participants online. We've got a number in the room. I think the issue. I think there's a number of media who are interested, as you both pointed out next steps. Recommendations. Sort of

Council Members: What do you both think we should sort of do from here?

Council Members: Well, I believe that if we both work together

Council Members: The electoral officials still have to be involved. The parents

Council Members: still have to be involved.

Council Members: and the entire community, like I said before, if we do it together. Maybe we get somewhere. Yeah.

Annette Velez, NIA: Yeah, I definitely agree. I think that just the continued advocacy is the way to go.

Annette Velez, NIA: the the 3 million. Again, our opinion is the 3 million is a very good gesture. It's it's progress. But

Annette Velez, NIA: it's just not enough. There's a much larger need. New York State knows that New York City knows that and so I I think we just need to continue to make noise together. The other thing that I would mention is

Annette Velez, NIA: this, we're talking about New York State funding. We do anticipate that the city level New York City, through the Department of Youth and Community Development.

Annette Velez, NIA: will likely be opening up an application

Annette Velez, NIA: for new funding which would begin next school year.

Annette Velez, NIA: so that is likely going to be opened up sometime during this school year for funding for next year. When that happens, I know Nia will be applying in a big way. I'm sure the Federation will be applying in a very big way. And you know that will be another opportunity for us to

Annette Velez, NIA: to to fund our existing partners and any new partners that are in desperate need of services, and I think at that point as well. It would make sense for all of us to make noise at the city level just yet, because that application hasn't opened up yet. Right now we're focused on the State. But when those applications are available and and all of your local providers have applied for schools in the district.

Annette Velez, NIA: it would make a lot of sense for elected officials and principals and parents to reach out, to express, support and advocate for those programs as the city is considering the awards before their final decisions are made.

Council Members: What? What month is that? Roughly? Do you expect that to be just so we can.

Annette Velez, NIA: I I don't know a month, and I I'm not sure yet if even the city knows a month. Do you have anything.

Council Members: Yeah, usually it's around April when they do the budget.

Council Members: And what portion of each of your after school funding is usually State versus city funded just in a rough sense. Is it 50, 50, or the city? No, the city is a lot more, a lot more. Okay, okay.

Annette Velez, NIA: That's our experience.

Council Members: Okay, got it?

Council Members: Yeah. I mean, one thing we are definitely going to do as the Cec is is, you know.

Council Members: find out who at the New York City public schools is now responsible for allocating this 3 million and do the best we can, as everyone, I think in this room will try to do for the district, recognizing what you both have said. It's a small amount of money in proportion. But let's let's see what we can do. And then the bigger question is for next year, try to get answers from the State about this program and and try to correct some things for next year.

Council Members: Yeah, go ahead, Sean. Does anybody know if Covid funding was used last year for after school?

Council Members: No, we didn't.

Council Members: And like the stimulus funding, John. And maybe it got cut back. Yeah, yeah, it's a good question. Yeah.

Council Members: I wanted to ask

Council Members: So I think

Council Members: the Dycd is that a completely different group. Or it's yes.

Council Members: you guys still running yes or no with the city? Yes.

Council Members: but Dycd is a separate city by division, like parallel to New York City public schools.

Council Members: So, but will they be running a separate like kind of Nia, or is it still they? You guys run your own different program. We have our own different program, and they have their own. We have. We have some schools that we're together in the same in the same school. Yeah.

Annette Velez, NIA: Yes, we do. So just it's there are.

Annette Velez, NIA: There are state funding streams like the ones we're talking about tonight through the office of children and family services. And then there are city funding streams.

Annette Velez, NIA: the city funding.

Annette Velez, NIA: we have very many programs funded through the department of Youth and community development.

Annette Velez, NIA: and they operate just, they operate really just the same. You might not know the difference, you know. On the surface of whether or not a program is city or state funded because they operate very much the same but as as both of us said, city funding is typically a lot more generous and they give an opportunity to open on some additional days, usually, and have extra resources. So the city funding is actually a lot

Annette Velez, NIA: more generous, a lot healthier. And so that I do think, while we should keep our attention on the State funding issue, that we're facing now, we should certainly stay poised for the city funding coming up, because that's another good opportunity.

Council Members: So with the Dycd. Coming in later, more students could join or get added into the program later on.

Council Members: In this school year.

Annette Velez, NIA: So it would be, for it would be in the new school year next year. Those wouldn't be given midyear

Annette Velez, NIA: and.

Council Members: Is that January or no.

Annette Velez, NIA: And the new school year. So next September, September.

Council Members: For this year. We already have the sites that are funded from the Ycd. And the students already started it last Monday.

Annette Velez, NIA: Yes.

Council Members: So then, even if we get the 3 million, it won't. Even

Council Members: then it would be in the schools that were founded by the Ocfs.

Council Members: Alright.

Council Members: Well, thank you both so much for being here. Really appreciate it. And we'll we'll definitely

Council Members: okay.

Council Members: What did you say, Kevin?

Council Members: Who does? Oh, Kevin, zhou see, one more. Cec. Member has a question. Go ahead, Kevin.

Kevin Zhao: Sorry. I just want to try to find out how many schools are impacted and what are the.

Council Members: And boom.

Kevin Zhao: Can you hear me? Okay.

Council Members: Kevin, your connection is your. Your. The audio is not very good coming through.

Council Members: Can you post it in the chat? Maybe

Council Members: we're just having a little trouble hearing you, Kevin?

Council Members: We'll get Kevin's question and follow up with him on that.

Kevin Zhao: I just posted in the chat.

Council Members: Okay, great.

Council Members: And let's, I can just read the question.

Council Members: yeah, so do we have a complete list of schools impacted by the funding issue.

Council Members: how many is 2 for you? Right? 2 for the district, 20 for District 20. And then, Annette, what was the final total for nia? That was in that were impacted, that.

Council Members: Of schools. So.

Annette Velez, NIA: 3 that we applied for it was 4 or 5. I would have to pull it up again for you, but 3 that we actually were able to submit the new application for, but more that lost from the previous funding stream that was phased out.

Council Members: So 4 lost, you reapplied for 3 of those 4. Correct? Yes, correct.

Annette Velez, NIA: Just to be transparent. We opted not to reapply for ps. 30. Because we have additional funding still in place at Ps. 30, through a different funding stream, and we felt that the State would knock them right out of the running. Once they saw that there was already.

Annette Velez, NIA: you know 100 other seats funded through a different source. And so, unfortunately, we we didn't include them in the application, because it was pretty clear that they were not going to be strongly considered for this.

Council Members: Got it. Oh, and one more question, how come that? She divided the 2. District 21 like District 21 A and district 21 B.

Annette Velez, NIA: Good question. Yeah. So there was a limit of 3 schools per application. You couldn't apply for more than 3 schools per district

Annette Velez, NIA: or per application, I mean, and within District 21

Annette Velez, NIA: we had a greater number of viable schools that we could apply for. And so we we wound up, putting in just 2 applications because of that maximum number per application.

Council Members: Once you get the funding, can you move money around the schools that you applied for that? You applied for.

Annette Velez, NIA: Yeah, unfortunately, they expect it to stay, you know. Well, not. Unfortunately, it's it's fortunate for that school. They expect it to stay where it's originally.

Council Members: School. Okay.

Annette Velez, NIA: Yeah.

Council Members: And one more question from a Cec. Member, Kevin Zhao, is there? Are there other Cbos in the district? I think, District 20 that you know of that lost funding. I think we were just told coming in that there's 1 that did not lose funding.

Council Members: What was the organization? I think, David. You might have mentioned it. Remember the name of it. Center for Family Life Center for Family life did not lose funding.

Council Members: I think, one of the Asian

Council Members: organization. But I don't know the name. Okay, we will definitely look into that as well.

Council Members: okay, great thanks. I see a great conversation in the chat about this. Lots of people concerned. I would say we're going to move on now to the next segment of our meeting, which is the 1st public speaking session. So thank you. Both executive Director Satile and Velez for being here. We will be in touch for sure.

Council Members: so for our 1st public speaking session. We will just prioritize individuals who are here, and as we do

Council Members: commonly, we will prioritize elected officials who are in attendance, and we have State Assemblyman. Lester Chang has joined us.

Council Members: He's good to speak on there. Kevin. Yeah.

Public Speaking: Okay, you're ready. Okay? Great. Well, thank you. Everyone for being here. This is very important, for after school program my office is ready and available to help in that

Public Speaking: nia and fia to to

Public Speaking: elevate the level and and see if I can do some, shake down some some more money, because I sit in the Education Committee. I'll reach out to them and see if we can squeeze out more for our behalf for our kids. So I'm here I'm

Public Speaking: available, ready to help them out

Public Speaking: and for everybody else. If you have any more ammunition to help

Public Speaking: elevate this, let me know. I'll be. I'll be out there. Thank you very much. Thank you.

Public Speaking: Texas.

Public Speaking: We also have options with this former long-term State Assemblyman. Your body, Peter, would you like to speak?

Public Speaking: You should have stayed.

Public Speaking: you should have stayed for this. Sure. Thank you very much. I'm a Assemblyman, Peter Abadi, former Assemblyman. I'm here today because at home I live on the corner one block up from Ps. 112, and I had a lot of the parents come by my house

Public Speaking: and really upset of the closing of Psd. After school program at 1 12, and I wish Lester would have stayed in law. I was there a long time. It's very important that our elected officials put the pressure

Public Speaking: on the Commissioner

Public Speaking: right. It just seems odd to me, after all my years, that South Brooklyn.

Public Speaking: 20 and 21 had all their programs cut.

Public Speaking: or all but one that we know of.

