CEC 20: Under meeting.

CEC 20: I will now take

CEC 20: attendance.

CEC 20: Steve Stowe. Here.

CEC 20: John 1st Vice President, John Ricotone.

CEC 20: second Vice President, Elizabeth Chan, here

CEC 20: Treasurer Meifeng, chen

CEC 20: wen ming Chen

CEC 20: yan ching Yan, Ching

CEC 20: yun ching Chen.

Yanqing Chen: Are you in there?

Yanqing Chen: Yes, I'm here.

CEC 20: Hey, Yunxing! Hi.

CEC 20: Fabiola!

CEC 20: Fabiola! Are you here?

CEC 20: Okay, we'll come back to her. Sabrina Mcnamara.

Sabrina McNamara: Here.

CEC 20: Got it. Thank you.

CEC 20: Maya Rosenblatt.

CEC 20: Maya Rosenblatt.

CEC 20: Okay, we'll come back to Maya. Tamara stern here.

CEC 20: Thank you.

CEC 20: Kevin's out. Yeah.

CEC 20: And

CEC 20: Ryan Lee, our student member, Ryan, are you there.

CEC 20: Ryan Lee?

CEC 20: Okay.

CEC 20: I'm just taking one more check. Fabiola, are you here?

CEC 20: And Maya Rosenblatt, are you here?

CEC 20: Okay, so at the moment we have 6 people in person, so we do not have a quorum.

CEC 20: so there will be no voting actions. But we can continue to conduct the meeting.

CEC 20: So tonight we are here at Ps. 3, 10.

CEC 20: The school for future leaders. Right?

CEC 20: and I. We would just like to thank Principal Hong for the for the delicious food.

CEC 20: In the hospitality.

CEC 20: as at all our meetings, we will have interpretation in Arabic, mandarin, and Spanish.

CEC 20: You will see these interpreters in the participant list, and they will post their information in the chat.

CEC 20: Our interpreters will now introduce themselves.

CEC 20: Could our Arabic interpreter please introduce yourself.

Arabic Interpreter - Maged Mikhail: Alemit.

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

CEC 20: Thank you.

CEC 20: Could our mandarin interpreter, please introduce yourself.

Mandarin Interpreter-Yayi (Sylvia)Su: Thank you.

CEC 20: Thank you.

CEC 20: And could our Spanish interpreter, please introduce yourself.

Spanish Leydian Matos: Quatro uno uno cuatro y el numero de la reuniones ocho trestres cincos estres cerro dos ocho seguido de la tecclano estres cuatro siete nueves, ay seis cuatro uno Ca torse

Spanish Leydian Matos: numero de de la reunion, ocho tre estres cincos a estres cerro dos ocho tecla de numero estramos colo candola en elchad para futuras referencias, muchas gracias. End of Spanish announcement. Thank you.

CEC 20: Thank you.

CEC 20: Just a reminder for any speakers during the meeting, because we have simultaneous interpretation.

CEC 20: Please try to speak slower than usual

CEC 20: to allow the interpreters to keep up.

CEC 20: We will now go over the agenda for tonight's meeting.

CEC 20: We'll have our 1st public speaking session.

CEC 20: Then we will. We have 2 individuals here with us from the New York City public schools.

CEC 20: office of community schools. And

CEC 20: that will speak about the after school program funding situation.

CEC 20: We will then have the report of our district superintendent, Dr. David Preto.

CEC 20: that will include presentations from 6 middle schools.

CEC 20: As it is now middle school

CEC 20: application season

CEC 20: we'll have report of Council President.

CEC 20: We'll

CEC 20: briefly assign Cec. Liaisons for the 3 new schools.

CEC 20: Then we'll have our second public speaking session.

CEC 20: If we do not have in-person quorum, which we currently do not. We will not have the vote for recording secretary.

CEC 20: and then that will conclude the calendar meeting agenda.

CEC 20: I just want to take a quick moment and survey.

CEC 20: Look at the participant list. I always like to recognize our elected officials who are here in person with us. We have State Assemblymen.

CEC 20: Lester Chang.

CEC 20: and I'm just looking in the

CEC 20: chat. If you're in the chat, and you're from.

CEC 20: I see, from office of Assembly Member Bill Colton's office. Imam Ahmed Ali.

CEC 20: and Tony Crypchen from Councilmember Justin Brandon's office.

CEC 20: And we do thank. And if there's anyone else from elected officials. Please identify. You can please add their their office. Oh, I see Francis Brown, as usual here from Senator.

CEC 20: I would choose office.

CEC 20: so

CEC 20: thank you for your participation in our Cec. 20 meetings.

CEC 20: Yes, I did.

CEC 20: And we also have with us here from city Councilwoman Susan Drong's office, Joyce Shi in person.

CEC 20: We'll now have our 1st

CEC 20: public speaking session.

CEC 20: and we'll prioritize individuals who are here in person, and we will prioritize our in-person elected official. If Assemblyman, would you like to speak?

CEC 20: Sure.

CEC 20: this is elephant here.

Speaker Cam: Okay. Well, thank you. Thank you. Thank you very much, Steven and David. Thank you very much, and thank you for the board being here. I know it's a very.

Speaker Cam: very tight event. I'm

Speaker Cam: good afternoon, actually. Good evening, everyone. I'm Mr. Chang Assemblyman, representing this district

Speaker Cam: announcement here. 1st thing is in my office this Saturday.

Speaker Cam: October 19.th We'll be having fdny fire department. We're holding a safety public event, talking about the evac evacuations, plans, and some giveaways at my office

Speaker Cam: and Halloween in front of my office at 69 0 4. We're probably going to block off the streets for Halloween events just right after the school closing well, having vendors out there to do giveaways as well, and holding possibly some concerts on that.

Speaker Cam: So that's all I have right now, and I will look forward after after this meeting about the after school program. Like to see some. Some follow up. But thank you very much. Thank you. Everyone.

CEC 20: Thank you. Assemblyman Chang.

CEC 20: So for in-person speaking, do we have anyone signed up on the sheet? Is the sheet down on the stage? Yeah. For now we have Steven Mahoney online, who are things in person.

CEC 20: Steve in person.

CEC 20: Oh, hey, Steve?

CEC 20: Oh, yeah.

CEC 20: yeah. What's the Joyce? Your 1st up

CEC 20: for in person. Yeah, I still do. Yeah, anyway. Go ahead, Joyce.

CEC 20: You're good. You're good. Go ahead.

CEC 20: Hi! My name is Joyce. I'm present for city Council last week. Last month we got some resource capital funding

CEC 20: only.

Speaker Cam: We follow up with the Sda. So we got some process update. So we have some school in the school. Some school is design complete. Now move after design company, they will move to construction, so we will follow up every 3 months. Make sure our budget of time. When funding that we make sure our process in A is in a good order. So after that

Speaker Cam: we also have fun. We also have activity from the event. About October 15.th We have

Speaker Cam: flu shot in our office, so everyone have haven't gotten a flu shot. You can come to our office. It's free, and it's on October 15.th

Speaker Cam: Start at one Pm.

Christina Marasco: So, if

Christina Marasco: what is going on.

Speaker Cam: Why, what is it going on? Joyce is presenting. Okay, we'll give you good information, good news, and if you have any concern you could reach out our office. We're always helpful. Thank you.

Speaker Cam: Packages.

Speaker Cam: and

Speaker Cam: this is needed.

Speaker Cam: Excuse me.

Speaker Cam: so we'll go next for next public speaker, Stephen Mahoney, who's here in person.

Speaker Cam: Good evening. I'm Stephen Mahoney. I'm a parent of a child in a district 75, school

Speaker Cam: and recently.

Speaker Cam: District 75 Council had a meeting on a Friday evening

Speaker Cam: concerning the problems with busing

Speaker Cam: which is

Speaker Cam: in Brooklyn. There's kids that aren't even getting to school yet.

Speaker Cam: because they don't have a boss

Speaker Cam: and I want to give a good shout out to Tamara

Speaker Cam: because she represented our borough president there.

Speaker Cam: and information I'd like to pass on

Speaker Cam: is that there is a form that there are District 75 President's Council.

Speaker Cam: He's asking

Speaker Cam: people to fill out if they still having problems.

Speaker Cam: Some of the silliness

Speaker Cam: families with 3 kids going to the same school

Speaker Cam: tour on one bus

Speaker Cam: and the other one doesn't have a bus.

Speaker Cam: So it's like no brainers. Put the kid on the bus.

Speaker Cam: It was brought to my attention

Speaker Cam: that the student omnipass

Speaker Cam: may not be available for these children, such as my son.

Speaker Cam: because the

Speaker Cam: rationale is, they have bus service.

Speaker Cam: What about after school programs? Weekends?

Speaker Cam: So I worked. I'm working with the principal at my son's school.

Speaker Cam: I requested one.

Speaker Cam: and we'll see what transpires with that.

Speaker Cam: and that's I think they could use it 4 times a day. It's supposed to be 24 HA day.

Speaker Cam: but I don't think my son will be out at the 2 or 3 in the morning.

Speaker Cam: but on the weekend we do do things.

Speaker Cam: and that's a help for all the families

Speaker Cam: to have a means of transportation

Speaker Cam: to get there.

Speaker Cam: So just to reiterate bus is a big problem.

Speaker Cam: and

Speaker Cam: I urge people to get in touch with District 75,

Speaker Cam: President's Council, because they have a worksheet.

Speaker Cam: and to let them know

Speaker Cam: I had contacted them concerning an accommodation. I asked my son

Speaker Cam: back to that seatbelt buckle.

Speaker Cam: it's it's easy to get a power.

Speaker Cam: So DOE doesn't have a

Speaker Cam: a means

Speaker Cam: to have this cost effective method.

Speaker Cam: Be available to children to keep them safe

Speaker Cam: back and forth to school.

Speaker Cam: but I was able to open up my son's Iep.

Speaker Cam: But there's a disconnect between

Speaker Cam: the school and obt because there's no code

Speaker Cam: in Csis

Speaker Cam: for a seatbelt buckle cover

Speaker Cam: as ludicrous as that sounds because even when you check off other.

Speaker Cam: there's no code.

Speaker Cam: And that's basically it. I thank you for your time.

CEC 20: Our next speaker, I believe, is online. Francis Brown, from Senator you and Chu's office.

Frances Brown, Sen. Chu: Good evening, all Shana Tova! To everyone who had celebrated Rosh Hashanah, and I hope you have an easy fast coming up for Yom Kippur.

Frances Brown, Sen. Chu: Happy Italian heritage month as well to those celebrating

Frances Brown, Sen. Chu: we have a couple of community events that are coming up that I just wanted to let you guys know about. On October 20th we'll be having a Junior Knicks event partnering with Madison Square Garden.

Frances Brown, Sen. Chu: And the Nics that children ages 6 to 14 are welcome to sign up for

Frances Brown, Sen. Chu: it'll be from 2 Pm. To 3 30, and I'll pop the

Frances Brown, Sen. Chu: flyer in the chat.

Frances Brown, Sen. Chu: And then for Halloween. We have a couple of community events that are happening.

Frances Brown, Sen. Chu: 2 will be on October 26.th

Frances Brown, Sen. Chu: One will be at Seth Lowe from 11 am to one Pm. There'll be a costume contest with prizes if anyone would like to stop by there. And then as well, they'll be on the same day, October 26, th

Frances Brown, Sen. Chu: the street will be shut down with Nia. On 11th Avenue, between 66th and 67, th from 12 Pm. To 4 Pm. With

Frances Brown, Sen. Chu: performances and blow up

Frances Brown, Sen. Chu: games like face painting, and then as well, we'll have trick or treating at the office with the Senator on actual Halloween.

Frances Brown, Sen. Chu: Yeah. And so that's all of my announcements. I hope you guys have a great rest of the meeting.

CEC 20: Thank you, Francis.

CEC 20: is that it for speakers? Yeah, cool.

CEC 20: Okay. So that will conclude our 1st public speaking. Session.

CEC 20: Kevin, where should the speaker, and I want to say, cause I'll be asking questions and stuff

CEC 20: we have with us tonight. As many in this meeting know, for the last several months.

CEC 20: There's been quite a bit of discussion about after school

CEC 20: funding in really citywide. And we've been focusing on District 20, obviously.

CEC 20: just to give some quick background

CEC 20: for anyone who

CEC 20: isn't aware of the situation. There was a new State funding program this year

CEC 20: called Leaps. That Funding it did. It resulted in less funding for District 20 schools than in past years.

CEC 20: The State provided some emergency funding. 3 million dollars worth

CEC 20: the Department of Education provided an additional 5 million dollars

CEC 20: and that 8 million was

CEC 20: distributed or announced to be distributed to some schools to make up for the lost State funding.

CEC 20: So we have with us tonight 2 individuals from the New York City public schools who are going to help answer some of our questions and provide an update on after school funding that's been made available for District 20,

CEC 20: and I'll introduce those individuals, and they can come up here and sit up here and and speak

CEC 20: 1st we have Flavia

CEC 20: Puelo Perdomo, the chief of schools for community supports and wellness in the division of school leadership.

CEC 20: and then, I think, George Patterson also. Here the senior executive director of the office of community schools. So Flavia and or George, whoever wants to come up is fine and

CEC 20: absolutely yeah. Yeah.

CEC 20: Hey? Good. How are you?

CEC 20: Thank you for coming all the way up here

CEC 20: we actually have been spending our day in Brooklyn today. I'll share

CEC 20: more of that, even though I had to make a short travel back to Central and then here. But

CEC 20: so good evening, everyone, and thank you so much for your Cec. For allowing us the opportunity to be here tonight.

CEC 20: and for your superintendent as well, and for the work that happens in District 10, District 20. As I was introduced.

CEC 20: Currently, I lead the office of community supports and wellness centrally.

CEC 20: but just so that people understand like what that is. So we are responsible for supporting community school initiatives. So we have 400 and

CEC 20: 21 community schools across the city.

CEC 20: We also support attendance interventions and support citywide.

CEC 20: In addition to that, I also lead the work of the students in temporary housing students in foster care.

CEC 20: And our wellness supports program for the

CEC 20: that more specifically support all of the physical and health education, education, teachers, citywide

CEC 20: but more than all of that, I come to you as a former DOE teacher, former DOE, principal former

CEC 20: deputy superintendent. So I'm incredibly blessed to have

CEC 20: a career of now going into 23 years in the New York City Department of Education, and couldn't be more proud and privileged of the work that we do for children, and know that we have to continue to do even more.

CEC 20: And I'm also a parent of a DOE student, which I think also has

CEC 20: brought a whole nother perspective. As I look at myself, and I look at the work, and I look at the needs

CEC 20: before I jump right in on the topic of after school. I want to make sure that my colleague, George Patterson, introduces himself, and then we can delve in. Give you kind of like a quick

CEC 20: overview of what after school looks like and

CEC 20: across the board. And for your district.