Public Speaking: To me that's unfair. And I think really pressure. I know Senator

Public Speaking: Eileen Chu and Senator Andrew Granadis have been fighting for it, and we also need our members in the Assembly. I gave a name to before a little earlier for Andrew Heversey, who's the chair of children and families.

Public Speaking: you know, in the Assembly, and one recommendation, if I was still there to my elected officials, if this money isn't restored, you know 3 million is not a lot. If it isn't restored, you're not going to get the governor and other people to wake up.

Public Speaking: But I think if a number of people, and maybe the Board ask for the Commissioner's resignation if this money isn't restored, I think you'll see a lot more

Public Speaking: than the 3 million dollars coming by. The Governor lost this area last time in an election pretty big.

Public Speaking: This is not going to help her

Public Speaking: when she runs 2 years from now.

Public Speaking: So I think it's important to know that they shouldn't be punishing an area

Public Speaking: because she didn't win

Public Speaking: in this area. And that's just my opinion and

Public Speaking: and the board. And hopefully, I can tell the parents that some of the money will be coming back to 112, and for Nia and both the Federation, I just hope

Public Speaking: the programs have been great. I mean, I've been involved in them for years, and hopefully, we can get more more than the 3 million back. And it was kind of stupid. I just want to say that the State gave 3 million dollars to the Department of Ed

Public Speaking: doesn't run any of these programs and leave. So by the time they work it out it might be near Christmas past Thanksgiving, and I think they could have just run it right from them. I think they gave the 3 million said, You handle it so our hands are clean. And I I think that's very unfair.

Public Speaking: Okay, thank you.

Public Speaking: Thank you.

Public Speaking: Appreciate the insight. Political perspective for sure.

Public Speaking: Also.

Public Speaking: So next in-person speaker signed up is Joyce Sheath

Public Speaking: right there.

Joyce Xie: Can you hear me?

Joyce Xie: Yeah.

Joyce Xie: yeah. My name is Joyce. I'm here also. Different law. I'm presenting city Council members, Susan Zhuan's office today so as a night, this couple meeting we all talk talking about after school funding, so we know we lost funding for the school, but it's good news is at the

Joyce Xie: we say, as a Nancy say.

Joyce Xie: we should fight for together.

Joyce Xie: This is the issue. But Susan also. Why, for her to search for an additional like 3rd parties funding.

Joyce Xie: So once I have some good news.

Joyce Xie: We received a appreciating error a couple of days ago from 3rd party, they say, because Susan, the family of PS. 160,

Joyce Xie: 1, 86, and PS. 2, 47

Joyce Xie: in her council district will continue to have a set a reliable high quality out of school time experience. So that means

Joyce Xie: the school got additional funding for the outstool fund for the outs to out of school program, and the other thing is 9

Joyce Xie: councilwoman. Susan's 1 also help allocate. No funding to library

Joyce Xie: kids, family can assess for and park. So about libraries should help allocate 800,000

Joyce Xie: on the part about 2 million

Joyce Xie: from the public school industry. 20. We have PS. 1 0. 5,

Joyce Xie: 250,000, Ps. 1, 70,

Joyce Xie: PS. 1, 76, 250,000 PS. 2 0. 5,

Joyce Xie: about 380,000 Ps. 2, 47 800,000, Ps. 6, 82 200,000 Ps. 1, 86, 200,000.

Joyce Xie: And we also have middle school is 1, 1, 87

Joyce Xie: total amount. Dinner alone. Total amount is 1.5 million. So as though we say, we 500 kids, we fight for family as a week together, work together, fight together. We're gonna win together. So we should.

Joyce Xie: This is the issue. But we should come together. Our will win our district.

Joyce Xie: Thank you.

Joyce Xie: Thank you.

Joyce Xie: Our next public speaker is Alina Lewis.

Public Speaking: Hi! I'm Amarachi. I'm from office of councilmember. Alexa Viles. I'm her legislative fellow. I just wanted to come and let you all know that our office is here for any of your needs. If you want to contact us regarding your children in school, and if they're having any issues, we have our district director, Rob Aguilar, who's available to you. I also wanted to share some events that we have coming up. We have the What is City Council Civic Series happening tomorrow.

Public Speaking: So it's happening tomorrow at Sunset Park Library. And it's open to specifically students. If they want to get community credit.

Public Speaking: It's going to teach them about the functions of city council. So it's going to be a very interesting presentation. We also have the climate justice Festival that we're co-hosting. It's on September

Public Speaking: 28th

Public Speaking: and it's gonna be really fun. It's going to be at Pier 4 Brooklyn Army terminal. And we're also doing the 5th Avenue Community Festival, which is happening on Sunday, September 20 second, at 11 Am.

Public Speaking: And that's going to be on with that.

Public Speaking: Yeah.

Public Speaking: thank you.

Public Speaking: Second.

Public Speaking: if

Public Speaking: unmute the microphone.

Public Speaking: Excuse me, is it cool? If I leave suppliers or people.

Public Speaking: if you want.

Council Members: Right.

Council Members: How's that? Good? Okay.

Council Members: great. So that concludes our 1st public speaking session.

Council Members: we'll now move on to our superintendent, Dr. David Pretto, who will deliver his report.

Council Members: are you? No, no, I'm actually good. We can my computer from starting. Okay.

Council Members: So. But first, st I'd like to just comment on the 1st

Council Members: school was tremendously smooth and successful. I'm really happy that in all of our existing 41 schools and our new 3 schools everything went incredibly, smoothly. And I'm really happy to report that

Council Members: not only was it the 1st day as principal for our 3 new schools. We also had 2 new principals, have their 1st day of principal this past 1st day of school. So I'd like to introduce both of them

Council Members: to the Council and to the community first, st from PS. 160.

Council Members: At the end of the year. Last year Principal Margaret Russo, who was a pillar of District 20, retired after a long, long successful career. We're all really sad to see Marge go, and really wish her a happy retirement. Replacing Mrs. Russo is

Council Members: our former assistant principal, Christopher Gollo Chris Gollo has been assistant principal at Ps. 160, being trained by Marge Russo for several years, and I'm really happy to introduce Mr. Gullo to the community. I think he's online. So if you want to unmute and introduce yourself, say a couple of words.

Christopher Gullo: Yes, thank you.

Christopher Gullo: So I'd like to just.

Council Members: Just say, thank.

Christopher Gullo: Yeah, everybody

Christopher Gullo: just think it's safe.

Christopher Gullo: Thank you, Dr. Predow and the district staff for all the support this year.

Council Members: Yeah.

Christopher Gullo: We had a really smooth opening, which was great. Dr. Brenda and district staff have been very helpful.

Christopher Gullo: I'd also like to thank.

Christopher Gullo: I apologize for all this.

Christopher Gullo: I'd also like to thank our school community, the panelists and staff for all the

Christopher Gullo: I've been a ae for vs. 1, 16,

Christopher Gullo: 10 years, and honestly, it's been the highlight of my career so far.

Christopher Gullo: So I'm just very excited to have this opportunity to.

Christopher Gullo: PS. 1, 60 opens in the future

Christopher Gullo: hangs up.

Christopher Gullo: continue to lay a strong foundation for the students.

Christopher Gullo: and with high academic expectations.

Christopher Gullo: building student character, so that all students can be college and career.

Christopher Gullo: So just thank you very much.

Council Members: Thank you so much, Principal Gallo. Very nice to meet you.

Council Members: It's a

Council Members: so

Council Members: yes, it was 2. Yes, yes, we're really excited to welcome Mr. Gallo to the district 20 principal community.

Council Members: I also over the summer

Council Members: after a really distinguished career, including being the founding principal of Ps. 971, the school of math, science, and healthy living. Dr. Ruth Stanislaus has retired, and we really thank Dr. Stanislaus for all of her service. The tremendous

Council Members: task it is to open and establish a school which we just opened, 3 of them at one time

Council Members: over the last couple of years. We all know what that beginning process is. So really thank Dr. Stanislaus for all the tremendous work that she put into starting and growing. Ps. 971

Council Members: to to carry on the work. At Ps. 971,

Council Members: I have identified Kazia Butakaris, who is the former assistant principal at Ps. 682, the Academy of Talented Scholars.

Council Members: really excited to bring Principal Rutsukaris on and welcome to the family, and I know she's here in person, so I'd really like to invite her to come up and introduce herself and and say a couple of words.

Council Members: Christian.

Public Speaking: Yeah.

Public Speaking: when you're thank you.

Public Speaking: Thank you.

Public Speaking: Ask.

Public Speaking: Hi, everyone. I am honored. Thank you so much, Dr. Prato. Thank you for the kind words

Public Speaking: I have to say. It is amazing to continue my journey here in District 20. It is one of the best districts to be part of, and I'm really fortunate to be here.

Public Speaking: I am also very honored to be part of Ps. 971. Where

Public Speaking: this school is a beautiful school, a really nice community. I met pretty much all my family staff members.

Public Speaking: and I'm looking forward to growing with them.

Public Speaking: I have been part of Ps. 682. For the past 13 years I was an Ap. For the past 5 years. I was an instructional coach.

Public Speaking: I was a classroom teacher. I have a lot of backgrounds. I've always been part of District 20, and I'm happy to continue my journey here in District 20, under Dr. Preto's guidance.

Public Speaking: Thank you once again, and I look forward to meeting many more of the community and

Public Speaking: and to working with everyone. And the Cec. Thank you likewise.

Council Members: I just come back.

Council Members: Yeah, alright.

Council Members: We're having some technical issues here. But Superintendent will resume his presentation in 1 min.

Council Members: I can share some things that I don't need a computer. For. You know, one thing that we're gonna speak about this year is around, what's that? It's it's

Council Members: it's happening slowly. I don't know why it's going so slow.

Council Members: so one piece of

Council Members: the presentation I'm going to be giving today, very briefly, is going to be around

Council Members: some new areas that are within our district goals. Every 2 years we draft a district comprehensive educational plan that includes goals that we set at the district level

Council Members: or

Council Members: for important action plans and initiatives that are in response to data

Council Members: that shows up in a variety of places, test scores, school surveys, attendance, and a variety of different places. And one of the things that we I was going to speak briefly about today was in response to some survey data we received from students and staff around school climate specifically bullying and the state of respect. And

Council Members: and this is also carrying on a conversation that's happened in the district over the last couple of years. And one thing that we are really focusing on this year is around in response to this feedback that we're getting from students is around.

Council Members: and is aligned to the Chancellor's call to meet the moment in response to

Council Members: the October 7.th Attacks in

Council Members: in in the Middle East and Gaza, and the resulting, you know, call to action to really, frankly celebrate and educate around the the culture and the diversity that lives in our schools. So we are really aiming to lift up a lot more of the

Council Members: celebrations and activities that our schools are going to be taking in order to to really raise awareness around all the students and folks that are in our school communities, both those that are seen and those that are unseen.

Council Members: And we really want to take a as comprehensive approach as we can, and involve directly students and families around, making sure that we are lifting up, recognizing and celebrating. You know everybody who's in our in our schools.

Council Members: This is the start of Hispanic heritage. Month, September 15.th October 15th is the beginning, and all of our schools are engaging in activities that are celebrating Hispanic heritage.

Council Members: 20 k. 187 is doing a month long series of activities that deepen student awareness and appreciation for Hispanic artists, authors, and histories, including class projects, student announcements, discussions, and exploration of significant figures and events from Hispanic heritage, and students are all taking a field trip to the Museum in the city of New York, they have the opportunity to view the works of the renowned artist, Manny Vega.

Council Members: Ps. 205 has a longstanding tradition around, lifting up the Spanish language and engaging all students across the school, in daily activities, around, lifting up and learning more about Spanish language.

Council Members: and 20 k. 192 has a yearly Hispanic Heritage School festival, where they invite all students and families after school, on October 17th to a festival. There's just a couple of examples, but something that I intend to do over the course of years is lift up and recognize both the existing celebrations and educating opportunities around culture that happen in our schools and also new opportunities. This is an incredibly diverse district

Council Members: and one focus that we have this year is to make sure that all students and families again, like both seen and unseen, are being recognized, celebrated. And we're learning about them and celebrating their culture.

Council Members: This path yesterday, I believe, was the official day for the the mid-autumn festival. The mid-autumn festival is a very important holiday in in Chinese culture, and is a harvest festival

Council Members: and is celebrated by the

Council Members: I've been learning more about it, and it's I know that it's called the Moon festival as well, and the and the moon cakes are like the big representative kind of treat from it. So I've been sampling moon cakes. I appreciate the I appreciate the gift of the moon cakes today. So I'm I'm very excited to to sample these. Thank you very much. But.

Council Members: guys, there's some moon kicks right here for everyone to try, and I was really excited that Cec. Sponsored the mid autumn festival that happened on September 8, th and several of our schools, joined Cec. In in celebrating the mid autumn festival, so really excited to to celebrate that.

Council Members: All right.

Council Members: get to.

Council Members: Are you moving on to the next section. Yeah. Do you mind if I ask you a question about that part? Not at all. This is. And I you know I'm I'm going to.

Council Members: I always try to do a better job of you know, I know I appreciate focusing on sort of the positive David, the celebration and whatnot. And I totally. I love sort of everything you said, and sort of the approach and and the good stuff there, you know I do want to follow up, and and it directly relates to what you were saying with sort of the tough question which is in this

Council Members: goes back a few months.

Council Members: As as most people in the district know there was the episode at at Touts last

Council Members: spring with the graduation, and I remember a few months ago I was sort of asking you some sort of pointed questions about how we address that kind of issue. And I think at the time you were sort of saying, Let me, you know, we're working on the Cep. We're going to sort of have more to say in the fall.

Council Members: You know my question, you know, very directly, and and I think we should have a good answer to it as a district.

Council Members: Let's say there's the. The topic comes up. The war in Israel between Israel and Hamas and 2 students are on opposite sides of it. And maybe they're culturally or ethnically one of the groups. Maybe they're not.

Council Members: I. Just, I'm very curious. And I really want to know in situations like this, maybe it's war in Russia and Ukraine as well. Similar situation.

Council Members: How are schools taught to handle that

Council Members: if the discussion comes up in class about a conflict like that between 2 students.

Council Members: that's a great question. I really understand the I really understand the

Council Members: I understand the the challenge of

Council Members: what we imagine is happening and the potential for hypothetical situations.

Council Members: What we're finding in the response from students and

Council Members: is that

Council Members: there are some ways in which students feel that

Council Members: not only how they treat each other is targeted towards specific, you know, aspects of, you know, race, nation of origin, their body types, sexual identity.

Council Members: This is something that they find is not getting better. And

Council Members: you know, we find that one of the reasons why this happens, and many of the schools, when we kind of dig a little bit deeper, is because they really don't

Council Members: know a lot about those things that they're.

Council Members: you know, targeting. And one of the big reasons why they're doing it in a negative way is through.

Council Members: you know, a lack of knowledge about that particular thing. So we really feel that the best approach at the district wide level and at the school level is to really engage students in learning more about each other, you know, understanding who they are understanding who's in the room, and from a positive standpoint I think that when

Council Members: something that I think everybody in the room recognizes is that all cultures have

Council Members: tremendously positive aspects about them that are just waiting to be learned from other people, and schools are a place where, in a district like 20, where we're incredibly diverse. And it's just a matter of finding ways to be proactive about learning about what those things are, we feel that that, you know, addressing that root cause

Council Members: is the best way to go about reducing the likelihood of those types of things happening in a proactive way. So just to if you could just make it really concrete.

Council Members: 2 kids are in a very verbal heated argument about

Council Members: what's going on in Gaza.

Council Members: What is the teacher supposed to do?

Council Members: I mean, if you're any hypothetical situation, that's a heated situation where somebody shows up, I mean all we really are looking to do immediately in the moment is to de escalate the situation. I mean, when things are getting to a place where

Council Members: they have gotten heated.

Council Members: what we're really trying to do is like, bring the temperature down. That's not the time or the place to begin, you know, educating, you know, when you know when anybody. We all know how we are. When you know, when we get heated all of a sudden, when emotions take over, we're not in a learning place. So we really need to make sure that we are being strategic and thoughtful about how we're taking the time when students are in a learning stance to be able to show them. You know

Council Members: who's in the room, what's special and

Council Members: positive, and need to be known about the cultures that are around them, so that we reduce the likelihood and the the quantity of time, maybe that that those types of things happen and

Council Members: the national origin, those type, the the different student characteristics are part of it. It's part of it right? Like not knowing about that. As part of it I'm going to. Now. I got my computer up. So

Council Members: I've got some information that will help

Council Members: shit, you know, kind of make the point that

Council Members: I'm trying to make here.

Council Members: But it's also the manner in which students communicate. Like.

Council Members: you know. Yes, there are instances where in person.

Council Members: you know, things happen. But students and families and the community communicate tremendously online. You know, there's a lot of communication online. And you know, we we do experience a lot of situations over the course of

Council Members: school where information that's garnered from online does land in.

Council Members: you know, a perspective that somebody may take or a perceived.

Council Members: You know, argument that needs to be had. So that's something that we're also really kind of taking a close look at. After the de-escalation occurs. What's next? What's required? What are schools required to do? And it's focusing on that particular situation. Since it is so topical, it's it's a difficult question to answer. I understand why you're asking the question. It's a difficult question to answer, because again, it's a hypothetical. So there's, you know.

Council Members: individual situations are treated very much case by case, especially when you're dealing with a you know, an escalation like that. So it's really difficult to like, you know. Go through all the different pieces that would happen in a hypothetical situation, because, you know, it hasn't happened. But I I understand. So I understand

Council Members: why you wanna why you want more information about how it would go. I could go back through the the process and procedure for how we respond to, you know incidents, and, you know, utilize the discipline code and look at the measure. The the balance of, you know, disciplinary consequences and supportive measures that we use with students. But yeah, it's a little different. Well, it only in the sense that it involves kind of these issues, these, these global.

Council Members: ethnic and cultural and societal and and sort of geopolitical issues that come home in District 20. Because we have all these communities living here.

Council Members: And I'm just curious if there's a timeframe, or are there materials that you're relying on? Or is it basically up to every teacher to bring the kids back together after a certain number of days, and say.

Council Members: Hey, guys, let's talk about this. It's a great question. I mean the the short answer, and I know it's not the it's not the the. If it was a if it was an easy answer, I think I'd be able to easily answer it in the meeting, and then we'd be able to easily answer it in school, I mean, but the the

Council Members: the reality is is that it's going to be

Council Members: and a plan that engages

Council Members: all of our schools. It's a plan that's going to engage student leaders, principals, teacher leaders in a

Council Members: in a process for really looking at. You know what it is that students are saying about what's happening in school and having not just a district wide plan, but also school-based plans for how different school communities, including students, are going to tackle the issues that are happening in their schools

Council Members: got it

Council Members: swear.

Council Members: And I appreciate everyone's patience with me and

Council Members: my my wonderful device here that decided to restart on me for no reason.

Council Members: Come in, though I'm in.

Council Members: Are you following up to my questions here because I'm done for now. But Tamara has a question. Or do you want to wait? Yeah, I mean, I'm gonna I'm gonna actually get to a survey data point. That's gonna loop back to that piece. So maybe Tamara wants to. Yeah, hey, Tamara, you can ask your question.