CEC 20: Yeah. 1st of all, good evening. It's absolute pleasure to be here and thank you for the invite Superintendent

CEC 20: George Patterson, Senior Executive director of the office of community schools. I also lead the my brother's keeper and my sister's keeper initiatives for New York City. Public schools like Flavia started out my career as a teacher.

CEC 20: assistant principal, and also principal

CEC 20: and I am now my 25th year. You beat me by 2 years

CEC 20: with New York City. Public schools have children that have gone to New York City public schools.

CEC 20: and, you know, happy to be here in the role of.

CEC 20: you know, a leader in the role of a parent.

CEC 20: and really just in a role to dialogue with you, to try to figure out some next steps.

CEC 20: So I'll I'll start just by giving a quick overview of what, after school supports look like in in the city, and then I'll

CEC 20: focus a little bit on what they look like for your district at this time. So

CEC 20: centrally, we support over 900 after school programs across the city.

CEC 20: The vast majority of supports for after school come through our partnership with Dycd, the Department of Youth and

CEC 20: Support services because they pretty much run a lot of our after school programs across the city with Cbo partnership and and work. So that's like a huge amount of our

CEC 20: after school infrastructure for the entire public school.

CEC 20: Then there is a portion of the school more specifically that we support through community schools that part of the funding that a community school gets

CEC 20: is intended to support extended learning, which in this instance, is after school.

CEC 20: and then we have grants and other opportunities like now Leap, who used to be call empire and advantage back in the day.

CEC 20: But the same way that you know I'm I'm proud and happy to see that we have been able to manage all of these partnerships and collaboration to have

CEC 20: well over 900. After school programs across the city. We do have over 300 schools citywide.

CEC 20: with elementary school grades, with no centrally supported after school programs.

CEC 20: That does not mean that in these instances

CEC 20: those schools through the school funding or other supports may not have some of this program, although this means that there's not a direct allocation

CEC 20: going from Central to support the school communities, which is something that you know. I make it a point to communicate and to continue to think and be strategic about

CEC 20: what that means and what that looks like. I know

CEC 20: as a parent. My son does attend a school that has Dycd program, and I benefit from

CEC 20: having after school. And it was challenging when he was a baby. He started at school with some of our new innovative work around Pre K, and 3 K, and for those programs.

CEC 20: those supports are not there. So as a parent, then you have to figure it out. And I know for me, and the work that I do across the city, knowing that my son is is well and he's taken care of is Key, so that I can then do the focus and the work that I have to do

CEC 20: now at a local level. If I speak of the supports and the

CEC 20: the, the work that we do centrally that touches on District 20.

CEC 20: There are 30 programs that we support across District 20 across your 44 schools.

CEC 20: either through community schools

CEC 20: or through the Ycd partnerships.

CEC 20: and they are

CEC 20: 5 community schools that you have. There are 29 schools in your district that are either supported by

CEC 20: beacon or supported by compass, elementary or compass. Middle school. Those are the beacon and the compass. Those are. Those are Dycd supported programs. So 29 schools have this support.

CEC 20: There are currently

CEC 20: 13 schools across your district that do not have a central supported program. Right? And I say that with again, the caveat and the understanding that this doesn't mean

CEC 20: that the principals and the schools might might not have the resources of the supports or are actually running their programs. So for me, as an example, I was a principal in

CEC 20: in District 7, just as as an instance, and I used to have a partnership with

CEC 20: a couple of Cbos within my community where we ran programs that were not centrally funded and were

CEC 20: allowed it and were provided an opportunity to to benefit the kids that were not run by Central.

CEC 20: Now in kind of switching gear and speaking to the.

CEC 20: to the specific change that happened with Empire. I 1st want to

CEC 20: under guard, that we value the

CEC 20: commitment, the passion that the Cec. Have put into these efforts, because

CEC 20: this is something that as this application was changing. We began to feel a little bit concerned because there were multiple changes that happened through that Rfp and an Rfp is just like an application. That's a competitive process for people to apply

CEC 20: to the State grant. So what had happened historically was that for this particular State Grant

CEC 20: school districts could apply on behalf of schools and in partnership with Cbos.

CEC 20: In this instance the process was shifted. In addition to some other requirements to the grants.

CEC 20: were no longer. The district or the school was the was the applicant. The applicant became. The applicant became the cbo.

CEC 20: which they just seems like something simple, right? Because at the end of the day you also, the cbo also had to get sign off from the

CEC 20: superintendent to be able to submit the application to the State.

CEC 20: I think the piece that I'm still engaging and going back and forward with Ocfs. Which is the office at the State who provided this change was that

CEC 20: while we're super grateful about their partnership and what they did, we know the infrastructures and the needs of New York City

CEC 20: much more specific than they do

CEC 20: so. We then kind of

CEC 20: removing the district

CEC 20: from the process that also sometimes hinder our ability to really narrow down and look at like where the gaps are right. So for these 13 schools in your district.

CEC 20: for example, that at this time don't have centrally funded programs.

CEC 20: I yet don't have the final information from the State into the total amount that were funded through this now leap, Grant.

CEC 20: we do know that at least 2 of the ones

CEC 20: that were centrally funded in the past.

CEC 20: which I believe were

CEC 20: 1, 5, 0, 20 k. 5, 0, 3 and 20 k. 5, 0, 6

CEC 20: as per the information that I think your superintendent received from the

CEC 20: from the Cbos, appear to have received the grant

CEC 20: which left one additional centrally funded school

CEC 20: that was not receiving the funding, and I think also to contextualize, while we are super great, that the State provided the 3 millions that the city was able to add in some additional funding until we get the very final list from the office. From Ocfs. We wouldn't even be able to contextualize

CEC 20: what the full gaps are citywide because

CEC 20: Empire funded for the whole city around 19 million dollars for citywide programs. That was for Empire

CEC 20: advantage, which was another after school program that happened through the State funded a little over 60 million dollars, right?

CEC 20: Some of those programs

CEC 20: that we ran centrally, we had a better sense of who was receiving it, and how much there were in the case of your district.

CEC 20: There were only 3 schools

CEC 20: that were centrally supported, which were 185,

CEC 20: which we did provide funding now with this summer location

CEC 20: 503 and 506,

CEC 20: which

CEC 20: are expected to receive the money from the State.

CEC 20: but I think.

CEC 20: even with their good effort, the 3 million dollars may not fix

CEC 20: a multimillion dollar problem until we get their total and final information about exactly. Who do they fund even outside of these schools, because they could be a school that maybe

CEC 20: it's not even on your radar yet that may have received funding, but that may not be one of these 13 schools that we know that have.

CEC 20: that have gaps. So how do we allocate the funding centrally when

CEC 20: we're looking at a at a bigger problem that we have 300 and plus schools

CEC 20: that don't have citywide after school centrally funded. And you're trying to avoid being arbitrary, and you're trying to also be thoughtful because you don't have

CEC 20: a pie that covers everybody. What we did was focus on providing the funding that we received

CEC 20: to the schools that were previously centrally funded with that pad of money. Now.

CEC 20: if I had her my way.

CEC 20: and I think that to me is part of the biggest conversation that we need to have, we need to continue to create an energy and a sense of working together.

CEC 20: so that any school across the city that has elementary school has a viable program for parents.

CEC 20: we live in a very expensive city.

CEC 20: so not everybody has the same ability, access and opportunity to afford

CEC 20: paying for after school programs. Independently right? We also want to make sure that children and families stay connected to the schools in their community.

CEC 20: and we also want to ensure the people that are

CEC 20: working and don't have the means don't end up having to means, you know their job or have complications

CEC 20: reaching their kids at the end of the the day because of the lack of of after school support.

CEC 20: So I think we're we're here to listen to, partner.

CEC 20: I think that while the the specific request and the discussion was about Empire and leap and the changes, I think the conversation needs to be

CEC 20: more broader, because I also want to make sure that

CEC 20: across the board the school community the Cec. Has a full understanding of the support that we offer through our

CEC 20: through our program. I mean, today was great to have your your district point at the meeting. We did. I was saying. I was in Brooklyn the whole day. We had a convening of of

CEC 20: points of

CEC 20: across each of the 45 districts in the city in a school in District 16,

CEC 20: just talking about how we look at better ways of of integrating support. And what do a school community has that? Another one doesn't have. And how do we get school communities to partners to share and continue to

CEC 20: look at any and every gap that exists, so that all children have an opportunity to to succeed and thrive in their communities.

CEC 20: Thank you. No, that's really helpful and very well explained, and appreciate your of course, again being here. And

CEC 20: I know you care a lot about this work and the programs I care. And I live through it like I said, like I would be a mess if I didn't have after school support for my own child, right? Because it would be difficult just to maneuver everything that

CEC 20: that they do. But I also, beyond that, know that with everything that's going on in our cities, in our communities, the safest place for children to be is in school.

CEC 20: and when I think about it, like even with my own son, he's he's alien. He's in in 4th grade, 9 years old, going to be 10, but he acts like he's 15. So if you have any advice for me, I'll see you

CEC 20: after the meeting. But

CEC 20: there's no place that I think about us outside of my own sibling, my brother, where, like I walk away.

CEC 20: and I leave my son every day, and I just trust

CEC 20: that he's he's going to be okay. And I started doing that when he was a baby, right like with 3 K

CEC 20: pre-k, so I, this work means a lot for me. And and you know that's the reason why I'm here showing up and make sure that you guys know that

CEC 20: we're here to partner with you. And

CEC 20: if if we, you know, can continue the advocacy and the work, and continue to think about what exists, how do we look at gaps, and how do we continue to strengthen support. I'm here. Thank you. And I'm fully committed.

CEC 20: So I just, I need to understand a couple just some clarification questions. You were talking about the programs that are centrally funded. And I just want to make sure I get the math right? I think you said at the beginning, there's 30

CEC 20: programs in District 20 across 44 schools

CEC 20: that are community schools or Dycd.

CEC 20: so 30.

CEC 20: Does that mean 30 that are funded for after school through those sources. 30. Who are that are funded for after school through those sources? Okay? And then there's 29 that are funded through beacon or compass. I think you said 29 that are funded through either beacon or compass. And there's there's some overlap. So we do have

CEC 20: some community schools that, in addition to being community schools have become programs. And part of that is because all of these things didn't started together.

CEC 20: So in in all times it wasn't that it was absolutely prioritized like, if this school has this, this school doesn't get this, and I'm not saying that because one school

CEC 20: doesn't have one, it shouldn't necessarily not receive the other, because every community is unique. But I think part of what.

CEC 20: and I brought the connection to Ocfs part of what's important for any organization that we're partnering and working with, and the State is to have a better understanding on what is our infrastructure. So that way, when we're adding, the 1st thing is to look at where the gaps are, so that we don't continue to create gaps right?

CEC 20: And I know, for example, like right now for us for all the beacons and and compass programs. A lot of what we're trying to do is

CEC 20: as we move forward. And as we think creatively, how do we look at the current contracts that exist? Because in some instances for Dycd, there's some programs that are specific to middle school because of the way the contracts are run and the Rfps were created. So for me, part of the conversation is now that Dycd is looking at

CEC 20: at potentially releasing a concept paper in the near future

CEC 20: that a can we use it as an opportunity to expand more seats in places where you already have seats? That might be just for middle school

CEC 20: that can be expanded to elementary or C. Can we also create these as an opportunity for the city, then to have a commitment about additional after schools

CEC 20: programs across the board where there are gaps that exist, and that's that's for coming. They're in the process of working through that. Their Rfp. Hasn't been released. They're going to be releasing a concept paper and doing a lot of community engagement in the very near future. Okay, and Flavia included in those 30 that are funded essentially through Dycd. That includes the sonic grants as well. So sonic is the middle school specific funding source that stands for stands for schools out in Yc.

CEC 20: So schools in the district, especially K to 8 may have after school offerings that are specifically targeted only for middle school students and not for elementary students.

CEC 20: So help me understand, I'm just trying to understand the difference between what you both just said. There's 30 or so schools that are funded by

CEC 20: centrally funded. I don't know what the term is, but then, Flavia, you had said there were 3.

CEC 20: They were centrally funded, you said 503, 506, 185. What's the what am I missing between those 2? The 3, the 3 specific that I mentioned were the 3. Were we the office of community schools

CEC 20: in prior years applied for empire, and that Empire funded so centrally? There were only 3 schools that the office of community schools apply

CEC 20: on behalf of District 20

CEC 20: to receive Empire grant. This doesn't mean that they could have not been

CEC 20: others, whether, if it was empire, or whether, if it was advantage, where the Cbo applied directly, or where the district may have applied, but centrally.

CEC 20: we, the office of community schools apply on behalf of your district for 3 schools.

CEC 20: 2. That we know that are going to be receiving the funding, moving forward

CEC 20: directly through the district through the Cbo, not through Central, and then the one that because of the 3 million that the State provided, we went back and say, we know that you didn't receive the grant through the State, and you were previously provided. So we're going back to provide you that funding.

CEC 20: Okay,

CEC 20: Gotcha. And then and I understand you. You were talking about the process. You used to distribute the 8 million dollars. And so, just to confirm what I heard you say, every school that receives some of the 8 million

CEC 20: was a school that was receiving

CEC 20: that was previously receiving

CEC 20: Empire Empire centrally. Okay, who now, based on the

CEC 20: assessment and feedback that we received

CEC 20: from each of the superintendents was not being granted

CEC 20: the leap grant.

CEC 20: yeah. And we focus on the centrally funded school because, simply like the total amount

CEC 20: wasn't potentially enough to cover everything. And I'm still as I share at the minute that I get the final

CEC 20: confirmation from the State.

CEC 20: I will make sure that I, you know, share it with your superintendent, and I'm happy to to share it with you, because they haven't made it like they, the individual Cbos, know

CEC 20: if they were moved forward in the Rfp. Right? But the State hasn't publicly received released a succinct list for all of the schools in New York, all of the Cbos in New York City that received this money, and as a result, all of the potential schools that are going to be funded. What was the total amount? And I understand the distinction you just made you, said

CEC 20: Empire centrally funded.

CEC 20: And then there's also, I assume empire not centrally funded, right? So for Empire centrally funded, what was the total? So 8 million dollars, 8.3 million

CEC 20: did that cover all of those programs across the city. So historically, we had 67 schools across the city, centrally funded.

CEC 20: And we know that 54

CEC 20: of those schools did not received

CEC 20: leaps, leaps did not. Do you know the dollar amount? So the 67 that were centrally funded previously? Do you know the dollar amount? 10 million over 10 million. Okay, so we've got 8 million. So it's shy a little 2 million, roughly. But we know. And that's why we have to like, see the numbers and see the math that

CEC 20: by just me, looking at the State website, that empire

CEC 20: across the city, the total budget was

CEC 20: whether central or not, was 18.9 million.