Tamara Stern: Okay, I can ask my question.

Council Members: Yes.

Tamara Stern: Well, it's not. It's not a question so much as an an observation, because I do have to agree in a way with what Dr. Preter just said, because we've had

Tamara Stern: conversations in my school with some of the students, and

Tamara Stern: for them, I think.

Tamara Stern: being acknowledged

Tamara Stern: and

Tamara Stern: culturally for them.

Tamara Stern: helps them like kind of.

Council Members: No.

Tamara Stern: Work out

Tamara Stern: their feelings. You know what I mean when when kids are recognized culturally and they're acknowledged by other people, and they know that

Tamara Stern: allowed to feel the way they do, even if other people might not agree. You know what I mean. It's very helpful, and it gives them

Tamara Stern: the

Tamara Stern: the feeling of knowing that other people might feel that way.

Tamara Stern: And I do agree that culturally, learning other cultures, it's very helpful to other students because you don't realize in a number of cultures that a lot of us have similar celebrations and traditions that are just called different things, and we don't realize.

xiaojun wang: That we.

Tamara Stern: So many similarities, and it's very helpful to understand where culturally another person is coming from. Sometimes you know what I mean. So I I do

Tamara Stern: recognize that. I hope you know

Tamara Stern: that can be done more, and that that is a focus, because I know that's something you spoke about.

Tamara Stern: I feel like like in last couple of months. So like I do appreciate, you know that. And and I think it all depends on the school and and the needs of the students as well. So you know, I do want to acknowledge that, Dr. Prado. So that's you know, that

Tamara Stern: I really enjoy that. And I hope we continue to do more of that.

Council Members: I,

Council Members: I was able to finally get this up. And you know, one of the data points that

Council Members: we've really leaned into in the Action plan within priority, 2 around safety and climate is student survey data. So in New York city public schools, the learning Environment survey is issued every year, students, families and staff complete it. And in middle school students.

Council Members: complete questions around climate as well as some other areas. And one of our most concerning data points was in was from our students in the preventing bullying category. This is our biggest drop.

Council Members: It is slightly ahead of the citywide average in this area, but still a biggest drop in our in our district. And it's really a concerning data point.

Council Members: So something that we're really focusing directly on in the district.

Susan Iiu: My.

Council Members: With our schools around

Council Members: what the state is of culture and climate, and how we're going to engage again. Student leaders as well as principals and teachers.

Susan Iiu: Hey? She goes out there to get me out. Man.

Council Members: All the questions. And on this next slide you'll see the different categories and list all the questions and their responses. But

Council Members: these are the areas in which students were identifying being a real cause for concern for bullying amongst each other and levels of respect. So there are questions asking about race, religion, ethnicity, national origin, gender, gender, identity, gender, expression, body, type and disability. So these are different areas that students were giving us negative responses about how they feel like they're not treating each other well

Council Members: with these in these areas. And they really did identify online behavior interaction as a really declining area in terms of the level of respect that they're encountering amongst their peers. So something that is really needs to be addressed. And this has been a topic that's been

Council Members: in the media and the Chancellor spoken about this, the Governor spoken about this. So we're really looking to see how this medium, how online interaction, to what extent it's contributing to this negative responses, and how what we can do in school as well as communicating the community around, how we can send out a much more positive message and approach. For how this can happen

Council Members: in schools. So definitely, we're, there's an emphasis on celebrating and educating about culture. I you know. Again, I really feel like. And as educators, our our job is to teach. And we know that students are and students and

Council Members: everybody people are in the position to learn when they are, you know, in a state of

Council Members: calm and in a you know, when we're in a happy place, we're in a place where we're willing to learn when we're when we're upset. We're not in a place to learn. So, coming back to the hypothetical question, it's not a good strategy to to hope that everybody's gonna stay cool. We need to make sure that we're really, you know, promoting

Council Members: who's in the room and all the great things that they bring to the table, and not just them as individuals, but also their culture, their background, like the people that they learn from, and we really want to encourage

Council Members: those folks to also promote that same positive message, because if it's, it's just as infectious as as the negative. And then the other thing that we're really. And we're looking to do that as a district. And we're really going to be calling our schools to action to continue to celebrate. One of the great things about this district is that there are already

Council Members: a million things happening every day and every month in these in our schools that just aren't getting reported on. So we really want to make sure that we're lifting those things up and celebrating our our leaders for for putting these things together, as well as pushing them a little bit to find out what are the other? What are the other places that we still, you know, have a place to grow in that area and make sure that those students who you know, aren't being seen as much as another group of students are being seen in that same positive light.

Council Members: And then we're also looking to directly engage students and their school leaders in strengthening existing school based action plans and also expanding them for specifically combating bullying. We have some areas that you see right here on the slide that do need to be addressed.

Council Members: And we're going to be looking to all of our schools, specifically our middle schools, but all of our schools, to see how we can take on this issue much more directly from all 3 levels of school, from the students to the staff to the principal and our families.

Council Members: I'm going to slide back to the beginning of

Council Members: yes, if it'll let me.

Council Members: There we go.

Council Members: all right.

Council Members: I was going to go through a data presentation, so I'll just do it really. Briefly. Starting with attendance. It's District 20 is a district that performs very well in attendance. We have an enrollment of about 33,000 students in the district from Pre. K to 8 overall. We are 94% for the at the end of last year. That's second in the city and our chronic absenteeism rate, while I don't like this is not a

Council Members: low number. It is the second lowest in the city, but it's still. This is a data point that we look at when we form attendance plans to support improved attendance. When we're at school, we learn

Council Members: we have. We administer academic screeners every year, every year we utilize Acadians in K to 2 for literacy, and I ready in grades 3 to 8 for reading, and then we also use I ready in grades K. To 8 for math. So in last year we saw slight shifts in our academic screener data. At the end of the year, at the mid year we had seen some, some larger gains in reading in I-ready.

Council Members: We did end the year at 1% below the end of year mark that we had in 2,022, 2,023 in Acadians we were at 60% of our students in K, 2 at or above benchmark, which is 2%

Council Members: better than 2022, 2023.

Council Members: And then in I-ready math, we saw 58% of our students

Council Members: at or above benchmark at the end of the year, screening, which is 1%

Council Members: lower than the than the year before.

Council Members: In New York State Exams District 20 saw slight proportionate shifts from 2,022 to 2023. These are the Ela results at the end of the year, in grades 3 to 8 in the district, we landed at 61% at level 3 and 4. This is a drop of 4.1% from 2,02220 23. I included this graph. Just to provide some context, always questions when the scores drop

Council Members: and a lot of you know a lot of theories around. Why, that happens, we take everything into account to find that out. Obviously the curriculum is a is a question. If we put in a new curriculum. Is that the reason why it dropped.

Council Members: There are, there is a research based concept known as the implementation Dip, where in the 1st year, a couple of years of the implementation of a program. There are research saying that scores can drop that. It's a thing it's not the only thing that we point to when you know, trying to find out why scores drop.

Council Members: We did maintain the overall citywide ranking. So while we dropped 4.1% districts across the city also dropped at a similar rate anywhere from 2 to 5%. This graph here just shows the top 10 districts in the city and their scores from 2,024 and 2023 in comparison.

Council Members: The districts that are in green are phase one districts. So districts that implemented Chancellor Banks's Nyc. Reads

Council Members: initiative last year. So District 26, District 25 and District 30 were all Nyc. Reads phase one, districts along with District 20, all implementing Hmh. Into reading, and 25 and 26, also implemented into literature as well as the middle school.

Council Members: So you'll see that there was minimal changes in terms of the of the ranking and similar drops. So something else that we kind of take into account to see. You know to what extent the curriculum had an impact. Obviously it was the curriculum that we use in literacy. So something that we're definitely taking a close look at. We're also looking at the fact that you know, students in grades 5 to 8. Took the exam completely online for the 1st time this year.

Council Members: So that's definitely, you know, another factor to consider. So you know, definitely something that we're really

Council Members: taking a close look at and making sure that is, as as predicted, will be at the center of our, you know, action plans in this upcoming year.

Council Members: David, just a quick question on that. The decline, the 4% decline. And you said, citywide, it ranged from 2 to 5%.

Council Members: Did you see a pattern between districts that implemented New York City reads and those that didn't. Was there a difference? And I know this is all you're talking about percent of threes and fours. This is all publicly available. I can check this out later, which I'm going to do. But in your words there's not a difference like it was. Declines were similar. There were a couple of districts that went up. Okay. There was a couple of districts that had 1 1 and a half percent gains. Not that many, but there were a couple.

Council Members: and the districts that dropped were phase one and phase 2.

Council Members: I swear I'm not going to make this another. We'll talk more about it. It's a big topic, I know. But the

Council Members: the

Council Members: sort of school-wide

Council Members: actually real quick. You mentioned implementation, one issue 5 to 8 online for the 1st time. Those are both working theories. At this point. You're looking at other things. They're just factors that we consider right. There are things when we craft an action plan for the upcoming year.

Council Members: You know the the curriculum we're going to be putting into year 2. So we want to make sure that that

Council Members: the focus areas that we, you know.

Council Members: apply our professional development plans to. And you know, areas of emphasis that we place to principals and to teachers. We want to make sure that they're just placed in the right place. You can't focus on everything the whole time. So we want to be strategic and make sure that the things that we are focusing on are high leverage. It says so if this. If this

Council Members: thought you had about 5 to 8. Now, now, they're taking the test all online. This is a state test. All online this year will be 4, th 5, th 7, th and 8th 2 grades this year. Is that something you're going to be? We're going to be even more screens for kids. I mean, is that something you would make adjustments for? Well, just in line with your statement. You were just saying you're going to make adjustments to hopefully account for some of these

Council Members: issues that might have contributed to the drop. Is that one of them, do you think like a lot of the schools had plans in place. Our schools did know that the children were going to be taking the test online. This time the children had never done it. It was the 1st time school leaders all had a plan in place to

Council Members: get their children accustomed to typing on the computer, answering questions. A big part of one of the reasons why we had all the students taking those module assessments online was just to get them accustomed to answering questions, typing answers, that kind of thing on the computer. It's it's it's a reality that all the kids had to do, and they'll they'll have to do again this year.

Council Members: At the end of the day all of the plans that they put in place. Despite except for this, the couple of schools that we did have who piloted the the computer based testing in 2220, 23, you know it was. It was. They're still their 1st time. And and

Council Members: you know, as

Council Members: you know, as stressful as as it is to take a test for class. The New York State Exam is.

Council Members: you know, it's just. It's a different experience for kids. And you know. So it's just a factor. I I wouldn't say that. It's it's definitely not the only factor, but it's it's something that we take into account. So we expect that they'll do a little bit better this year, just for the fact that it will have been the second year. And that's just that's for the students who took it last year, and then also for all of our teachers staff who kind of went through the experiences here. So just it's the 1st time they did it.

Council Members: Okay? And without getting too much into this topic tonight, right now. But implementation wise. Are there any high level changes you're making this year with respect to

Council Members: hmh, and it's the way it's being implemented you've talked a lot about in the past about implementing with fidelity and integrity, and all these sort of buzzwords? Are there actual changes you're making throughout the district? Anything that comes to mind that might help improve things? Yeah, we, I mean, we have a, we have a, we'll have a big focus on

Council Members: reading, you know, like, I think one thing that we've really found

Council Members: with the 1st year of implementation is that with a new program, everything's new. So there was a lot of exploration that

Council Members: teachers and staff principals, you know.

Council Members: did in looking at everything and

Council Members: trying everything out. And you know, that's a that's definitely a trial and error process. And one thing that we found was in that, you know in this exploring of the different things that were there to try.

Council Members: There wasn't as much time spent on, you know.

Council Members: reading the text that was in front of the kids and carving out time for that. So it's it's a simple thing, but it's it's understandable. In the 1st year

Council Members: something else that we was that

Council Members: a lot of people recognized was how writing was a, you know, a piece that was showing up to be a challenge. So that's something that we're really focusing on our efforts on.

Council Members: is is writing, both writing in response to reading and writing, aligned to the 3 genres from the Ngls.

Council Members: And and so and then and then we're definitely going to be looking seriously again, as we always do. But really again, now that we have a year of test scores under our belt with the new curriculum. It was around how our our priority subgroups performed our English language learners, our students with disabilities and Hispanic students. We really want to make sure that those subgroups we're we're prioritizing in order to make sure that we're in

Council Members: improving those outcomes and addressing achievement gaps. So and we'll talk more about this on to math

Council Members: math.

Council Members: We had a slight proportionate shift as well. In 2022, 2023. We ended at 70% level threes and fours. This 1.8% gain from 2,02220 23 maintained our overall citywide ranking of 3rd overall.

Council Members: So

Council Members: that's that's where we land in the math.

Council Members: Ask questions.

Council Members: shouldn't talk.

Council Members: And then I spoke a little bit about the survey data from a concerning data point, we use survey data as well just to monitor how things are going in other areas. So we did use some survey data from teachers to measure the success of the implementation.

Council Members: So one area on the survey, which is the greatest increase that we had on the school survey was the program coherence section. This is where teachers are asked some questions around curriculum implementation. And we did see a 4% increase which we were. We were happy to see. We take that as some kind of positive news around. You know the the process in which we took to to implement the curriculum.

Council Members: since it was the one curriculum that everybody was implementing last year.

Council Members: So these are some examples of those questions the the.

Council Members: For example.

Council Members: the middle question

Council Members: at this school, and in this case, this school is the district because this, these are

Council Members: these responses encapsulate all the responses of District 20 teachers

Council Members: at this school. Once we start a new program we follow up to make sure it's working. This is a question that's asked every year of teachers. And this was the question that had the greatest gain across the district.

Council Members: the one at the top. At this school curriculum instruction and learning materials are well coordinated. Across the different grade levels of this school, there was a 4% increase. So you know, we take, we, we take this as a, you know, one positive data point to see how the process at which we implemented.

Council Members: you know, landed in an improved way for teachers, at least as it regards program coherence.

Council Members: But as as with last year, you know priority. One of the Chancellor is, all students will learn how to read. Well, Nyc. Reads, is the number one action component of the Dcp. So we have a detailed plan that we will share around how we're going to be addressing literacy in

Council Members: the 2,02420, 25 school year, and then I went over the the data around bullying

Council Members: and and just the the areas that the students responded to, as well as the kind of high level components of the action plan. There's more to it. But

Council Members: there's these are

Council Members: pieces I want to so share talked about Hispanic heritage month.

Council Members: and we talked about the mid-autumn festival.

Council Members: And then finally, one additional piece priority 5 is around family engagement.

Council Members: And one thing that we are adding, we're adding a few things this year based off of some pilot experiences, feedback from parent leaders

Council Members: and expanding existing structures. So last year our family support coordinator, Sylvia Jacinski, and our district 20 social worker, Lauren Taconi, partnered with the Child Mind Institute, and conducted a series of parent workshops

Council Members: for family support over the course of the year. It was a small pilot and partnership, and it was successful. It's something that we want to build upon. So this year we will have family support Mondays, you know, once a month every month this year. I'll also attend each one of them, and and be available for parents and families

Council Members: to to connect with me, as well as engage in the

Council Members: in the support that's being provided there, and we'll also continue to look for feedback. For how this you know, additional structure will

Council Members: will go, and how responsive it is for family needs. Sylvie is going to drop in the chat, the

Council Members: the flyer, and a link for families who are interested to to register.

Council Members: you know.

Council Members: and that's the end of my presentation. So I'm happy to take any questions.

Council Members: any other questions, any council members, questions for superintendent. Oh, yeah, since october 9th was coming fast. Do you have any news about the middle school applications?

Council Members: I just saw that the middle applications opened. I don't have any new information,

Council Members: and

Council Members: anything about the omni cards that the middle school students are getting.

Council Members: Anything specific?

Council Members: Oh, no. Just the fact that in the news they said students were selling it. Did. Did you have any problems with us in our district? No. The omni cards were distributed to students. We've had positive feedback from them. It's been. It's been a good thing.

Council Members: Wasn't there a change? Was there a change this year to the

Council Members: there was like who's eligible and depending on the rating. Wasn't. Was there a change made? I don't know the details. The only change was that students, eligible students were distributed omni cards, omni cards.

Council Members: students are able to use them more over the course of the week. So previous student metro cards only worked twice a day. The omni cards work across the week. So students are able to, you know, get around more. They're able to get to after school programs, other types of things, and there's no change to the geographic eligibility, not to my not to my knowledge. No. Okay.

Council Members: Question if I may. I have a question about reading exams. I remember how you

Council Members: you know I really like how you highlighted that. It's important for the district, and you are encouraging schools to participate more. So. Did you have like any check in the schools? Because

Council Members: some of I mean.

Council Members: I remember last year parents complained that you know it seems like not all the teachers up to the bar to teach

Council Members: specifically algebra, one that

Council Members: you know parents felt like teacher was not

Council Members: ready to teach up to to the test, and and you know I didn't hear that feedback. So I'm thank you for sharing it. Now I'll check back with parents. I don't want to. Just, you know, bed mouth someone.

Council Members: I think that we found that this is

Council Members: the 1st year of the superintendent program officially. So, all the students who entered into middle school through the screened application process in District 20 across the schools for the algebra. One sorry. The algebra honors and the superintendent program class that starts this year. So the 6th graders are engaged.

Council Members: We are designing professional learning for our science teachers, our social studies teachers and our math teachers, the social studies and science. Professional learning is specifically going to be geared towards the regions the regions are being

Council Members: have been aligned now to the next generation. Learning standards. The living environment regions will no longer be given. Now, students will only be taking the biology regions. The biology regions has been changed. So there are some shifts. And we're, you know, supporting teachers through professional learning, through my office, to support in those shifts.

Council Members: And you know we were pleased. We do also monitor our region's passing rates, both at the 65 and the 80 level. So we do look at that. And we do support schools

Council Members: in, you know their plans for how they're going to improve those rates. But we were pleased to see how well the students did in the regions from last year. That's across science, math and history.

Council Members: which is an 11th grade exam.

Council Members: Just decide.

Council Members: Thank you.

Council Members: So middle school application is open. October 9.th So what what day is the deadline? I'm gonna have to get back to you on the deadline. I can. I can. We can definitely get that those dates. I know that that's going to be blasted all over the school's website if I can look at the

Council Members: the homepage and find it. But we can also send that out to the Council, and then we also have open houses for the middle schools.

Council Members: Yes, yeah. So our middle schools have already started scheduling their open houses and communicating with their families. In fact, I was notified that an open house at Ms. 4 0. 7, which is our newest Middle school principal, Steven Lombardo. He's having an open house on tomorrow, right?

Council Members: Yeah. So tomorrow night.

Council Members: But our schools are advertising those open houses as they did last year on their school websites. And there's a link to everyone's school website on the district 20, the d. 20, brooklyn.com website. Thank you.

Council Members: Just to come back to this. So if parents feel like teacher is struggling. They should basically direct the teacher through. If anybody has a concern with their teacher, they should reach out obviously to the teacher first, st I mean the parents. 1st point of contact is their child's teacher.