CEC 20: An advantage

CEC 20: was 16.3

CEC 20: 18.9 sorry, 18.9 million, and sorry. What was advantage? 16.3. Okay.

CEC 20: it may be the case that when when we see the final numbers from the State we might come up with, they might end up with a very similar number or even higher. We just don't know exactly what

CEC 20: full methodology, outside of the traditional competitive grant process was utilized to really look at needs from the ground.

CEC 20: meaning like they don't know which schools in the city had existing programs versus the one that didn't and vice versa. So the program was just driven by

CEC 20: Cbos apply. It's a competitive process. The Cbos that score the highest are going to be the ones that are granted. So it's not like it is an unfair process, but at the same time it doesn't always

CEC 20: take full a full understanding

CEC 20: of the reality of what exists and what the gaps are.

CEC 20: Yeah, it's certainly complicated. And and I appreciate this conversation very much because it is. It is not simple. So

CEC 20: have you. And I think you mentioned in your earlier comments that you've been trying to.

CEC 20: You've been trying to get some clarity, I think, from Ocfs. Or you've been making the point you just made, which is

CEC 20: something got lost here, right? Something got

CEC 20: something got missed in the new program the new Rfp. And were resulting in these gaps. I think it's like good intention sometimes is not always

CEC 20: met with the best possible outcome. So their their intention was, we really want to put this

CEC 20: dollars and these supports in the hands of the community. Right? That's like their their objective that they had.

CEC 20: And as a result of that

CEC 20: we are going to move the process. So that this is a community process driven by the cbo

CEC 20: rather than centralizing a process

CEC 20: through like central offices, managing

CEC 20: who applies and and who gets that right? So that was that was what I understood, based on the conversations that I had with them. Have they been in? Have they been in regular contact with you because it's been very hard to get information from them. I email them probably 2 to 3 times, 2 to 3 times a week. And they are responsive, and they have share, which I'm happy to to share with. Thank you

CEC 20: with you and your superintendent, like additional ways that we can also look for subsidizing after school programs. So there's supports that exist through Acs. And there's other subsidies that are like at an individual family level that I can certainly share that are other means to support families who are experiencing challenges and maximizing that. And right now.

CEC 20: as a city, there's still like gaps and and some opportunities there that people

CEC 20: can can take that that are not always being leveraged. What I haven't been able to get yet, and I'm hoping that we receive that as soon as possible is just.

CEC 20: I think the ask from my end is simple. I just want a final list from the state of all of the cbo's that receive this money

CEC 20: and all of the schools that are linked

CEC 20: with those Cbos to then get support. And for me it serves

CEC 20: multiple purposes right? One is that it allows us to again make sure that we can look at the fullness of supports that exist within the city. It also allows us to be more thoughtful about other opportunities that exist. So, for instance, the office of community schools is also engaging the state level in other areas to talk about 21st century grants

CEC 20: and 21st century grants can also be utilized, for after school.

CEC 20: as I mentioned similarly, Dycd has their own processes, and I know that they're going to release

CEC 20: in the, you know, hopefully in the near future, their Rfp. So when

CEC 20: I have all this information on my team that when we seat at the table we are better empowered to advocate and to say, Here's where we know that there's communities who are in need, and where these programs don't exist. That's also the information that when I meet with with electives and when I have an opportunity to speak in front of Council and

CEC 20: and work with with them around like opportunities to collaborate about resources. We can be like

CEC 20: more thoughtful and more coordinated about where we know that needs exist, great and just final question for me, and then I'll see if anyone else has questions.

CEC 20: An important thing here is this is all. Only for one year, this 8.3 million. This is one year. And so what's the goal for next year? What are your? I think you've been kind of talking about some of your goals. But if you could just summarize for us.

CEC 20: what's your vision for next year, and how to make this better next year? Yeah. So I think it's different layers. And I cannot even wait for next year. It's like it's now right, and now is like being able to do more of like what I'm just doing now here, which is like partnering with Cec. Partnering, with superintendents

CEC 20: getting out there so that the communities know all that exists and maximize all of the usage or after school programs that we have available. We do have a high percentage of participation in after school. But we still have places where we have seats that are not utilized.

CEC 20: So part of what I'm doing right now is 1st looking at utilization. So not just do we have the programs. But how are the programs being utilized? So that if needed, we could also look at reallocation of seats within a district or within within the city.

CEC 20: A lot of the work that we're also doing is around improving the quality of what's happening after school

CEC 20: in alignment with what happens during the day right, and by that I don't mean that our children should be.

CEC 20: You know they should have other opportunities to learn and engage differently in after school right. I drop off my son every day in school at 7 30. His dad.

CEC 20: Usually I'm in my way to work, but at that time, so I don't want my son to be in after school until 5 30 Pm. Doing like after school has to be fun has to write, but it also has to have linkage to what's happening during the day, so that children can learn. And we can maximize

CEC 20: the resource that that we're putting in place.

CEC 20: I think, what are we doing now? I think it's about communicating the needs that exist in each of the districts.

CEC 20: with or without this gap that you're flagging right, because the

CEC 20: the money that the district received, even if every single school that we can think of

CEC 20: that had a connection to leap or advantage to Empire advantage will have received it. We have not covered all 13. So we need to look at like

CEC 20: what's happening now at each of these 13 schools are they title one schools do they have other programs running

CEC 20: and other supports?

CEC 20: Are they near, or are they in the same building with a school that has a centrally paid for after school program. As a result of that we can do a better job within within a campus partnering and maximizing the seats.

CEC 20: The other piece is really around, like the advocacy, and both at a local level

CEC 20: and at a state level. So, as I mentioned, when we just met with the State for other related matters, because some of the community schools that we support are paid by 21st century grant, and we know that the State is working

CEC 20: additional potential funding to 21st century grant we we put at the forefront that we want to ensure that if there's possibilities

CEC 20: that we applied for grants connected to after schools for the city for this for this area.

CEC 20: So I think it's both looking at a grant, but understanding that grants even the ones that got leave. They have an Expiration day, and I think we have to do a better job for any kind of grant. Whether it is a 1 year, 2 years, 3 years to create

CEC 20: some level of sustainability.

CEC 20: Similarly, we need to do

CEC 20: some work across our city to ensure that we continue to look at ways to have

CEC 20: other means of funding after school opportunities outside of of grants. And what we're doing with Dycd.

CEC 20: Although

CEC 20: there still needs is like nothing that's happening in in almost like hardly any big district of our size in the country. So I think we also

CEC 20: me to celebrate where we are. But understand that we're not at the ceiling, and there's a lot more that we could be doing to integrate supports. I promise this is the last question, when is the leaps funding for next year? Start? I'm going to hold you to it. Yeah, hold me to it. Hold me to it.

CEC 20: If I say anything else, just give me the no, no, I'm here. Listen and email away as well when I'm not. When is the leaps funding process for next year. Start. I just want to have that date in our minds, so we can make sure that leap is is multi-year. So those schools that receive the grant

CEC 20: are gonna have this grant. I think it's either for a period of 3 to 3 or 5 years I can double. I can double, check and double confirm. Who knows? Maybe maybe we can really.

CEC 20: you know.

CEC 20: work and excite the state so much that they realize that they have to release

CEC 20: another part of this Rfp. And and in all fairness, let me let me say that because I do have to give

CEC 20: the State credit for this. Technically, the Empire grants were due to sunset, due to expire in 2,022,

CEC 20: and we went to to the State. And we say, listen like we just came from Covid. I know that somehow many of the Cbos still did virtual or partially virtual.

CEC 20: and we told them it is unfair to end this program now in 2022. And we understand that that was what the Rfp. Said. We understand that it was what we signed for, but we technically lost 2 years based on the pandemic. Can you do something and help us out? And they did. As a result of that, they extended those grants until 2024. But, as we see, even with that extension.

CEC 20: it still, you know, left us in a in a challenging situation. Because I do want to give credit people credit where credit is due. So it's not like they are

CEC 20: impossible to work and don't understand me technically, that money was due to expire in 2,022. Yeah.

CEC 20: any Cec members have questions, anyone online, Cec members online or in person.

CEC 20: it's a little bit.

CEC 20: It's so complicated having to get a full picture.

CEC 20: Will you share any Powerpoints later?

CEC 20: I don't have a Powerpoint. But if you, if you want me to share data with your Cec highlighting. How many programs, how many schools? I'm happy to do that?

CEC 20: Or if there's anything else that I can do a better job to articulate. I'm happy to do that as well.

CEC 20: Process.

CEC 20: I think we are more interesting.

CEC 20: We know that there are at least 3 schools right now. We do not get the funding, so

CEC 20: was the chance they can get a share of the 3 million.

CEC 20: for

CEC 20: are they going to get now.

CEC 20: when you say that you want to be able to understand the process. You mean the process for how the funding was allocated.

CEC 20: So for that your superintendent already has, and I can share a copy of the school memorandum allocation that tells you like.

CEC 20: how they've how we

CEC 20: how we like, identify how the funding was distributed, the expectations for schools and all of the schools that received it.

CEC 20: I wish I could say that. You know I

CEC 20: had a bigger pot of money at this point to add 2 more schools after school, to add to all 13 of your the schools of your district. I do not, but I am, you know, willing and committed to work with your superintendent to work with your Cec. President. To better understand both these 3 schools that you are describing. In addition to the total 13, because I will then feel

CEC 20: you know, I the other 10, might get upset with me somehow.

CEC 20: Something is figured out for 2 or 3, and not for for the other. So I'm I'm happy, and

CEC 20: we can certainly continue that discussion. Yes, thank you. My question is, oh, I'm sorry.

CEC 20: So the process you're going, we are we are describing now is more for the lead program.

CEC 20: So for a particular 3 unit or additional funding, do we have a same process. Or is it different process?

CEC 20: For it's it's different. So leap is is a competitive grant, and it's managed by the State.

CEC 20: And they apply this like one or 2 rounds of that application. There's rubrics. There's a whole

CEC 20: very

CEC 20: like I'll call a region for lack of better word process, for how then, they do their allocation based on that in terms of the 3 million dollars that we received from the State. What we did was.

CEC 20: look at the schools that were funded before centrally, which were 67 of them.

CEC 20: Then look at the 54 that didn't receive any funding looked at how much funding the schools have received in Fy. And school year 2020,

CEC 20: 3, 2024, which we call Fy. 24 for funding fiscal year 24 for funding purposes. And then we allocated

CEC 20: funding based on that, because that funding was based on the state formula for how to look at the poor student rate to create a viable program

CEC 20: answer to parents that believe your funding it like penalizes working middle class and lower middle class districts.

CEC 20: When you say my funding, or like the way you you allocate the funds like it does it? Because you're like, it seems like a whole bunch of schools in District 20 lost their funding. So they're just wondering, is it because it's becoming working middle class

CEC 20: No. 50. So in regards to Empire, from Empire to to leap

CEC 20: 54 schools across the city centrally, in addition to other schools lost funding.

CEC 20: So across the board

CEC 20: centrally, most of the schools that were supporting that program.

CEC 20: We're either in Brooklyn and in the Bronx

CEC 20: we have 67 that we in the past have been able to apply and and

CEC 20: get the the funding granted, and only 13 out of the

CEC 20: out of the 57 that we know out of the 67 that we know of at this time received the funding, but it was really based on

CEC 20: the scoring criteria and the way that they evaluated

CEC 20: the cbo, not to mention that the other thing that the State share was that they had a lot more applicants than what they had had. So it's like the same pie. But now let's say, for example, if in the past they had

CEC 20: 100

CEC 20: cbos that apply, and right now that they have 250, unless they are tripling the amount of money that they have

CEC 20: is the same.

CEC 20: You know, relatively a similar amount of money. Now you have more

CEC 20: grants that were submitted, more people that are applying. So it becomes more competitive. Unfortunately.

CEC 20: So I think for me.

CEC 20: listen. I'm a middle-class working parent. So I

CEC 20: firsthand

CEC 20: understand is know that

CEC 20: we're looking at at

CEC 20: one community and a particular

CEC 20: income or other type of right like for me is really looking at. Where are programs that exist? Where are programs that don't exist. And how do we look at across the city.

CEC 20: especially as he, as he relates to elementary school? But

CEC 20: I mean beyond that I can share some some more of like the information that we have available of what

CEC 20: we understand the State did to evaluate their their grants. But we New York City public schools.

CEC 20: We're not the evaluator or the determining of who got that grant we in the past simply were

CEC 20: the applicant on behalf of schools which we are not even anymore based on the on the current criteria. But

CEC 20: so if the people that lost schools, that lost funding

CEC 20: when is the next time they can apply.

CEC 20: So that that's the question that your President was asking me so for for leap in particular, because it's a multi-year grant.

CEC 20: It may not be until a couple of more years where they can apply. However.

CEC 20: what I am highlighting is that we need to look at other grants and other opportunities that exist outside of leap like 21st century.

CEC 20: that we also need to work in collaboration with our local partners and local electives and assembly

CEC 20: assemblyments to to highlight those opportunities, and that, you know, like nothing

CEC 20: preclude us from, you know, putting a communication together and highlighting to the state that if there's a possibility to do another round or leap

CEC 20: at the end when we get

CEC 20: the final information that we would appreciate and we would appreciate working together within

CEC 20: even more collaboratively to ensure that we can cover gaps. Yeah, because of like 3 or 4 years. To wait for funding is a very long time for that one in particular. Yes, I agree.

CEC 20: Thank you.

CEC 20: My pleasure. I just noticed that you mentioned

CEC 20: 54 schools lost funding, only 13 received funding. Yes.

CEC 20: all the funding goes to the 13 schools that used to go to 67 schools.

CEC 20: I'm so sorry, can you? No, the so the 13 schools citywide that

CEC 20: got allocated funding from the leaps. Grant, that's

CEC 20: so. Of the total 60 of the total, 67 of the total, 67 schools that used to have centrally managed empire or advantage grants only 3, rd only 13 of them. Only 13 of them got approved funding this coming year, meaning that 54 schools citywide

CEC 20: didn't get leaps funding.

CEC 20: So that's those 54 schools citywide were the ones that were prioritized were prioritized. In looking at the 8.3 million

CEC 20: that was made available to to support this. And that's our list right here. This is the 54. Correct. Yeah, yeah.

CEC 20: Did that address? The the you got that address the question, right? Oh, you sure. Okay.

CEC 20: thanks. Anyone online, any Cec members online? I have a question, go ahead, John, in regards to the 3 million. How did they determine that 28 schools in the Bronx?

CEC 20: We'll receive the funding.

CEC 20: It was the same way. So we just looked at originally the 67 schools that were funded.

CEC 20: So for the 67 schools that were funded.

CEC 20: 13 of them got the lead grant that were previously funded with Empire 54 didn't get it. So we went back to the same pot of schools that we supported in the prior year. So no new schools were added. Who's having the Directory for that

CEC 20: which how many people sat on the Directory to do that

CEC 20: on? When, when you mean how many people originally determine which schools will be working with leap or empire.

CEC 20: So I mean, I inherited the leap and Grant from multiple years ago. So that was back in.

CEC 20: I think, 2,016 when we applied.

CEC 20: So my my understanding from back then, that the schools that were applied were schools where there were needs across the city where they didn't have after school programming.

CEC 20: Does that address your question?

CEC 20: Yep. And then for District 21. They received 4 grants from the 3 3 million dollars, and we only received one for District 20. Is there a reason why

CEC 20: so for District 20 there were 3 schools that were centrally funded

CEC 20: for Empire, 3 schools.

CEC 20: 20 k.

CEC 20: 1, 85,

CEC 20: 20, k. 5, 0. 3

CEC 20: and 20, k. 506.

CEC 20: You did receive money from the State.

CEC 20: 4, 5 0. 3

CEC 20: and 506,

CEC 20: meaning that those schools were awarded leap grants with a cbo. They were not awarded from central from the Sam, but they got awarded

CEC 20: through through leap

CEC 20: from the office of Ocfs. And then what we did is we looked at them so, which schools remain. That was 185. So you did get money for 3. Okay? Because when I got the printout, 503 and 506 wasn't listed on that printout. It was only 1 85. They're not listed in the printout because the printout only went to the one school

CEC 20: who didn't get the stay money.

CEC 20: So

CEC 20: 105, 185 got the money for the one year from the city.

CEC 20: 503 and 506 got the multi-year money from the State, from leaps, from leaps.

CEC 20: So it's like 2 different pots of money. That's why it wasn't listed in the same document, and DOE is the one that put in 503 and 506. No. So the cbo apply, and the superintendent sign off on those schools being able to apply, so that then they can go to the State for their application. All the schools, all the Cbos that apply for the leaps grant in the cycle that we're talking about, including 503, 506, 1, 85, 104. 3, rd all the programs

CEC 20: we signed off on all of those as part of their application, so they could apply for the grant that didn't have any bearing on whether or not. They got approved by the State and got the money. 503, and 506

CEC 20: at center for family life is the cbo that

CEC 20: provides the after school funding at that school. They got the leaps, grant, so they didn't have an issue because they got they got the they got awarded the the funding. Yeah, it's similar to like when I say that there's 30 programs that we support

CEC 20: and we give funding. That's not in the Sam, because the Sam is only addressing one very specific bucket of extended learning support. So the Sam wouldn't reflect

CEC 20: the money that we provide for the 5 community schools, and the Sam wouldn't reflect the money that Dycd

CEC 20: covers to support

CEC 20: Sonic to support Beacon and to support compass after school programs because they're like different bucket of funding, so as of right. Now, do you know if Ps. 104 will be getting funded

CEC 20: as of right now, funding for leap or funding for the Sam, anyway.

CEC 20: So as of right now, I know for the Sam in particular. They're not listed, I think I mean I'll be happy to have a further discussion.

CEC 20: They they do have a middle school funded program for 120 slots from Dycd.

CEC 20: Thank you for reminding me of that that we provide funding for. But that's for 120 slots for middle schools, I believe.

CEC 20: and for the low grades.

CEC 20: I know that the cbo is providing a fee for service program for elementary school currently. And is that Neo and IA

CEC 20: what's that is that? Nia, I believe so.

CEC 20: And additionally, and this is something that is, I won't go on a long time. But yeah.

CEC 20: but the the schools also look at gaps that exist after they look at the after school programming that's provided by Cbos. And then they start their own programs to help support academic needs, enrichment needs and and support families who may not have gotten into the program or want extra things.

CEC 20: including 104. So that's 1 thing that the principal at 104 is doing currently right now, and has surveyed families and students in order to design that after school program to run at the school with school staff and other Cbos on limited basis. Cool? Thanks. Thank you. I think we'll wrap it up there. This was a great meeting. We're really pleased to have made your connection, and we'll definitely.

Tamara Stern: I had a question.

CEC 20: Oh, Tamara has a question.

Tamara Stern: Question.

CEC 20: It it, Tamara? Is it

CEC 20: one question? Go ahead, Tamara, but we do have to move on.

Tamara Stern: Okay, so thank you for this. This information. You know, I kind of had like an idea of like how this work. Because I did work for an after school program for for

Tamara Stern: but is there any way you could put your your email in the chat

Tamara Stern: and also I know you spoke about us. The advocacy. How it helps to do on a local level. Is there any way

Tamara Stern: that you guys could like keep us informed that like, when you do go statewide that we could.

Tamara Stern: the parents could also advocate for you guys when it comes to that, because, like, I think if you have us behind you, maybe we a bigger voice, could could help, you know.

CEC 20: Absolutely. Thank you, Tamara. I

CEC 20: don't know which chat you're referring to, but

CEC 20: I know you.

Tamara Stern: Oh, the sorry! The chat in the on the zooms.

CEC 20: Oh, okay.

CEC 20: yeah, he, he

CEC 20: just put your email in. Yeah, I'll drop their emails in the chat. And you have my email. You have George emails, and we can put you in contact. And absolutely, I would love to to partner with you and other parents who

CEC 20: who want to invest in supporting this, who want to coordinate on supporting this effort. Yes, cool.

CEC 20: Thank you so much. Thank you. We really appreciate you being here.

CEC 20: Thanks for having me pleasure to meet you.

CEC 20: So thank you.

CEC 20: Thank you, sir. Yeah, thank you very much.

CEC 20: Bye. My pleasure.

CEC 20: Jeez.

CEC 20: okay.

CEC 20: okay, we will now turn to our superintendent's report superintendent, Dr. Derekto.

CEC 20: So I'm going to skip to the the middle school presentations today. We're going to have a

CEC 20: a presentation on the Middle School and High School admissions process very brief, but had invited 6 principals from District 20 middle schools to provide some brief presentations on middle school offerings as a preview for larger open houses that are available in the district and be able to kind of showcase some of the the offerings that our middle schools offer. So I have invited first.st

David Pretto: Want to invite principal.

David Pretto: Did Miss

David Pretto: Junior high School?

David Pretto: Do you need me to unmute?

David Pretto: Can you guys hear me? Okay, good.

Marielena Santiago: Good evening, everybody. Thank you for inviting me to the Cec. Meeting. Realina Santiago, the principal of Didmis i. 62.

Marielena Santiago: I'm in the heart of Kensington, Brooklyn.

Marielena Santiago: Our school creates a community of togetherness and academic success.

Marielena Santiago: Our vision is to cultivate a diverse community that is inclusive of multicultural environment and fosters parent communication and strong family ties.

Marielena Santiago: Our mission is very simple. Our school's pride is the academic achievements of our students. Our motivation for working hard is their success, and lighting up the path for the future is in their hands.

Marielena Santiago: Our building consists of 6, th 7, th and 8th grade academies throughout the course of the students. 3 years at Ditmas they will be introduced, and then knowledgeable in the arts.

Marielena Santiago: The art classes provided are band, art, and dance.

Marielena Santiago: We also partner with groundswell groundswell works with our students and local artists, and creates murals around the building

Marielena Santiago: that use creativity and fully licensed

Marielena Santiago: artists in those specific areas. In addition, we offer French and Spanish

Marielena Santiago: to our students. Our language teachers immerse students in the basic knowledge of language and culture

Marielena Santiago: dit misses have a screened superintendent class. And now a screened honors class in the 6th grade.

Marielena Santiago: The superintendent program includes students who are above grade level and reading and math.

Marielena Santiago: The students in this program will follow the

Marielena Santiago: take the room

Marielena Santiago: regions areas. The students in this program will follow the pathway.

Marielena Santiago: going to take the regents. Exam algebra. The language academic using standard.

Marielena Santiago: Here's based grade level Comp

Marielena Santiago: also consist of

Marielena Santiago: 12 to one to one for English as second language students are.

Marielena Santiago: and classes are complete with core classes and supports that are necessary to apply the English language.

Marielena Santiago: Our current curricula include intra interliterature, envision, math, amplify passports

Marielena Santiago: included in our passports and social studies. Curriculum are the civics for all taught by our social studies, teachers as well as the soapbox, and we also participate in the participatory budget

Marielena Santiago: with our students. Ditmus also was chosen. Recently our students were chosen to speak at the Mayor's Round Table. Ditmus is also known at known for its Sep. It's software engineer program

Marielena Santiago: where students are given the opportunity to work with the most advanced forms of new technology.

Marielena Santiago: Ditmus prides itself

Marielena Santiago: in our media capabilities. Our students create edit, create, edit, and interview

Marielena Santiago: others on news within the building

Marielena Santiago: and in the community, and globally, our bulldogs create a collaborative environment where all students think critically

Marielena Santiago: and creatively.

Marielena Santiago: Our Pbis program and virtues of the month are activities where we, where students are guided

Marielena Santiago: to help others and think before they act. The program is designed to teach

Marielena Santiago: to our students that everyone matters. Everyone has a voice. Everyone is

Marielena Santiago: different. Which is what makes Ditmas such amazing? Our inclusive environment is free of judgment and full of warm-hearted students, staff and support, where students feel welcome every single day. Did Miss is proud to be part of the New York roadrunners.

Marielena Santiago: The program that encourages health, fitness, and community. Our students are involved in practice at Divis and join runs throughout the throughout the city.

Marielena Santiago: Our after school programs are offered throughout the year. We have Title 3 and title one programs, or academic help from Ditmus teachers

Marielena Santiago: for extra support, and prepare students the nicest lat. Ela and Math exams. We also offer a plethora of clubs, such as stems, team.

Marielena Santiago: cheerleading a book club, a sport program, a spelling bee club, Yoga, a digital technology, a ceramic arts. And so much more. Ditmas is definitely a different kind of middle school. But it's definitely a middle school where students thrive academically, grow as individuals and learn to be critical thinkers.

Marielena Santiago: So thank you.

CEC 20: Principal Santiago. I'm now going to ask Principal Andrew Frank from Junior High School 223 Montauk, to come on and tell us a little bit about the offerings at Montauk, Junior High School.

Andrew Frank: Thank you, Dr. Predto. Good evening, everybody.

Andrew Frank: My name is Andrew Frank. I am principal of Montauk, Junior High School.

Andrew Frank: Just before I get started. We'll be hosting an in-person open house on Tuesday, November 19, th

Andrew Frank: at 5 30 Pm. To 7 Pm.

Andrew Frank: Montauk, Junior High School is located at 4,216th Avenue in the Borough Park section of Brooklyn.

Andrew Frank: We are a relatively small school compared to our district 20, my district 20 schools, my other district. 20 colleagues were approximately 650 students.

Andrew Frank: The academic offerings we have at Montauk Junior High School. We have a superintendent's program that students must apply for

Andrew Frank: this puts students

Andrew Frank: on an academic track to take the algebra. One regions biology regions Us. History and

Andrew Frank: the language other than the English competency. Exam

Andrew Frank: we offer mandarin at Montauk. We also offer the algebra. One

Andrew Frank: Honors program, which you must also apply. Students in that program will take the algebra, one region and the language other than English competency. Exam, which, again, is Mandarin.

Andrew Frank: One of the programs that we are very proud of at Montauk, Junior High School is our avid program as avid. It's advancement via individual determination.

Andrew Frank: Students are chosen, based on recommendation from their Ps. School, and when they get to Montauk, Junior High school. They're teachers.

Andrew Frank: Abbott is not a curriculum. Abbott is a set of strategies to foster high engagement, self-advocacy, organization and student agency

Andrew Frank: students have an elective period, 4 to 5 periods a week

Andrew Frank: that accompanies this program.

Andrew Frank: Students will also be immersed in college and career readiness receive social emotional support and growth. Mindset

Andrew Frank: students in the avid program will take the algebra one and the biology regions

Andrew Frank: special education. We have self-contained ICT and sets programs at Montauk.

Andrew Frank: All students are considered considered for our academic programming. Regardless of Iep or Enl status.

Andrew Frank: Through special programming, we create a fully inclusive environment and place students in their least restrictive environment and give all students equal access to our academic programs.

Andrew Frank: We also have Arista. This year. We applied for our charter and we'll have the Academic Honor Society

Andrew Frank: some after school programs that we offer at no additional cost to the parents that start usually the 1st week in school and run to the last week of school.

Andrew Frank: From 2, 20 to 4 30 is the Montauk. After school programs we offer specialized high school test, prep. Math. Ela E. And L.

Andrew Frank: Art portfolio which allows our students to work with the wonderful art teachers to get prepared for the

Andrew Frank: a specialized high school.

Andrew Frank: green team, chess team, sham sports, homework assistants, crocheting and New York roadrunners.

Andrew Frank: Our Sbo is counseling in schools that meets Monday to Fridays again, at no additional cost

Andrew Frank: to parents.

Andrew Frank: This provides academic and social, emotional supports for our students.

Andrew Frank: Again, we are a small school. Approximately 650 students.

Andrew Frank: Part of our Sel. Program. Councils meet students at the door each and every morning during entry, and at at the end of the day dismissal.

Andrew Frank: daily check-in

Andrew Frank: with the students to gauge students welfare.

Andrew Frank: We have great support staff, 3. Guidance counselors, 2 social workers, school psychologists, sappis worker and a family worker.

Andrew Frank: Montauk. Pride is integral. Part of our school culture.

Andrew Frank: Pride stands for prepared, respectful, involved, disciplined, and empathetic.

Andrew Frank: It's a positive behavior intervention system.

Andrew Frank: part of Pbis, which is Pbis students are rewarded with tickets to enter Raffles or buy buy items from our school.

Andrew Frank: Montauk offers monthly theme nights, cultural celebration nights, board game nights, pumpkin carving, cupcake, decorating paint, night family portrait night, and we also have teachers present on the curriculum and iready presentations

Andrew Frank: at Montauk. We're very proud of another program we have, which the city couldn't figure out a cell phone policy. But at Montauk we did.

Andrew Frank: For the past 3 years. I know the Cec. Has seen this presentation once before.

Andrew Frank: This is the yonder pouch, and for the past 3 years we've been using this program

Andrew Frank: that creates a positive culture and a distraction free environment for students. All students get this pouch when they come to school, they put their cell phone in it.

Andrew Frank: Okay.

Andrew Frank: there's so this pouch, then locks

Andrew Frank: and the students carry this pouch with them all day long. So there's no separation anxiety from their cell phone.

Andrew Frank: They get to carry these phones all day long. At the end of the day, on the way out of school.

Andrew Frank: They hit this part of the pouch

Andrew Frank: on a magnet. It's similar to

Andrew Frank: a department store magnet security system. The pouch opens up. They take their phones out. They call their parents.

Andrew Frank: and they go on their day.

CEC 20: Thanks, Prince Principal Frank, if you could just wrap up, we're at time.

Andrew Frank: Wrapping up last 2 things. We are cafeteria. We have halal food for our students and student choice. We have the B 11 bus and the yellow school busing that's offered to our 6th grade students.