Council Members: and if they find that they have any concerns after that interaction with the teacher, they should reach out to the principal. I mean, that's that's ultimately who a parent should go to when they have concerns about the teacher that they aren't able to resolve the teacher. I really encourage parents and teachers to communicate with each other as much as possible, to resolve those whatever issues, and share any questions that they have. But if there's any questions or concerns that a parent would have, after

Council Members: communicating with the teacher, I would encourage them to reach directly out to the principal.

Council Members: Yep.

Council Members: nothing online. You would tell me if you saw and seen hands online from Cdc members.

Council Members: All good. Okay, thank you. Superintendent.

Council Members: for President report. I'll just highlight a couple of things.

Council Members: we are planning a welcome back breakfast for other elected

Council Members: district parent leaders. Ptas

Council Members: title one reps. We've I believe we've settled on the date will be probably be Friday, October 25.th More planning to come on that

Council Members: We've been having conversations. There's a couple issues that

Council Members: have been raised in the past a lot by our 1st vice President John Rigatoni, around School safety agents.

Council Members: and we're sort of at a have been having some back and forth with

Council Members: the

Council Members: department of School safety on, when we'll get more information about the graduating class, and how many, if any new safety agents will be allocated to District 20. So that's something that John especially has has sort of kept his, you know his foot on the gas there next month we're going to have

Council Members: or we're tentatively planning to have someone from District 75. Our new district 75. Rep. Sabrina Mcnamara has been building

Council Members: connections with the district, 75 staff. And so we're hoping to get someone from District 75 to join our meeting next month and and sort of speak, about District 75 programming in

Council Members: District 20, especially with the new schools and

Council Members: programs we have opening and then I have to. Those are sort of my comments on on different things we've been involved in as a Cec. There's there's something very important to me that I'm going to just comment on now, which is something our Cec.

Council Members: Was involved, I'm very proud to say in a former term was was involved with Early on, and that's Chancellor's Regulation d. 210.

Council Members: This is, there's a recent court decision that I feel is very important to highlight, as in our role as parent advocates.

Council Members: Chancellor's Regulation, d. 210, and and I understand this is

Council Members: as a representative of the Department of Education Superintendent. This is something you have to

Council Members: sort of abide by and and promote. And I'm going to ask your opinion on this in a minute.

Council Members: But this is a regulation that was put in place a few years ago, and the reality of this regulation is, it was designed, and has been tried to be used to silence parent voices

Council Members: of parents through the Department of Education did not agree with

Council Members: just to reiterate for everyone who's in here. You know, I have great respect for all the DOE employees I interact with.

Council Members: We are parent representatives elected by parents, and we are here to serve as a voice for parents and with a strong mayor system

Council Members: in this, in the city of New York.

Council Members: It's critical. Our only recourse is public dialogue and sharing and speaking up on things that we think are important about education.

Council Members: That's it. All. The power rests with the superintendent

Council Members: and the Chancellor. So that's why it's so critical that our right to speak publicly and freely must be protected.

Council Members: That's why this recent decision court decision is so important.

Council Members: In June Chancellor Banks removed a Cec. Member named Maude Marin from Cec. 2 in Manhattan.

Council Members: Her offenses were saying and publishing things that the Chancellor disagreed with

Council Members: Chancellor, cited regulation d. 210 as giving him authority to remove an elected Cec. Member.

Council Members: Miss Marin and 2 other parents sued the Department of Education.

Council Members: and as a few weeks ago they've all but won. On September 3rd a judge in the Federal Us. Federal Eastern District Court issued a preliminary injunction restoring Ms. Marone to her Cec. Seat.

Council Members: A quote from the Judge's order reads, securing 1st amendment rights is in the public interest and is set forth above. Plaintiffs have shown a clear and substantial likelihood of establishing

Council Members: that regulation d. 210 violates the 1st amendment.

Council Members: I'm very proud to say that in a previous term Cec. 20 took a position opposing regulation d. 210,

Council Members: December 2,021, the former, Cec. 20, called for the DOE to withdraw the flawed and undemocratic regulation from consideration for approval.

Council Members: Unfortunately it was approved by the panel for educational policy. But I'm

Council Members: thrilled that this month.

Council Members: effectively our our nation's system of checks and balances as work is designed

Council Members: in that the courts are protecting the constitutional rights we all enjoy as residents of this country.

Council Members: And so I'm really reaching to parents who are either at this meeting parents who might be thinking of speaking up, joining an elected body, just to remain confident in your ability to join, to speak your mind, your rights and protections under the Constitution will be protected

Council Members: and superintendent. And you know I want to ask you directly. You know I know that you're you're the public face. You are here. If Chancellor Banks was here, I would ask him the same thing. But you're our representative, and I know in the past you've encouraged the use of regulation. D. 210. Have you rethought your position on the regulation in light of this court decision?

Council Members: I mean

Council Members: as an educator, and also as a parent. I really think that the

Council Members: the the use of you know public forums, and

Council Members: making sure that you are able to speak

Council Members: about what's important to you in terms of your rights is is an important thing. I mean, that's something that we really support. And we also support

Council Members: understanding the civic and legislative process. I mean, we're a civics for all districts. We we really

Council Members: teach our children to, you know, understand more about the the different structures of governance, and

Council Members: you know how they can use their voice to to make change. So you know, that's something that I do find is very important. I am the superintendent of District 20. You know. The Chancellor's regulations are the

Council Members: they are the New York City public schools, like most local rules. So, and the Chancellor is responsible for executing them all, and I do that locally here in the district. So you know, that's something that I, you know, continue to do. It's it's part of my job. And you know, I really also look to make sure that

Council Members: you know, the the dialogue that happens in the district is something that does, you know, contribute right, does, contributes to everyone's experience, and doesn't detract from it. So.

Council Members: And that's something that I really find is important in between the the regulations, every single one of them, including Dten.

Council Members: So I mean, that's my, those are my thoughts on it. Yeah, so has your has the DOE's position changed on d. 2, 10 since the court decision. I'm not. I'm not aware of any change in the in D 210, so that concerns me because it has. And they've they've published an addendum to the regulation. You can see it online now. They've said they were going to stop enforcing

Council Members: essentially waiting for court decision to be finalized. But it's the court has basically said, it's it's extremely rare to get a preliminary injunction in a situation like this. And so the

Council Members: the fact that it is, and the language that we've we've all seen in the judge's decision, you know, it's a clear and substantial likelihood that the regulation we found to violate the 1st Amendment. So I'm just concerned that a superintendent and I'm concerned. The Department of Education hasn't broadcast this to all superintendents, and so, you know, I'm guessing they

Council Members: I don't. I don't know why they wouldn't do that. I'm sure. Once the legal process takes its full course.

Council Members: you know, like you said, Yeah, you know all the the requisite, you know, things will need to be put in place. I do know that.

Council Members: like you said, I'm sure there are a lot of different legal avenues that are being, you know, engaged currently. So once one case and it's going to go to trial. But yeah.

Council Members: yeah. So you know, once the all the legal processes have, you know, taking course and

Council Members: things are solidified. Then I'm sure that we'll all be

Council Members: engaged to make sure that, you know. Chances. Regulations continue to be.

Council Members: you know, enforced in the way in which they're crafted. Yeah, I'm just asking, and I'll just go on record. I'm just asking you

Council Members: recognize that this is a poorly written regulation. I know you can't say that publicly. If you agree with me, you know, but it and I would strongly encourage you. You have discretion.

Council Members: and your choice to enforce this use. This regulation is.

Council Members: it's, you know, it's up to you. And it would be to the detriment of

Council Members: yeah

Council Members: rights parental rights if if it is employed and used. So.

Council Members: Anyway, that's my really my thought. And

Council Members: I intended to bring this up tonight because I think it's really important. So

Council Members: I can't comment on the on the language and the chances. Regulation.

Council Members: I think, Tamara, you have your hand up.

Tamara Stern: Yeah, I'm going to have to disagree with everything you just said.

Tamara Stern: I was one of the parents of actually 4

Tamara Stern: the these regulations, because, as we've been seeing, there's been a lot of hateful rhetoric

Tamara Stern: in our community by a number of parent leaders that have been

Tamara Stern: elected in these positions just to continue to

Tamara Stern: spread their rhetoric.

Tamara Stern: And I'm sorry, but more needed to be removed. She was racist, homophobic and transphobic all right. And as a parent.

Tamara Stern: Okay, who is a black, especially a black parent. We do not need

Tamara Stern: the spreading of hate

Tamara Stern: around our children. We already have it in society as the superintendent was discussing. We need to be a more inclusive

Tamara Stern: community because we are. This community is filled with a whole bunch of diverse people, and to spread hate to certain individuals because they're different than you is not good, and it does not promote

Tamara Stern: any kindness and any hopes, and it does not promote community, and I totally disagree 100% with what you stated. Free speech. It's fine and dandy until you spread hate that gets people killed

Tamara Stern: and murdered

Tamara Stern: and hurt.

Tamara Stern: That's different. When you have people being attacked. That's different. And that's unacceptable behavior. Okay.

Tamara Stern: kids or or adults. And that should not be allowed, and they should be held responsible for that type of behavior. We cannot be spreading hate

Tamara Stern: at all.

Tamara Stern: Okay, and any paralegal that continues to spread hate

Tamara Stern: should should be removed, you shouldn't. You have a right to your opinion. But when your opinion

Tamara Stern: get somebody hurt, that's a different story.

Tamara Stern: Okay, there's consequences for your action as adults. We teach our children to be better human beings. Okay? And we need to be better about it, because there's too much hate going around in the world, and we need to be much more kinder and

Tamara Stern: honestly. Maud is affiliated with moms for liberty, which has been declared a hate group by the FBI. That's serious things that are happening. We have.