Andrew Frank: That's it, and thank you for having me.

CEC 20: Thank you so much.

Andrew Frank: Have a great night.

CEC 20: You, too. Thanks. So much, Principal Frank. The next school I'd like to invite up is

CEC 20: Ms. 407, and Principal Stephen Lombardo.

Stephen Lombardo: Thank you. Superintendent Pretto. Thank you. President of the Cec. Stephen Stowe. I have a screen share. If that's okay.

Stephen Lombardo: I just wanted to see if it could work. I don't know if anybody could see it.

Stephen Lombardo: but if it's not, why, it doesn't look like it's working, because you know. Why would it? Of course, Ms. 407 is a new school that opened up here in District 20 in the Bay Ridge Diker Heights area

Stephen Lombardo: to 6th grade students this past fall we are located at 6 50 86th Street.

Stephen Lombardo: in right across right where the old Nathan site was

Stephen Lombardo: a couple of new, new, unique opportunities that we offer that are kind of different from the traditional middle school model are small group enrichment programs that we call crew programs. CREW. They meet 2 times a week.

Stephen Lombardo: Students select their crew based on their interests. We put out a course catalog to our students

Stephen Lombardo: at the beginning of the semester, and they work through a semester in a crew class and are allowed to switch crews in the middle of the school year to kind of offer that diverse different types of experiences

Stephen Lombardo: and in different avenues and in different

Stephen Lombardo: career pathways. Some of the course offerings that we have for the 2024 school year. Currently are 3D printing, gaming invent like gaming creations, graphic design culture through food stop motion.

Stephen Lombardo: A medical program. Our green team sustainability team and creative writing. So there's a definitely a diverse cross section and opportunities for kids to really find their niche and find their interest, which is part of the vision of our school, where students are engaging in civic engagement.

Stephen Lombardo: and have the opportunity to become advocates for themselves and create a pathway for themselves upon graduation to high school. Another unique, fixed, unique niche that we have in our program is our Town hall. Town Hall is a weekly gathering of our students. We use this time to build community, participate in civic engagement

Stephen Lombardo: and celebrate school spirit

Stephen Lombardo: students, explore focused topics and contribute to the community, and some of the town halls that we have focused on in this school year currently are a 9, 11. Remembrance day for patriots, day, childhood, cancer, awareness, month, Hispanic heritage month, a breast cancer awareness kickoff. And just today we kicked off our climate action, sustainability, green team.

Stephen Lombardo: Coming up later this month, we have a Hispanic heritage cultural month, where we're inviting our parents and our students together to acknowledge the Hispanic heritage for the end of Hispanic heritage. Month on October 15.th

Stephen Lombardo: We also have a stop out bullying day, October 23rd upcoming. And also, as we get into November, we will focus on men's health and veterans day.

Stephen Lombardo: Other school spirit events that we've had working with our district. 75 neighbors, 231 K. We've also done. We've donated toys to the Children's Presbyterian Hospital. We wear pink on Wednesdays for breast cancer awareness, and we are also working this evening. Our Parent Association

Stephen Lombardo: has actually found a way to get pumpkins donated. We will be doing a cross school, Halloween pumpkin decorating competition with the whole campus, which is very exciting. So you know more to come on that, you know. In later days I will happily share all this documentation. All the photos with the Cec. And our superintendent

Stephen Lombardo: just to wrap around back to our vision and what we're about here at Ms. 407, we are a project based learning school focused on steam instruction. This school year. We're working with our local parks and landfills, conducting park audits this year specifically at Diker Beach Park.

Stephen Lombardo: We are reaching out to our local elected politicians the parks, departments, and other affiliates to share evidence from our park audit to plan for a sustainable future. In addition to this park audit, our students receive regular steam instruction where they're engaging in the engineering design process and are able to think critically and solve real world problems.

Stephen Lombardo: Some of our after school program offerings as we begin to kick off both morning and evening, morning and afternoon school programs, our athletic programs, we're getting our soccer program up and running, we will have a podcast and digital media program running. We will have our green team and sustainability and a performing arts after school program as well as working with our cbo this year is Nia as a fee-based program model.

Stephen Lombardo: as you will see parents in the. In. The excuse me, in the my Schools guide, we offer the superintendent program which offers pathways to algebra. One biology and Us. History regents exams the nest program which partners with the Nest Central support team.

Stephen Lombardo: They will focus on placement of our students. If you have a child who you feel is eligible, please reach out to our school directly, and we will put you in contact with the Nest Central Support team to discuss placement district. 20 students that are currently housed in District 20 are receiving priority for seats in our district. Excitingly enough. The Nest Support Office got a phone call with me today.

Stephen Lombardo: Parents are very excited and very eager to learn more about our school and want to conduct visits. So if you feel you qualify, please reach out to me as soon as possible, and we can conduct a school visit additionally on the on the my school's application. You will see the zoned program as we happily serve our community, our students and our families looking ahead to 25.

CEC 20: Principal Lombardo. Just if you could just wrap up. We're just at time.

Stephen Lombardo: I have 2 more slides. I'll be right down in a second, looking ahead to 2526. As we grow to our second grade, we will be launching our visual Arts program and our drama program for those who are are artistically inclined. And finally, our open house is November 26, th from 4 to 6 Pm. I hope the doors are open. No invitation necessary. Please come on in, and we are happy and excited to welcome you into our community.

Stephen Lombardo: Thank you, President Stowe. Thank you, Superintendent Dr. Predo, and I will pass it along to my other colleagues. Thank you.

CEC 20: Thank you. Principal Lombardo. Thanks so much, Principal Lombardo, the next principal I'm going to invite to share some more about their school is the principal Junior High School, 220, John J. Pershing, Principal Sheldon Dempster.

Sheldon Dempster: Good evening. Everyone is my screen able to be seen.

CEC 20: Yes, sir.

Sheldon Dempster: All right. Good evening, everyone. Good evening, Dr. Prado. All my colleagues, parents, and esteemed members of the Cec. I'll try to make this as brief as possible. My name is Sheldon Dempster. This is my 8th year at John J. Pershing, being the proud principal there.

Sheldon Dempster: We're celebrating our 100th year. The building was built in 1925. So we're looking forward to a big celebration.

Sheldon Dempster: We're a fairly larger middle school. I have currently 1,265 students, 18% are students with disability. 31% are Enl students. Traditionally, more than half of my students are Els or students with disabilities.

Sheldon Dempster: you know. So we have a very diverse population.

Sheldon Dempster: This is obviously public knowledge now, but we're very proud of how we've grown as a school, we were at 80%, 80% proficiency rate when it came to the New York State Mathematics Exam and 59% when it came to the Ela Exam.

Sheldon Dempster: Students that comes to John J. Pershing. This will be your 6th grade breakdown just to get familiarity for the 40 periods we break it down 5 periods of science, 4 periods of social studies, 8 periods of Ela, 8 periods of mathematics, 4 periods of electives which I'll get to shortly 5 obviously lunch 2 Phys. Eds, 2 periods of Sel every week, because we make sure the students are not only

Sheldon Dempster: academically growing, but also growing social emotionally, and then they have a half year split between Spanish as foreign language and the other half. They will have a course, we title business, where they'll get exposure to spreadsheets and different things of that nature. The students will play the stock market game just something different, something more fun.

Sheldon Dempster: the curriculum we utilize amplify science into literature. So any parents that's on, you guys are doing interreading in the lower grades. We, the whole district does into literature. Year 2 of that envision, math and passport to social studies.

Sheldon Dempster: I promise I'll be brief.

Sheldon Dempster: Special classes we offer. We have a Chinese bilingual class, Spanish bilingual, Spanish dual language. We have a newcomer class. The students only stay there briefly before we transition them out. We also have the superintendent's class, which is a screen class algebra honors and a regular honors program that gives students the opportunity to perform at a high level in 6th grade, or come in performing at a high level, so they can have a chance to be on a region's fast track

Sheldon Dempster: when they're in 7th grade. The kids that's in the superintendent's program or the honors program will be taking the Earth Science regions. Last year we had 108 students take their regions. Then also students will be taking the Spanish regions in 7th grade and optional for elective. The students have a chance to have 4 periods a week of Sh sat prep as an elective in 8th grade the students will be taking the algebra regions, the biology regions and the Us. History regions.

Sheldon Dempster: Last year our performance, when it came to the regions we had 100% pass rate on the algebra regions, 99% on the living environment, 99 on the Us history, 98% on the Earth science. Now, that's 13 year olds. That's taking that regions and 100% pass rate on the Spanish proficiency.

Sheldon Dempster: Once again, just to break down. I mentioned electives. So 4 periods a week. Students have a chance to select what elective they would like to do. We have. We have a Phys Ed elective. We have music, dance, art, drama, computer science, enl enrichment ais those 4 periods, the students have a chance to even explore a passion. They have, or get additional support.

Sheldon Dempster: The music. During the the students that participate in music. They gear towards a spring concert and a winter concert. Same thing. When it comes to art. There's an art showcase. So during our winter concert we have a gallery walk where the students get the chance to present their work to the families that come in

Sheldon Dempster: dance. Also they get a chance to participate. I also converted a room last year into a full art studio. I'm sorry. Dance, studio mirrors, banisters, everything like that. So we have a full time dance room.

Sheldon Dempster: Excuse me, I'm racing after school. We have Ais program for those students that need additional support. We have a title 3 program to support our Enl students. We have a very large Enl population, as I previously showed. We also have a Saturday Academy for additional academic support or test prep.

Sheldon Dempster: Teams and club we offer. We offer Broadway juniors this year. We're doing Moana. We've done Bugsy Calhoun. We've done Peter pan. We've done grease. We've done a couple of shows there. So that's a program we offer. We also have a mural club. We also partner with groundswell. This is just some examples of something in our building.

CEC 20: We have a.

Sheldon Dempster: Boys basketball team that's offered for those students that want to participate in something extracurricular co-ed soccer.

Sheldon Dempster: We have girls, volleyball team, a girls basketball team. We have a track team also through roadrunners. We have a debate team also.

Sheldon Dempster: just to wrap it up, because I know we had short on time. On the 28, th from 5, 30 to 7 Pm. Will be our open house. I invite you, parents and anyone in the community to come and, you know. Walk through John J. Persian. We could discuss further my apologies if I'm racing, but I know we're short on time. Dr. Prado. Thank you for this opportunity. Dr. O'brien's here somewhere. Thank you. Everybody in the Cdc. And everyone have a wonderful evening.

CEC 20: Thank you so much. Principal Dempster. Thanks so much. Principal Dempster.

CEC 20: The the next school I'd like to invite up is middle school 9, 36 arts off, 3, rd and the principal, Frank Proudfoot.

Frank Proudfoot MS 936: Good evening, everyone. Thank you so much for inviting me. CC, Dr. Preto, I'm excited to be here. I could talk, I know I only have 5 min, and I could talk about this school for 5 h. It's that amazing. We have some of the most talented kids in New York city.

Frank Proudfoot MS 936: and I think, rather than hear me talk about it, I'd prefer to share a quick video from our website. Our website has everything you could possibly want to know about our school. Can you all see our screen here?

Frank Proudfoot MS 936: I'm gonna take that as a yes, and I'm gonna play this video for you. And I hope that it tells you everything you need to know. It's just 5 min, and let me know if you can't hear anything and go

Frank Proudfoot MS 936: at arts off. 3, rd we like to talk about developing the next generation of scholarly artists arts off. 3rd is a place where children can explore their creativity while also learning.

Frank Proudfoot MS 936: When you tie learning with the arts, it helps students really understand what's going on here in the building we put equal emphasis on the arts as well as the academics, because we truly believe that the 2 things work holistically. So in the dance program every single day they are working at creating choreography, in drama. They are working on monologues.

Frank Proudfoot MS 936: putting on performances in visual art. They're working on things like drawing, painting, sculpting. Even the teachers that teach, you know math and social studies. They have a love for the arts in one way or another as well. It's exciting. I look forward to going to class every day we work on musical theater we study acting. All of the people here are nice and extremely supportive of each other.

Frank Proudfoot MS 936: This school is a really good way to like, express yourself, and like, show your talents. This is just a great place overall to learn. One of the things I find most special about this community is its diversity. We have students of so many cultures and so many backgrounds. And seeing them come together as a singular community is really something special. We're very close in Ms. 936. We adore each other. We're always working together

Frank Proudfoot MS 936: everything we do, even the teachers and students. We all just connect. When you have students that love theatre and are passionate about the arts.

Frank Proudfoot MS 936: sometimes in other parts of their life, they might not, you know, fit in for one reason or another. You know they're kind of bigger than life. But here is the place where they do fit in.

Frank Proudfoot MS 936: We are here to help support each other as a family arts off. 3rd has prepared me for the path ahead by showing me what you can do if you're just encouraged.

Frank Proudfoot MS 936: and if you have courage in yourself, the teacher.

Sheldon Dempster: They're just amazing. They talk to us when we need them to talk to us. They they prove of.

CEC 20: The teachers are very accepting, and they're very supportive, and they inspire you.

Sheldon Dempster: To make mistakes. One of the most inspiring things to see at this school is the way that teachers engage with students in the classroom. And so if you go into a typical science class, you're seeing students doing experiments. The history classes. You're seeing students debate and do all kinds of really hands-on and student-led work, ideal classroom, and the classroom that we aspire to in this building all the time

Sheldon Dempster: is student-centered inquiry, based learning and all the different subjects. There's plenty of ways that teachers kind of combine hands on activities with art.

Sheldon Dempster: and also the learning process, too. All of the arts teachers here have come from their own professional world. It's really important to have that when you're coming to an art school because we want to teach them the reality of what the real world is like out there, and the things they need to accomplish and the tools they need to have.

Sheldon Dempster: I want to pursue musical theatre, and my musical theatre teacher, Miss Rubin, is great at supporting me.

Sheldon Dempster: helping me with every step of my journey. Arts F. 3rd has definitely prepared me for the path ahead. Because, whatever, major you are, you definitely learn a lot more than what you already knew, and if you want to pursue that as a career which I do it definitely will help me in the future if I want to go to actual auditions. Ultimately the goal is to prepare them for the specialized and arts high schools. When they leave here, they're going to be ready for the auditions.

Sheldon Dempster: And they are going to have multiple opportunities and multiple potential schools that they'll be able to go to. My job personally is to prepare the students to audition for a performing arts high school.

Sheldon Dempster: Now, not all will choose to go down that path, but it's my job to prepare them in case that is what they do. So far, we've had really really great feedback about our students, and that they are professional and prepared and ready to go. I actually have friends who auditioned for the school

Sheldon Dempster: for this year, and I told them that they will love Msi. 36. And they will love the teachers, and you will learn things that you may not learn in any other school you would want to be here. It's a perfect place for

Sheldon Dempster: somebody who loves the arts, loves learning. This school is great for art. It has all different kinds of art, it has extracurricular activities. This school is a perfect place for you to. Even if you're not an artist, you still can come here and try. We are loving and engaging and supporting, and any one of us would bend over backwards to help you

Sheldon Dempster: here at Ms. 936 arts off. 3, rd we believe that learning is an art.

Frank Proudfoot MS 936: All right. Well, I thank you all very much. I hope you enjoyed our video check out our website. Come, see what we're all about. We have amazing programs. We have amazing students. I was the guy who should have shaved that day. I don't know if you recognize me in that video. But I thank you all very, very much. Thank you, Dr. Predo. Thank you. Cuc.

CEC 20: Thank you. Principal Proudfoot

CEC 20: thanks so much, Principal Proudfoot.

CEC 20: and our last principal to present on their middle school offerings of the school, is the principal of Psis 686. The Brooklyn School of Inquiry, and Principal Eric Havlik.

Eric Havlik: Thank you, Dr. Prado, and thank you, members of the Cec. For the opportunity to come out tonight and present

Eric Havlik: what we do at BSI. I would love to share my screen.

Eric Havlik: Am I visible.

CEC 20: Yes.

Eric Havlik: Great. Thank you. So at BSI, you know the the core of what we do, where everything starts.

Eric Havlik: what hiring decisions are made, what budget decisions are made, what daily instructional decisions are made really

Eric Havlik: are rooted in our our mission. So this is our mission. And this is

Eric Havlik: was developed collaboratively with with staff and parents many years ago in my 1st year of BSI.

Eric Havlik: So this is our building. We are in Bensonhurst, 50 Avenue P. At the corner

Eric Havlik: of Stillwell and Avenue P. We share the building with 2 other schools. We have a wonderful relationship. We are primarily on the 4th floor.

Eric Havlik: the

Eric Havlik: at the top of the building is our fabulous stem lab that opened in April of 2023, where all of our students have access to learning opportunities around environmental science, topics, hydroponics, aquaponics.

Eric Havlik: This is the inside of that lab.

Eric Havlik: So at BSI, we're a progressive school, truly rooted in project-based learning, hands-on experiential learning.

Eric Havlik: So going into it. This is common to see, you know, scenes like this. When you enter classrooms, kids working on projects

Eric Havlik: on the left, you have 8th graders dissecting a fetal pig actually, so really, really engaged in the learning.

Eric Havlik: we also firmly believe in the power of a Socratic seminar. So on the left. This is a social studies class.

Eric Havlik: Socratic Seminar

Eric Havlik: is a rich discussion that's student led to dive deeply into a certain theme or a question from a novel or a piece of of

Eric Havlik: some some other piece of work that students are studying on the right. That's an erosion table. So

Eric Havlik: in science class kids are observing, making notes on what they're observing.

Eric Havlik: So our kids dive deep into novels and whole texts. In 6th grade. The students read the book, I am a Lala, and every opportunity that we have to either bring in speakers or use New York City for the rich resources that it has. We do that as a way

Eric Havlik: to really go deeper. So our students, our 6th graders. Last year they read, I Malala, and then they went to the UN. Where they where they learned about the women's role. At the UN. And on the right

Eric Havlik: Malala wrote a novel called, We are displaced featuring other women refugees across the world. We had Marie Claire come in, speak to us about

Eric Havlik: her experience fleeing the Congo, so she was one of the characters or one of the stories that was featured in the book.

Eric Havlik: So our students, our middle school students, in addition to the core subjects, they

Eric Havlik: they engage with electives similar to what you heard from some of the other schools students on the left? That's a stage crew elective.

Eric Havlik: the student on the right. She's part of the hydroponics elective where they really take ownership of what's happening in the lab, and there are often opportunities for them to teach younger kids.

Eric Havlik: These are 2 other electives. This is a 3D printing elective and a coding elective. We have our students, our 7th and 8th graders have one on one laptop assignments, so every student gets a laptop. We are a no cell phone school as well. So our policy is that cell phones are powered down in backpacks.

Eric Havlik: Advisory is at the core of our programming as well. So advisory is a small groups of students that start working together in 6th grade. That group stays the same 6th grade, 7th grade. 8th grade. They stay with the same advisor. They talk about navigating middle school, whether it's study schools, community projects that they can do.

Eric Havlik: We're academic tutoring, and they stay together. And they're they're really a truly connected bunch that supports one another through the middle school experience.

CEC 20: Prince will have like just a 5 min warning. But go ahead and finish up.

Eric Havlik: This is really hard for me. We have great partners. One of our project based partners is beam. So on the left we have a student. There were a student making a raised bed on the right stage crew elective. They're creating part of a stage. Our 7th and 8th graders go out to

Eric Havlik: to Sethlo Park, which is across street every day for lunch and recess, where no cell phones out there as well.

Eric Havlik: Our student. They dive deep into visual arts.

Eric Havlik: Student government is a big part of our school, very student-centered. Our student government pulled the school last year, used participatory budget funds. The kids said that they wanted more sports. They wanted sports teams at BSI. So these are 2 sports teams that sprung up from student voice.

Eric Havlik: We kids go on overnight field trips. 6th graders go to the Poconos on a camping trip. 8th graders go to DC. 7th graders go to Boston

Eric Havlik: after school we have musical debate, chess, math, club band.

Eric Havlik: Our students compete both within the district but also nationally. Our debate team is going to Harvard this year.

Eric Havlik: and what really is the hallmark of BSI is our community. So we have a buddy program where older students are buddied up with younger students and really mentoring and really setting students up for success

Eric Havlik: a couple opportunities to visit BSI. 1st this month we have Open House, New York City, which our stem lab is going to be on display, or it open to the public from 3 30 to 6 o'clock. That's hosted by New York Sunworks, and we have a middle school open house for prospective 6th grade families and students. On Wednesday, October 30, th from 5, 15 to 6 15.

Eric Havlik: This information is on our website. Thank you. So much sorry for taking too much.

CEC 20: Thank you, Principal Havlik and I just want to also congratulate you on in BSI on being awarded a National Blue Ribbon

CEC 20: School award, which is obviously a very prestigious honor to recognize BSI as one of a

CEC 20: just, a small number of schools nationwide. So we have a lot of great schools. And it's great to see BSI recognized specifically for the work you've done. So. Congratulations on that.

CEC 20: Thank you, Eric.

CEC 20: Thank you, Principal Havlik, and it's only appropriate that we're at Ps. 3, 10. The school for future Leaders, which up until this year was the the last district 20 school that had been recognized by the Us. Department of Education as

CEC 20: a Blue Ribbon School. So again, like congratulations to Principal Hong, but also congratulations to the BSI community for Blue Ribbon recognition by the Us. Department of Education.

CEC 20: so

CEC 20: so

CEC 20: I'll work backwards here from my presentation. But

CEC 20: did you see? Did you see it got delayed? By the way, what the application opening.

CEC 20: anyway? Go ahead. Up. Until recently the middle school application

CEC 20: process was to start.

David Pretto: But I understand it was delayed due to some. My school's issues but the the following dates, I believe, are still valid so Friday, November 8th is the deadline to register for the Mark Twain is 239 in the district 21 talent tests.

David Pretto: Friday, December 13, th is the date right now that we have for the close of the Middle school application process, and Wednesday, April 9, th

David Pretto: is the date that parents should expect to receive their middle school offers

David Pretto: this year. Some updates to the upcoming Middle school admissions process families can now list any New York city public middle school. On their application zone schools will continue to be prioritized. Zone schools, zone students for seats

David Pretto: and most programs will have a district priority meaning that seats will be 1st filled by students and residents from the district. I want to note for District 20 with the superintendent and algebra honors, programs, all district. 20 students who apply to those programs will be prioritized for seats before any students apply from from other districts.

David Pretto: There's some virtual admissions events. So we had some great district, 20 principals present

David Pretto: on their specific

David Pretto: offerings, and I'm going to share some open house information for all the district. 20 middle schools at the end of my presentation. But there are also some virtual admissions, events available for all New York City families who are in 5th graders being operated by the office of enrollment.

David Pretto: and they discuss how to access my schools, how to learn about middle school options, and how to apply and how offers are made.

David Pretto: Interpretation is available, and all of the information is contained on the enrollment page of the New York City website, which I'll share in a second.

David Pretto: So the place to

David Pretto: access that. And all this other information is@schools.nyc, dot gov slash enrollment.

David Pretto: All of the other options for families to get information about the middle school application process are available there, including who can apply the different programs are available information on priority groups, seats and demand priorities. How are you going to get your offer letter? Pretty much. Everything is there and available for families on the schools.nyc.gov. Enrollment site

David Pretto: for high School, all of our 8th graders in the district are going through the high school application process.

David Pretto: That application process, including for Laguardia and the specialized high school test registration are open. You can do all of this work on the my school's account

David Pretto: and on the

David Pretto: nyschools.nyc.gov enrollment page for high school. It includes a tutorial that shows a link here in in order. Families need some support in creating a Myschools account.

David Pretto: Some updates to this year's high school application process. There's a new feature that is, that supports families and understanding

David Pretto: their chances of getting an offer to a program. So for each program, students will see an icon that indicates whether they have a high medium or low chance of receiving an offer which is based on the applicant's admissions, characteristics like grades, priority group and other characteristics. And there's information about this on the chance of the offer web page on the high school admissions website.

David Pretto: There's no limit to application choices this year as well. In previous years. There was a limit of 12 choices to place on the application. This year. Families can place as many choices as as they want on that application.

David Pretto: which is an expansion of the original 12. However.

David Pretto: a complete application is still considered with 12.

David Pretto: If there's additional programs that a family is interested in. They may add them as a 13th choice, 14th choice, and so on. So we don't want to communicate

David Pretto: that families should put less than 12, only that you have the option. Now to put more than 12.

David Pretto: Some of the key dates for families for this admission process. Tuesday, October first, st which has passed where all of these processes open for high school

David Pretto: on Friday, October 18.th The registration for the specialized High school admissions test closes. So any family that is interested in having their child take the specialized High school admission test this year must register their child by October 18th

David Pretto: October 30th is the date that all students in the city will take

David Pretto: the school day testing. So this year there will be the specialized high school test administered at school sites in District 20 and across the city.

David Pretto: and that will be on October 30.th

David Pretto: Specialized high school testing will also be administered to 8th grade students who don't participate in the school day testing on the weekend of November 16th and 17th

David Pretto: Wednesday, December 4.th Both the High School and the Laguardia applications close. Thank you

David Pretto: us. On

David Pretto: Saturday and Sunday, December 7, th 8, th there will be specialized high school testing for current 9th grade students, and then finally, Thursday, March 6th High School offers will be released

David Pretto: on the schools.nyc.gov. Slash enrollment page for high school. There are a similar number of additional

David Pretto: drop down menus for information about all different aspects of the application process, including exploring high schools, learning more about your chances. What additional requirements there are for audition schools, additional assessments, schools that have applications. D. 75.

David Pretto: Asd nest horizon aces, programs, options, and admissions for students who are age 16 to 21 who are behind on credits.

David Pretto: This upcoming. October 21, st and this year we are have instituted a new communication structure called family Support, Mondays, building off some work that the family support coordinator, Sylvia Jaczynski, and our district 20 social worker, Lauren Taccone, piloted last year in partnership with the Child Mind Institute.

David Pretto: This year. We are having holding monthly meetings where we're inviting all district 20 families to family support. Monday. I will do a brief presentation at every meeting

David Pretto: on a timely topic of interest, this upcoming. October 21, st we've invited the office of Enrollment to do a presentation on the Admissions process

David Pretto: for District 20 families and to be able to provide even more a little bit of opportunity to ask specific questions or get specific, you know, back and forth dialogue with both myself and the office of enrollment to support any questions that district 20 families may have around the admissions, processes, High school and middle school.

David Pretto: and there is on the d. 20 brooklyn.com website. We have posted all of the open houses that are available for all middle schools in District 20. So if you go to the the website, you'll see this arrow here. It's pointing. That's the list. And you'll be able to not only expand that list, but also a link to that school's website where you'll get like specific information about that open house as well as that school's website as well.

David Pretto: And I'm going to go backwards. I only have a couple more things here that I missed at the beginning.

David Pretto: I want to again congratulate BSI on their blue ribbon recognition from the United States DOE,

David Pretto: and also just share again around. I want to thank and.

David Pretto: you know.

David Pretto: congratulate all of our schools who have been engaged in a variety of

David Pretto: Hispanic Heritage month activities. Today I visited 2 schools that were engaging students in Hispanic heritage activities. I was at Ps. 105 today

David Pretto: with Principal Chen, their amazing parent, coordinator, melody, and assistant principal, and I got to join students in parent presentations where some parents had come in to volunteer to share different aspects of Hispanic heritage and culture

David Pretto: food, the history of the Pinata, a lot of different things, and I've walked away learning a lot of different pieces about the cultures and backgrounds of some of our Hispanic families, as well as seeing students learn about different

David Pretto: musical styles of Hispanic cultures. And it was. It's just been a. It's been a great month. There's been a lot of examples of that across the month. So I'm really excited about that work, and I want to share again, on the district 20 website, we have organized a variety of resources that apply to all of the different specific months that are celebrated across the year in the in New York City public schools

David Pretto: this month, you'll see. At the top is cybersecurity, awareness month. We have a link to parent you. But also this is Hispanic Heritage month. So there you're able to click that link and go to a variety of resources around field trips, curricular options and other important information, in order to be able to support families and educators and students on Hispanic heritage.

David Pretto: Next month is native American Heritage Month. So you'll be able to click that link. And, you know, be able to navigate to a lot of different resources that are available to families and to schools in order to support field trips.

David Pretto: extended learning enrichment in the classroom and beyond, in order to again celebrate and educate around the the great backgrounds and diversity in the district and in the city.

David Pretto: and we also take advantage where we can, in our different curricular options, where we can, to make connections between where we are celebrating cultures and backgrounds and the curriculum that we have. So, for example, we I was at Junior High School 62. I was at Ditmus earlier this month, and visiting classrooms for Hispanic heritage month, and I, I came upon an Ela teacher who was utilizing

David Pretto: different resources from the into literature curriculum, to engage students in different projects and small groups, to find additional ways to explore and learn more about influential Hispanic Americans, and explore the the structure of names, and how names can inform the background and information about the cultures and different identity characteristics of of students and people to learn more.

David Pretto: And that's that's my my report for this evening.

David Pretto: Thank you.

David Pretto: thank you so much, Superintendent Fredo, and thank you to the middle school principal.

CEC 20: Being here, too, if if they're still on just a second round of thank yous. Because I really do appreciate that. I think our families and parents. It's very important to know

CEC 20: about the schools and try to. And a lot of you did. All of you did a great job of I feel like highlighting unique things about the schools, because that's really important, too, to set

CEC 20: set apart for parents so they can make decisions that are best for their for their children.