Tamara Stern: We need to stop promoting hate in general, and we need to be a better society, and I am 4 d. To 10. I'm

Tamara Stern: honestly concerned what's going to happen with the consequences of a lot of our parent leaders being doxed.

Tamara Stern: their kids being docs, pictures of their children being blasted around social media, their addresses, their homes

Tamara Stern: like a lot of unforeseen

Tamara Stern: packages being delivered to their addresses because people are spreading this type

Tamara Stern: of propaganda.

Tamara Stern: and we need to be better about it, and we need to be a better society. And

Tamara Stern: it's unacceptable.

Council Members: Like

Council Members: any other. You know it is a worthy topic, and I we don't need to go on and on. But any other Cec members want to comment on this particular topic, and if not, that's all the comments I have.

Joyce Xie: To say something.

Council Members: Something different, joyce.

Joyce Xie: I can do myself.

Joyce Xie: Okay. As a I think as a Asian, we're always so quiet. So we always encourage kids and parents to speak out, no matter what your opinion we speak out. We're not spin up, hey? We just speak out your opinion, so don't.

Joyce Xie: If you always say consequency.

Joyce Xie: you always. That's why you

Joyce Xie: name it. Don't want to spread your opinion, because you're afraid. That's a consequency.

Joyce Xie: But you always free to speed out your mind

Joyce Xie: because we say we don't spend a hey? Everyone is kind. We say, kind love, be union, be unified.

Joyce Xie: So we always say, just be yourself, speak out your be yourself. Speak up.

Joyce Xie: Okay, don't we? Don't. We always love each other? But you don't forget.

Joyce Xie: Your mind is important, too. Your voice is important to you.

Joyce Xie: That's why Paris.

Joyce Xie: because, like at the last time we're saying after school funding, parent is some voice, not just that official parent, because I fight for one of our school with my kids.

Joyce Xie: That's why we gain the funding.

Joyce Xie: But if you don't speak up, Hannah, don't speak up because

Joyce Xie: sometimes our parent doesn't know school lost funding, so we get communicate with the principal. Our parents speak up, our have our voice, so we fight for the funding.

Joyce Xie: That's the right way, but we always say, just pick up

Joyce Xie: as an Asian. We're always so quiet, but we need some Mason Lloyds.

Joyce Xie: so don't afraid your voice. Be yourself.

Council Members: Comment goes down.

Council Members: go ahead. Maya. Yeah. I just want to add that

Council Members: you know a fact that

Council Members: last year, when we had this incident in Fort Hamilton where

Council Members: impact of the students

Council Members: details. But

Council Members: I was begging parents to speak up.

Council Members: Students were scared to speak up. Parents were scared to speak up. Students said to Mom, you know I'll leave the house. I'll run away if you speak up. So

Council Members: it's really it was really eye-opener for me that

Council Members: in the United States of America.

Council Members: you know, in the Brooklyn 21st century kids are scared. Parents are scared. That was really, really

Council Members: said realization.

Council Members: This one.

Council Members: Yeah.

Council Members: thanks. Maya.

Council Members: Okay. That concludes my report.

Council Members: We'll now move on to our second public speaking session.

Council Members: and we'll go to the list of speakers. Kevin has the list of speakers here. So 1st Speaker and I believe these are all online, right? Everyone would be online. Right?

Council Members: 1st Speaker, is

Council Members: Myra Keswall

Council Members: Myra casual. If you're online, if you can hear me.

Council Members: No, we don't see. Myra.

Council Members: Next speaker is Yuan Dan Zhang.

Council Members: Okay, we don't see. Sometimes they're on under different names. But yeah.

Council Members: okay. Oh, that's the Login next Speaker Saeeda Gilani.

Council Members: Okay. Next speaker, Kinga Popek.

Council Members: You're in person. Oh, great. Okay. Is she set up, or should she come up here.

Public Speaking: Hi, everyone. I'm a parent from Psis 192.

Public Speaking: And I got an email last minute to be honest. But I was okay, let me let me see, let's let me see what's going on.

Public Speaking: I approach our principal

Public Speaking: every single day. Do you know anything about after school? And he really is trying to help.

Public Speaking: You know, our school had only one time after school

Public Speaking: only one time.

Public Speaking: and everybody around

Public Speaking: has after schools, and I keep asking

Public Speaking: why we don't have it. Why can't you do anything about that? So he finally got it, and it was taken away.

Public Speaking: My daughter's 10, and she haven't had a chance to go to after school at all, because I have a six-year-old that started kindergarten

Public Speaking: so well. I have to pick her up, anyway. It's from grade 2 to 6, I believe.

Public Speaking: So. What am I supposed to do with the little one? Leave her, pick her up, get the older one.

Public Speaking: you know, like it's it's really tough.

Public Speaking: And I ask why we don't have after school?

Public Speaking: Someone answer.

Public Speaking: because Borough Park.

Public Speaking: the school on 18th Avenue and 47th Street.

Public Speaking: Psis. 1, 92, it's considered being in that

Public Speaking: rich neighborhood

Public Speaking: which none of the rich kids are going to our school because it's a Jewish neighborhood.

Public Speaking: So I'm Polish. We have

Public Speaking: Russian Muslim.

Public Speaking: Hispanic, all of us. So I have 2 kids. Do you know what's the cheapest after school next to me? $500.

Public Speaking: So that's a thousand dollars that I have to pay.

Public Speaking: which I don't pay. So I don't work because I have to leave work. The lead is 1 20 to make to a pickup time.

Public Speaking: By the time I'm going to get to work it's 9.

Public Speaking: Would you wanted to hire me?

Public Speaking: So I'm going to tell you. Oh, I have to go. I have to pick up my kids

Public Speaking: that there is no point of viewing going to work. If I have to leave

Public Speaking: when the train is late.

Public Speaking: when anything's happening. I'm like the psychopath texting the teachers. Can you please hold my daughter? Can you do something late, because I'm running late.

Public Speaking: So it's really really tough. And you know.

Public Speaking: we never had a chance. So I don't understand why some other schools have it year after year after year after year.

Public Speaking: and we only had it once for big kids.

Public Speaking: And you're speaking about hate

Public Speaking: black people, Hispanic. We all have them in our schools.

Public Speaking: and I feel like the after school program. If you're going to give them a ball, you're going to give them a basketball, you're going to give them a volleyball something

Public Speaking: they can get to know each other. And you can do something with those kids

Public Speaking: I used to. I used to teach volleyball.

Public Speaking: and if you is going to let me, I offer to school. I'm going to stay, and I'm and I'm sure there's plenty of parents that are going to help. If you're going to give them a chance

Public Speaking: because they don't have a place to meet. They're closing a park after school hours. The kids have nothing to do. We take them home. Leave them, give them a bowl. Let let them do something, you know. Like.

Public Speaking: if we're going to have a chance like

Public Speaking: we can. We can fight like my my daughter. Her daughter, her best friend, was a black girl

Public Speaking: there were like.

Public Speaking: and only because we were meeting at home. They had not a chance to meet at school after hours, because there was nothing for them to do.

Public Speaking: There is, there is no sports. There is no swimming teams. There is no cheerleading squads, there is not basketball teams like, I come from Europe.

Public Speaking: and that's 3 min.

Public Speaking: Oh, okay, so I I come. I come from Europe, and everything is for free.

Public Speaking: You have a volleyball team, you have a swimming team. You have everything that happens after school. So I was like, really hit with something that here you have to either skip

Public Speaking: or you have to pay for it big money.

Public Speaking: So the after school program. It was like lifesaver for all the families in our school.

Public Speaking: So if there's anything you guys can do about it, I would I would appreciate.

Public Speaking: So thank you so much. Thank you.

Public Speaking: Our next speaker is Francis Brown.

Frances Brown, Senator Chu: Hi! My name is Francis. Are you able to hear me?

Frances Brown, Senator Chu: Okay. My name is Francis Brown. I'm here on behalf of Senator Ewan Chu. First.st I just want to say happy back to school to everyone. I hope you all had a smooth and easy start to your school years.

Frances Brown, Senator Chu: I know we've talked a lot tonight about the fio and Nia. After school funding. I do have just a little bit of an update on that as well.

Frances Brown, Senator Chu: I won't reiterate the things that Fayo. And then I have already spoken to you about about

Frances Brown, Senator Chu: the issues with the Grant process.

Frances Brown, Senator Chu: the Senator has reached out to both Ocfs and to the Ag's office regarding this process to get more clarity.

Frances Brown, Senator Chu: And it's just it's not fair to our

Frances Brown, Senator Chu: after our parents and to our educators for everyone to be scrambling for after school options. At this point,

Frances Brown, Senator Chu: when we reached out to Ocfs, they recommended that parents apply for Ccap. That's the childcare assistance program

Frances Brown, Senator Chu: and they will be sending a

Frances Brown, Senator Chu: representative down to Southern Brooklyn to have office hours to assist with applying to Ccap. I don't have a date yet. We're hoping this will start next week on Wednesday. But once the flyer and the details are confirmed.

Frances Brown, Senator Chu: it'll be on our social media. That's San ewen chu SEN

Frances Brown, Senator Chu: on everything, and I'll send it to the Cec. As well,

Frances Brown, Senator Chu: obviously, this is not enough, and we're going to keep pushing for funding to be directed down here, especially the funding that was just released from the governor, but it is one more thing to have in your back pocket.

Frances Brown, Senator Chu: And then yes, yesterday was mid autumn, so

Frances Brown, Senator Chu: a happy mid autumn festival to everyone who is celebrating.