CEC 20: I I don't have anything

CEC 20: for

CEC 20: to mention as part of my comments, and it's 8 o'clock already. I think our our borough president appointee Tamara Stern just had a couple of updates. Tamara, can you hear me?

Tamara Stern: Yes.

CEC 20: Alright! Good night!

Tamara Stern: Thanks, Steve. Hi! Good night, everybody. At our last meeting with Donovan he wanted me to make sure that all our schools know, that they're going to be application process for the

Tamara Stern: for funding for any school initiatives that you would want to do like how we did last year. Besides, you know the the Cec. You could do the Csa. Resume through them. You could also do it through the the borough president's office.

Tamara Stern: He also wanted me to let you guys know that. the Board President is doing a community fund.

Tamara Stern: a community baby shower fund and applications are now open.

Tamara Stern: and this Baby shower fund offers. Brooklyn nonprofits the opportunity to request up to $5,000

Tamara Stern: in reimburse funding from the community baby Shower fund for non-personal expenses. So I will share the link.

Tamara Stern: If anybody's interested in doing that in the chat.

Tamara Stern: And

Tamara Stern: I think that's it. I wanted to be quick. All right, thanks.

CEC 20: since we do not. As I mentioned before, we do not have 7 in person, so no vote on recording secretary tonight. We'll keep pushing that

CEC 20: Sylvia, do you want me to announce that or

CEC 20: so? An announcement here? Our superintendent, Dr. Preto, is being recognized as a grand marshal at the Brooklyn

CEC 20: Columbus Day Parade this this Sunday, October 12, th on 18th Avenue

CEC 20: public service announcement. And it is also Italian heritage month. Just coming up in November.

CEC 20: Okay.

CEC 20: so be there on Sunday. At the parade you can.

CEC 20: CEO, superintendent.

CEC 20: Saturday, Saturday.

CEC 20: Saturday, October 12.th

CEC 20: Got it.

CEC 20: So I guess that brings us to our final public speaking session of the night.

CEC 20: oh, right? Yeah. We had one order of business, and it has to be done public. It's best to be on the calendar meeting. It's just the 3 new schools, the liaison assignments.

CEC 20: Cec. Members. I don't have a particular process for this. We've got 3 new schools, Ms. 407, the middle school on 86th Street. We've got

CEC 20: I still haven't got the numbers right, David, what are the numbers for the one? The one in Baybridge is 3, 3, 1,

CEC 20: or is that? That's the one in the one in Bay Ridge is. Ps. 413413 is Bay Ridge. The one in Burle Park is Ps. 331. Yeah.

CEC 20: So I know there's 1 Cec. Member who had requested Ms. 407. I don't know if

CEC 20: and is that member here? So? And I guess I'll just. There's no particular process for this guys. We all have our existing number of schools. And if anyone would like to

CEC 20: speak up

CEC 20: and request any of the 3 schools.

CEC 20: Yeah. And

CEC 20: Fabiola, can you hear me?

Fabiola Mendieta-Cuapio: Hi! Yes, I'm sorry I put in the chat. I'm not feeling so well.

Fabiola Mendieta-Cuapio: and.

CEC 20: No problem.

CEC 20: Did you want to be Ms. 400 seven's liaison?

CEC 20: It's done.

Fabiola Mendieta-Cuapio: Yes.

Fabiola Mendieta-Cuapio: thank you.

CEC 20: Anyone wanted bay ridge aps

CEC 20: 4 13.

Tamara Stern: Which which schools, if that's the the new elementary on 69.th

CEC 20: Yes, yes, yeah. A. PS. 4, 13, yeah, exactly whatever. 3rd Avenue and.

Tamara Stern: Okay.

CEC 20: 16.

Tamara Stern: And what and what is the other? You said 3, and the.

CEC 20: 3, 3. 1 is the Borough Park, one on 13th Avenue.

Tamara Stern: I would like to do 3, 3, 1, if anybody.

CEC 20: Going once, going twice.

CEC 20: So Tamara's got 3, 3, 1,

CEC 20: 4, 13. Any takers.

CEC 20: any any.

John ricottone: Please.

John ricottone: Steve, I'll take 4, 13.

CEC 20: Okay, I can do it, too, John. But.

John ricottone: What do you want to.

CEC 20: Yeah, do, do you? Do you actually want to do it? Or you want? I'm happy to take it. If you're you do a lot.

John ricottone: You could take it.

CEC 20: Alright. I got it.

CEC 20: Okay, that's done. Now we have our second public speaking session.

CEC 20: make a note on that.

CEC 20: Do we? Have anyone signed up to speak

CEC 20: in person. Okay.

CEC 20: thank you, Bill.

CEC 20: So our 1st in-person speaker, Michelle Magnus.

CEC 20: No, no. I just tell me where I need to go.

CEC 20: Can you let her in the meeting and let this? It says, let someone in the meeting.

CEC 20: Oh, yeah, I gotcha.

CEC 20: You just press f 1 on this one.

CEC 20: Okay, yeah.

CEC 20: And the black one is an equal f 1.

CEC 20: Good.

CEC 20: Hello!

CEC 20: What happened.

CEC 20: Michelle? Do you want to just come up and sit at my laptop. Kevin, what do you think.

Speaker Cam: All right, we're good, all right. Thank you. So first, st I want to thank the Cec. For hearing us back in June, and also throughout the summer, working so hard advocating for the schools who've lost funding for Nia. You guys are a really great team. So I want to just say, we appreciate you at 1 85.

Speaker Cam: It was so lovely to hear all the middle schools and all the funding they get, and all the after school programs they provide for their students. I'm getting to see my daughter experience it, and it's something I wish the elementary level would have a little bit more funding for

Speaker Cam: just hearing the office today speak about funding and the State funding and central funding.

Speaker Cam: My mind was just blown. How we're central. DOE is competing with the Cbos for the same state grants. It's something I feel should be more centralized instead of bureaucratic and going through the same like.

Speaker Cam: I don't know how many different organ levels before a school gets funding.

Speaker Cam: I would say, maybe we need to centralize that in something that every public school should have just like universal pre-k. Every child should have the opportunity to go to a free pre-k program. Every child and student should have the opportunity to go to an after school program. It is needed in our whole city. I have many parents at 1 85 who are looking to go back to work part time this year, and it's just not lucrative anymore.

Speaker Cam: They have to stay home. Our numbers were telling with the sign up for Nia on how many parents did need the free program. So it is not a fight that ends today. It does. Clearly. I heard tonight that 1 85 is only going to get funded for one year. So it is disappointing to hear that once again, at the end of the year families are going to be disappointed

Speaker Cam: to hear that our after school program once again, is up in shambles, and we don't know what it's gonna look like.

Speaker Cam: It's something that our kids need consistency consistency, for. It's something our families need consistency for.

Speaker Cam: So it's something we are going to have to continue to advocate. I don't understand how the city with the State was given more money than when Cuomo gave them money. And so this pie she was talking about and got bigger. But I don't understand how

Speaker Cam: a lot of schools got cut. So some questions I have for that department.

Speaker Cam: Like, I said, it's gonna be a huge hit for our our school community at 1 85.

Speaker Cam: Moving a little bit over and shifting to this math curriculum.

Speaker Cam: I've been aware of that. It has been mandated at the city level. The high school level this new math curriculum. I'm a little not sure if we're getting mandated at the elementary level and middle school level of I think it's called illustrative math.

Speaker Cam: But if we are.

Speaker Cam: because I don't know what's happening with the Central Office right now. But if we are, I hope that we are not going to be flying the plane and building it at the same time, like into literature and into reading.

Speaker Cam: that we have this plan in place for our teachers and for the parents, as well as knowing what's going on with math.

Speaker Cam: I'm not sure what the math program looks like. If it's going to be a new program, but it's something that you know. It'd be nice to know in advance.

Speaker Cam: And that being said then going back to now funding. I'm not a fan of fair student funding. I don't think it provides funding for all our schools equitably. I think we need to shift over back to curriculum and school and staff fund and staff salary separated from a school's budget. If the city is going to now mandate curriculums, and create this kind of universal

Speaker Cam: programs, then they should really be funding it for all schools and all the components to it. I don't think it should be on each school been through several schools now, and I've seen every school offers one program differently and has different books for it. I don't find that very equitable. So just something I want to put out there that I

Speaker Cam: I'm I'm I don't know. I know you guys have a bigger voice than me. But fair student funding is not really

Speaker Cam: my thing. So thank you again. Have a good night, everybody.

Speaker Cam: Thank you.

CEC 20: I think it's important to respond to the math component. So District 20 is not a part of the city's Nyc. Solves

CEC 20: initiative which is engaging middle and high school schools in using illustrative math.

CEC 20: All district 20 schools have selected a standards aligned math curriculum, and have been operating them in the schools for the last couple of years.

CEC 20: and there's no change to math curriculum this year. All schools will are continuing to maintain their math curriculum, with the exception of one which did adopt at their choice a new math curriculum. They're implementing it like a school would implement a new curriculum. But as a district we are. There's no new curriculum this year. If that changes at any time, I would obviously inform the community, and we would engage on what that would look like. But we're not yet.

CEC 20: No new curriculum this year.

CEC 20: Thanks, superintendent.

CEC 20: Anyone online, Ken. And I think he's in person.

CEC 20: Okay.

CEC 20: our next speaker signed up to speak is Ken.

CEC 20: Thank you. And here, Ken, no one can hear you. If you're just ken no one online can hear you. If you're just standing there. There's

CEC 20: 64 people online who, I'm sure, want to hear you speak.

Speaker Cam: Good evening, everyone. My name is Kenny.

Speaker Cam: I'm a parent. I want to say our kid first, st our parent first, st the parent, have a crisis to pay all the spends, because the parent got no time to

Speaker Cam: to work.

Speaker Cam: Okay.

Speaker Cam: and

Speaker Cam: the city right now I want to complain. The city the city can got no right to giving away hold times, money to illegal migrants

Speaker Cam: and color of earnings. Group

Speaker Cam: Fondy.

Speaker Cam: we are all here, fight for our school funding program. We are fighting for our kids, safety

Speaker Cam: fight for our parent. Right? I want to have another protest for out of school funding, because the money to go away. We have a We. We have a protest on last time. Thank you, for

Speaker Cam: you know President Steve Steven Stove, and also Julie, and also John Rico, and we make that happen. We have a 3 million dollars from the governor.

Speaker Cam: and the money is is going away, and, like what the lady say he say, Oh, the money have to help for the low lower class income, or whatever. So what about

Speaker Cam: a middle class? They don't need help

Speaker Cam: because a middle class, a biggest taxpayer dollars a person.

Speaker Cam: and we got no no benefit from from anything. We have a pay for the doctor. We have paid for the kids, and we have paid for everything.

Speaker Cam: So which means lower class got more benefit higher the middle class.

Speaker Cam: Would you think about it?

Speaker Cam: So we need like, what do you make sure? Say I'm agreeing what you say. All the public school order, Pre. K.

Speaker Cam: We have to get all free for all you know, New Yorker, New York family.

Speaker Cam: So why.

Speaker Cam: why the Government keep away the money? I don't understand what you guys working for. I don't know. I just really confusing right now.

Speaker Cam: because everybody you are working the Education Department, you should

Speaker Cam: working for New Yorkers, fight for New Yorker first.st I don't know what the point

Speaker Cam: I want to say. New York City gonna broke down. Okay, the city and the State gonna broke. If it keep it open the door.

Speaker Cam: you know, for all working.

Speaker Cam: you know, cross border people from the taxes. I don't know what you guys thinking. But I hope you guys gonna fight for New Yorker. First, st think about New Yorker first.st We have quite secure

Speaker Cam: a lot of crisis like you guys saw everything because of

Speaker Cam: like Warren, they sleep on the street. Nobody help.

Speaker Cam: I don't know. What can I say? But, please, if you work in the Education Department, think about we are. We are a parent. Think about our kid first.st Okay, don't spend the money for nothing. You guys waste too much money for nothing.

Speaker Cam: that's all. Thank you very much.

Speaker Cam: Sure. Thank you. Thank you. Speaker.

CEC 20: Anyone else signed up.

CEC 20: Okay, that does it for our public speaking.

CEC 20: Let's approve the minutes from last month.

CEC 20: Do you want to speak this session, too, Joyce.

CEC 20: Oh, she's

CEC 20: yeah. Go ahead, Jones.

Speaker Cam: Okay. Hi, Hello, everyone. My my name is Joyce. Right now I speak for myself. So I I used to. I was a recording Secretary of CC. 20. So I'm grateful, and thanks for to CC. 20 and District Twenty's office staff.

Speaker Cam: especially for Steve. So our President and our Council member for John Le Coton, because their effort and dedication made me so impressed. We fight together, as we all know. Cec. Members are volunteers.

Speaker Cam: Our meeting usually take 3 h each time every month, a lot of people in parent, and even the principal sign. They say.

Speaker Cam: you guys mean it's so long it takes about every 3 h. So I appreciate all the panel contribution. I'm really grateful

Speaker Cam: for the effort of Cec. I'm also appreciative for you

Speaker Cam: because of you. Our trial is so lucky. We still have salary learning program fee for all students need with 5 on the funding for after school program

Speaker Cam: and for and on the district twenties

Speaker Cam: like leadership we still have. We have, like blue ribbon schools.

Speaker Cam: So, providing the other things like I hope the Cec.

Speaker Cam: Will be better in the future and not forget its original intention and speak for parents and child.

Speaker Cam: we always say, provide a platform. Cec. Is not a platform for parents to speak up, always see something, say something without parents. School cannot success.

Speaker Cam: What together be family? We always. We always say teamwork makes dream work.

Speaker Cam: And I do you know it is appropriate. I wish I had done this at the last meeting, which was Joyce's.

CEC 20: Formal meeting, but officially thank Joyce for her years of service on the Cec. She was a

CEC 20: yeah, thank you. Everyone.

CEC 20: She's she's always was an excellent team member, always volunteering, always extremely cordial, polite, respectful, but really cared about the volunteer work that we do, and she's off to

CEC 20: a number of other community involvement things. She's been elected District leader for the 49th Assembly District for the Democrat party, and she's also working for councilwoman, Susan Zhuang. So

CEC 20: Joyce congratulations. And we're gonna miss you.

CEC 20: Yeah, you haven't gone far.

CEC 20: okay, now, I guess we can do the minutes.

CEC 20: So Council members, please review the minutes from the September calendar meeting, and if there's any changes, please speak up.

CEC 20: Okay, any changes to the minutes.

CEC 20: Okay.

CEC 20: Tamara, do you have a

CEC 20: minutes? Change.

Tamara Stern: Can? Can you go back up to.

CEC 20: Now we can hear you.

Tamara Stern: Can you? Can you scroll back up a little bit, Kevin?