Frances Brown, Senator Chu: our office is partnering with a number of local organizations to host a mid autumn parade. It's going to be Sunday, September 29th at 1130. On 8th Avenue. So it'll be. It'll start at 66 60 Second Street.

Frances Brown, Senator Chu: and it'll head south to 48th Street.

Frances Brown, Senator Chu: and I hope that a lot of you are able to come and celebrate this important cultural event.

Frances Brown, Senator Chu: And then as well, we have an event coming up in October. It'll be October 26th that we're partnering with Nia, for it'll be a fun, Halloween event, and I'll have more details in the flyer for the next meeting, but just wanted to throw that there as well.

Frances Brown, Senator Chu: Hope you all have a very nice night.

Council Members: Thanks. Francis.

Council Members: Next speaker is Dan Pang.

Council Members: I don't know if you spoke that. Yes.

Council Members: and she's gone. Yeah, she's not here.

Council Members: Our next Speaker, Brenda Trejo

Council Members: and our final speaker on the list. Yevgenya Tessler.

Council Members: Okay?

Council Members: So that concludes the second public speaking session.

Council Members: I think our last for the calendar meeting is just to prove the minutes from last month. Is that right? We have 7. If you want to do the second table.

Council Members: we have 7. Yeah. Yeah. 7

Council Members: who showed? Oh, yeah. Okay. Alright.

Council Members: Fabiola.

Council Members: Yeah.

Council Members: Okay. So we we now have 7 people in person.

Council Members: So we can. Now, we now have an in-person quorum, so we can hold a vote for the new recording secretary.

Council Members: The way these votes for officers work is

Council Members: Cec members. Anyone can nominate themselves or other Cec members can nominate

Council Members: someone else.

Council Members: And I'm just looking here.

Council Members: I do believe.

Council Members: good search for them.

Council Members: Yeah, I'm just looking at our

Council Members: this right here.

Council Members: alright, I'm

Council Members: 3 lines.

Council Members: It's too late. Yeah, I'm and so I'm going to move to

Council Members: postponed. There's there's someone I know who is interested in running for the position. Who's not here?

Council Members: And so I'm going to move that we

Council Members: postpone the vote for recording secretary until the next meeting.

Council Members: Or actually, I'm going to ask if there's a motion to postpone that vote. Is there a motion to postpone that. Is there a second.

Council Members: And now I'll take a roll call. Vote to postpone the vote for recording secretary to the next meeting.

Council Members: because I know there's an individual who wants to run who's not here.

Council Members: So the motion is to postpone the vote for recording secretary until the next meeting.

Council Members: I'm going to take vote on that roll call vote so, Steve Stow, I vote yes.

Council Members: 1st Vice President, John rica ton. Yes.

Council Members: Elizabeth. Yes.

Council Members: may found. Yes.

Council Members: Sorry. Bear with me.

Council Members: When Ming, you were online. I know

Council Members: when. Ming, are you still there?

Council Members: No.

Council Members: yun shing yan Qing, and she is online? Yun shing, do you vote? Yeah.

Yanqing Chen: I say yes. Can you hear.

Council Members: Okay, yeah. Got you? Yep.

Council Members: Fabiola.

Council Members: Sabrina.

Council Members: She's here.

Council Members: She might have had. She said she was watching the kids.

Sabrina McNamara: Sorry. What was.

Council Members: I apologize.

Council Members: That's okay. The motion is to postpone the vote for a new recording secretary until the next meeting.

Council Members: Okay.

Council Members: do you want to vote yes or no on that, or abstain.

Sabrina McNamara: yes.

Council Members: Yeah, just it's it's just to move the vote to the next meeting. You're not voting on any. We're not voting on the position right now.

Sabrina McNamara: Okay.

Council Members: Maya.

Council Members: Yes.

Council Members: Tamara.

Tamara Stern: Abstain.

Council Members: Stay in

Council Members: Joyce.

Council Members: And then Kevin Zhao is not here.

Council Members: Alright, so the motion passes, so we'll do that. Take care of that. At our next meeting in October.

Council Members: So then the final order of business

Council Members: approval of the minutes.

Council Members: So everyone, please review the minutes from the last

Council Members: calendar meeting.

Council Members: And just if there are any changes, please speak up.

Council Members: Okay.

Council Members: Any changes to the August calendar meeting minutes.

Council Members: Okay, hearing none. The minutes are approved.

Council Members: Is there a motion to adjourn the September calendar meeting? Second, any opposed

Council Members: all in favor? Aye, all right. So our calendar meeting is adjourned. Cc. Members. Does anyone want a break before the business meeting, or just, I don't believe we have much on the agenda. So

Council Members: anyone need a break? Or are we good to start. Okay?

Council Members: So let's just get the business meeting over with

Council Members: Time is now 8 9. I'm calling the Cec. 20 business meeting for September 2,024 to order.

Council Members: I will take a roll call attendance.

Council Members: Steve, stow here, John, here, Elizabeth, here.

Council Members: me Fung wen Ming

Council Members: Yan Shang.

Yanqing Chen: Yeah.

Council Members: This survey.

Council Members: Fabiola.

Fabiola Mendieta-Cuapio: Yeah. Yeah. Sabrina.

Sabrina McNamara: Here.

Council Members: Here we got you, Maya. Here, Tamara.

Tamara Stern: Here.

Council Members: Joyce Kevin.

Council Members: What's that?

Council Members: What, Joyce?

Council Members: Okay.

Council Members: he's not here. Right?

Council Members: I guess he got cut off. Okay, okay.

Council Members: okay. For the business meeting. I don't believe we have anything. Oh, I'll go through the interpretation instructions. We, of course, have interpretation at all our meetings, including our business meeting.

Council Members: If we could have our interpreters. Please make their introductions for anyone on the who still needs interpretation.

Council Members: Could our Arabic interpreter please make your announcement.

Arabic Interpreter - Maged Mikhail: Arabic announcement has been completed.

Council Members: Thank you so much. Could our mandarin interpreter please introduce yourself.

Council Members: Thank you. And could our Spanish interpreter please introduce yourself.

Spanish-Alexander Vasquez- Doe: Hello! The following message will be in Spanish.

Spanish-Alexander Vasquez- Doe: That open the automastic signal, numeral

Spanish-Alexander Vasquez- Doe: reprito per interpretation

Spanish-Alexander Vasquez- Doe: vanished. Auction coffee.

Council Members: Thank you. Thank you.

Council Members: for the business meeting agenda. I don't believe we have

Council Members: anything new business on the agenda, right? Just unless there's anything anyone wants to discuss. Is there anything? Yeah. So I mean, October 25th was the clear, most popular with everyone. Yeah. So probably presumably Friday

Council Members: morning, October 25, th

Council Members: the location will be to be determined. I don't know if

Council Members: Fabiola or Tamara have you guys contacted any schools about

Council Members: possibly hosting.

Tamara Stern: We we did reach out to a school, but they like I said they couldn't they didn't have the capacity to host us. So we're in the process of reaching out to a few more schools.

Tamara Stern: so it's like

Tamara Stern: to see what what the availability is. And we just honestly waiting for responses. So we we kind of understand with, like, you know, school being like this. This is the second full week. We understand there's like a lot a lot of you know, incoming students that are still coming in and everything like that. So we're trying to give them, like, you know probably

Tamara Stern: a few more days before we reach out to like the the others on our list to see their availability availability. But we also didn't know what dates? Because you, you know, I said you you said that 7 people

Tamara Stern: filled out the doodle pool for the 25.th

Tamara Stern: So

Tamara Stern: for those who didn't. I know? Sabrina said she was unable to make it for those who didn't. Are you guys also able to attend that day as well?

Tamara Stern: I don't know who else? I don't know who. Who said yes, I know. I said yes, so I don't.

Council Members: Yeah, I'll say yes to.

Council Members: But normally, with these kind of things as majority rules, I guess

Council Members: people can't make it.

Council Members: Sometimes that happens.

Tamara Stern: Yeah, but I didn't know how many people said yes, to which dates that that was that was clarified like a few days ago. So.

Council Members: Just yeah.

Tamara Stern: Yeah. So that cause I reached out to to Kevin about it. And Steve replied, so yeah.

Tamara Stern: I didn't know which they would pick. So we wanted to like Narrow that down.

Tamara Stern: particularly for everybody. So but yes. So once we get responses back, we we will let you guys know which school is available to do it.

Tamara Stern: and then we'll go from there.

Council Members: And we're also just for everyone who's not involved with the planning. There's also we're talking about sort of the the agenda there's talk about maybe adding something to the agenda this year, maybe a group activity there. There was a couple other ideas that we're bouncing around that will finalize soon.

Council Members: And have we met Miami yet? Yeah, yeah, he's yeah. He's not here tonight, but

Council Members: But yes, Ryan, our student member, is a member.

Council Members: Okay? So that's sort of where things stand with the breakfast. Any other business? Cec, business

Council Members: prove the minutes from last meeting.

Council Members: the business and the special minutes?

Council Members: Oh, right. Yeah, very extensive special meeting. So everyone, please review the minutes from the last business meeting. And if there's any changes, please speak up

Council Members: work.

Council Members: any changes.

Council Members: Okay, the minutes are approved.

Council Members: Now, just sharing the minutes from the special meeting.

Council Members: Please review the minutes from the special meeting.

Council Members: I

Council Members: any changes?

Council Members: Okay, the minutes are approved.

Council Members: Is there a motion to adjourn the business meeting? Is there a second

Council Members: all in favor? Yes, any opposed? Thanks. Good night, everyone. I think our next meeting is October 9.th Is that right? See you? October 9.th

Sabrina McNamara: Everyone.

Council Members: Good night, everyone.