Tamara Stern: I don't. Well, I think it's Kevin

Tamara Stern: that's tuning

Tamara Stern: to the

Tamara Stern: okay. Wait. Hold on

Tamara Stern: to to D,

Tamara Stern: okay.

Tamara Stern: all right, I I'm this is just my person. What I believe I don't think d. 2, 10 is aimed to silence parents voices. It depends on interpretation of who

Tamara Stern: believes. I just think it should be the courtroom that address the DOE policy regulation d. 2, 10.

CEC 20: What I want to have in there is. I can agree with removing that. That was sort of my

CEC 20: commentary on it, but I want to have in there that the Court, the Us. Federal court.

CEC 20: issued a preliminary injunction

CEC 20: invalidating the d. 2, 10. In the case of Cec. 2. Council member.

Tamara Stern: Well, you could put that in there. It invalidated the injunction of D 210.

Tamara Stern: Yeah, if.

CEC 20: Yeah. So, Kevin, here we go, discussed a recent court ruling that addressed the jury policy. The ruling

CEC 20: issued a preliminary injunction reinstating a

CEC 20: Cec. 2. Member

CEC 20: injunction.

CEC 20: I am.

CEC 20: What was the last bit reinstating

CEC 20: a Cec. 2

CEC 20: member.

CEC 20: That's fine with me. Is that okay? Tamara?

CEC 20: Okay, I'll take that as yes.

CEC 20: Any other changes?

CEC 20: Okay, hearing none. The minutes are approved with the one amendment.

CEC 20: Is there a motion to adjourn the calendar meeting?

CEC 20: Is there a second.

CEC 20: all in favor? Yes, any opposed? No.

CEC 20: Shall we get started with the business meeting right away?

CEC 20: Okay. I am now calling the business meeting to order. Welcome to the October 2024 Cec. 20. Business meeting.

CEC 20: I will take

CEC 20: attendance.

CEC 20: Steve Stowe. Yes.

CEC 20: 1st Vice President, John Ricotone.

John ricottone: Wasn't.

CEC 20: For second vice President, Elizabeth Chan.

CEC 20: treasurer, Meifeng chen

CEC 20: when Ming

CEC 20: yan ching.

Yanqing Chen: I'm here.

CEC 20: Hey? And Shang Fabiola

CEC 20: Fabiola, are you here?

CEC 20: Yeah, Sabrina.

Fabiola Mendieta-Cuapio: I'm sorry I was trying to unmute myself.

CEC 20: Gotcha, Fabiola, Sabrina.

Sabrina McNamara: Here.

CEC 20: Maya.

Ma Rozenblat: Yes.

CEC 20: Oh, hey! Maya!

CEC 20: Tamara!

Tamara Stern: Here.

CEC 20: Kevin.

CEC 20: Brian Lee?

CEC 20: okay, thanks. Everyone. As usual. We have interpretation at our business meeting.

CEC 20: You will see these interpreters in the participant lists, and they will post their information in the chat.

CEC 20: Our interpreters will now introduce themselves. Could our Arabic interpreter please introduce yourself.

CEC 20: Arabic interpreter, can you hear me.

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

CEC 20: Thank you. Could our mandarin interpreter, please introduce yourself.

Mandarin Interpreter-Yayi (Sylvia)Su: Thank you.

CEC 20: Thank you. And could our Spanish interpreter, please introduce yourself.

Spanish - Yailin Montiel: El numero de Confrencia ocho tres tres cinco seis tres sero dos ocho simbolo numeral

Spanish - Yailin Montiel: a logos gracias. Thank you.

CEC 20: Thank you.

CEC 20: I don't think we have anything on the agenda other than approving the minutes. But if there's any topics, Kevin, do you want to quickly run down the.

CEC 20: We were just Kevin and I earlier were talking about the upcoming parent leader. Breakfast, October 25, th and Kevin's just gonna share some.

CEC 20: He's got some numbers back. So mainly Fabio and Samarita. I sent this out, but we can look, take a look at it includes the cost of food and

CEC 20: the merge. I'm gonna share my screen, too.

CEC 20: so we can all just take a look.

CEC 20: So this is

CEC 20: the breakdown of the price for the swag.

CEC 20: I'll take a look at the pictures later, if we need to, but just you can see the price. Each of these is for a hundred items total.

CEC 20: So it's 283 for the bags. And the note is that there are cheaper bags available.

CEC 20: I click into it. If you wanna decide to find something else. Notebooks the 2 notebook options. One has a pen and one doesn't.

CEC 20: The one with the pens is obviously a little more.

CEC 20: and then the water bottles, I think, are a good option, regardless. They're little. They're pretty cheap for a hundred.

CEC 20: and you can see the bottom. Here

CEC 20: we have the price for totals

CEC 20: for just a swag.

CEC 20: and then the food prose is linked. I'm going to open this because it is

CEC 20: kind of important.

CEC 20: So this is a new, this, this one came in today, like when during the meeting. So I don't know. 8. So this is even the cheaper option. Okay, yeah. So you can take a look

CEC 20: originally recorded around 1,300. Now, we're at a thousand 71 after moving some

CEC 20: other items because we are gonna have less people.

CEC 20: So we can take a look here, if it wants.

CEC 20: Yeah. So like, we're estimating, how many are we? Our total guest list is like a hundred, 3,035, or something. Right?

CEC 20: And so

CEC 20: just think about a hundred 35 people. We won't get everyone. We'll probably get 80 or so.

CEC 20: So. Is this enough food for 80 people?

CEC 20: And you can see here that the the tray of bacon 80 to 85 people, 4 trays of scrambled eggs.

CEC 20: 2 trays of French toast.

CEC 20: one tray of home fries, a half tray of home fries, 3 dozen bagels, the current half. Okay. So that's that's 72 half. But yeah.

CEC 20: yeah, this, I mean, I'll be. This looks plenty to me. And this looks great from my perspective.

CEC 20: So a thousand bucks for the food 1,071 for the food, and then let me go back here. Yeah. And so this is estimated. Cost? Oh, yeah, go ahead. Sorry. May sound. Yeah. So is the

CEC 20: do you want to go back to the food? Sorry? Oh, Bagel Villa, it's close to 1, 27.

CEC 20: They can deliver it.

CEC 20: Bagel Villa. It's on 5th Avenue. Oh, you sit in the spring water.

CEC 20: Yeah, I know it's if you guys want to buy it, but I don't know who's gonna buy it and carry it in, but it's obviously cheaper if you don't, can you flip back to it, Kevin? Yeah.

CEC 20: yeah, it is pretty expensive. I think we can buy. But

CEC 20: to save the money for this category, yeah, someone wants to volunteer, you know. That's I'm not sure if you get reimbursed.

CEC 20: But how does that work? Can I get reimbursed.

Tamara Stern: Can we? Can we just ask, like anybody that you know, if they have the funds just to donate? I mean water

Tamara Stern: like you could get order like really cheap at like Bj's and Costco.

Tamara Stern: You know what I mean. Like, I'm gonna be honest, I have no problem

Tamara Stern: buying it and just donating it

Tamara Stern: myself, like, because I think that's a lot.

CEC 20: Yeah, that's that's insane for the small box.

Tamara Stern: Yeah, and that's just a small one that's ridiculous. You would get like a case of 40 for like.

CEC 20: I think we can go to the Costco, but I'm not.

Tamara Stern: Yeah, bjs.

CEC 20: Yeah, but it's.

Tamara Stern: And just donate it.

CEC 20: 300 more.

CEC 20: you know.

Tamara Stern: And it'd be way cheaper than $74.

CEC 20: Yeah, we go under a thousand, if some volunteers, but obviously no one has to. But

CEC 20: that's it all.

Tamara Stern: I mean, if if a couple of the council members want to split up who gets water and we just donate it, I don't know why we can't do that.

CEC 20: Yeah, I can go, Costco. Buy it, but you can give me the lease, or how many I can. I think just the water is fine. Just the water. Yeah.

Tamara Stern: Yeah, it's just for the water. Yeah.

CEC 20: Do something.

CEC 20: just the water is fine. Do you think.

Tamara Stern: All those people would drink

Tamara Stern: boxes of coffee like that.

CEC 20: So 5 boxes of cop. I wonder how much each one serves, and then 5.

Tamara Stern: Yeah.

CEC 20: Yes.

CEC 20: but if we have 80 people

CEC 20: that you might just this event, yeah, this one. October 25.th

Fabiola Mendieta-Cuapio: Talking about the drill bags right for the coffee.

CEC 20: Sorry.

Tamara Stern: Yeah, yeah.

Tamara Stern: mobile.

Fabiola Mendieta-Cuapio: That's yes. Serves 8 small coffees.

Tamara Stern: Yeah, isn't it like 8 to 10 or something like that? Right? It's.

Fabiola Mendieta-Cuapio: Smoked coffee. So if we have 5 boxes, we only going to have

Fabiola Mendieta-Cuapio: 45 cups of coffee.

Tamara Stern: Coffee.

Fabiola Mendieta-Cuapio: I mean, not even 40.

Fabiola Mendieta-Cuapio: So that's like.

Tamara Stern: Half. So that's like half the half the people

Tamara Stern: we would be able to get coffee.

CEC 20: At the last event, I believe we only had 6 with the legislative breakfast.

CEC 20: I'm gonna double check right now, but I'm pretty sure it was only 6 orders of coffee.

Tamara Stern: Did they drink all of it? Kevin.

CEC 20: I don't recall. That's how I was trying to say.

Tamara Stern: Yeah, I don't. I don't remember either.

CEC 20: Yeah, the last event we had 6.

CEC 20: Excuse me.

CEC 20: did we have an estimate for how many cups we get out of a box? I wasn't. I was. Fabiola said, 8 to 10, okay, I can ask. So let's say.

Tamara Stern: Yeah, because sometimes it depends on the the what size they give you. Some of them could hold some because one vendor we use like they packed a lot of coffee in it.

Tamara Stern: and like you have to understand, it's hot.

CEC 20: Kevin sold

CEC 20: you. You communicate to them our our numbers. Right? Yeah, that's what I was. Gonna say that I told them the budget around, and I told them how many people were gonna expect. So that's why I would. I was kind of thinking if he offered a recommended 5 or 6, and they might.

CEC 20: I'm I'm good to go with that. I I think we can. Yeah, I think we can go with what they recommend. I don't know I don't have a good.

CEC 20: I can't think of a good reason to change what they're recommending.

CEC 20: I do like the idea of getting us getting the water, though. That's totally that seems yeah. The coffee? No, because that totally like yeah spills all over. And it's hot, right?

CEC 20: That's just dangerous.

Fabiola Mendieta-Cuapio: If someone has a car and can drive to Bj's or coast, I I don't drive.

Fabiola Mendieta-Cuapio: I can pay for the water. I can donate the water.

CEC 20: Yeah, we've we've had a lot of thank you, Fabiola. We've had a multiple people volunteer for the water. So maybe

CEC 20: maybe just off we can offline. We'll figure that out. That's that's an easy one to just

CEC 20: I'll I'll send a follow up email to the meeting, and we can figure that out.

CEC 20: Thank you. Everyone who's volunteered. So go ahead. What do you have? May Fong. Do you have a question?

CEC 20: 1 point

CEC 20: cream cheese.

Tamara Stern: Now I have a question. The butter that they give in. Is it? Is it hard butter, or is it like going to be soft butter, because I'll tell you, because when I've ordered stuff.

Tamara Stern: the butter is always hot, and it's really hard to butter a bagel with hard butter and not like butter that's soft and spreadable.

Tamara Stern: because then a lot of people, then they don't use.

CEC 20: Totally get it. Yeah, absolutely. Should we ask them to either get it early, get it there, delivered as early as we can, and let it sit.

CEC 20: We're just asking if we can get basically get whipped butter instead of instead of the the little rectangular cubes.

CEC 20: Alright. So we'll follow up. Kevin will follow up with that.

CEC 20: Otherwise everything look okay.

Tamara Stern: Question, does this it also include like, would they be supplying us with plates and utensils and napkins and stuff? Or

Tamara Stern: or is that separate.

CEC 20: Double check, and last last year they did. It didn't.

Tamara Stern: Yeah, I know. Yeah, that's what I was asking because they did last year. Yeah, because if that's gonna be a separate.

CEC 20: Yes.

Tamara Stern: Forced.

Tamara Stern: That's ridiculous, because if you order all this food they should be able to supply us with like.

Tamara Stern: you know that stuff.

CEC 20: Maybe that's nothing.

CEC 20: delete the other, and then put them more like.

CEC 20: Say that again, Meifang, go ahead.

CEC 20: I say, if if we can release one small water furnace water, and then we can provide more food.

CEC 20: She wants to provide more food if there's not enough. Sure. So and what would you want to do more of May Pong?

CEC 20: We don't. I don't think we have any particular idea, but if we can save the $75 and we distribute it to other items out there.

CEC 20: Coffee? Maybe.

CEC 20: So. Yeah, there was a right there. There was a fruit tray on here. There's a hundred each a hundred bucks for a fruit tray that was on what was previously on the original bid. But it's off so

CEC 20: you can take it.

CEC 20: One of them

CEC 20: maybe spend $50 and then put the fruit entry. Yeah, get the fruit tray. I think that sounds like a good idea. I think fruit's good to have. Yeah, that's good alternative for people. But just one just do one of those.

CEC 20: Yeah. So the coffee is doesn't matter. It's be okay. Right? So the coffee is be that doesn't matter. But you can set this like, orange juice, $30, and then the spoon water 75. So maybe it's 100. 0, 5. So we can put the the food, enter

CEC 20: $100 right?

CEC 20: Yeah. And then and then maybe we spend the 45 more more dollars, $50 to buy the water and the juice.

CEC 20: I think $50 enough

CEC 20: for the small one.

CEC 20: maybe maybe enough or 50 to $6 for the drink.

CEC 20: Okay, I'm getting. And

CEC 20: I had no idea this was going to be.

CEC 20: Yeah, I hear you and I I hear

CEC 20: you know what I think I would like, and I hear I see people posting things in the chat, too.

CEC 20: I think maybe what we can do is we're not making any

CEC 20: budget decisions right now on this, we can take this offline, I think at this point I hear there's a lot of ideas here, and I don't

CEC 20: when we start talking about us buying things, I want to

CEC 20: think carefully about that, because so okay, this was a good discussion. And then how about? Let's go. Can we just get feedback on the swag as well?

CEC 20: I'm gonna share my screen with some of the pictures, with the items.

CEC 20: So here's a bag that were coated at 383

CEC 20: notebook or pen quoted at 4, 65,

CEC 20: and just so everyone, in case it's not obvious to everyone. What we've done here is we've had one

CEC 20: one item with each of the organizations.

CEC 20: names on it. So there's the 3 parent organizations that will be at the breakfast.

CEC 20: the President's council, the title, one Dpac, and then Cec, and we've got

CEC 20: one of these something from each organization.

CEC 20: water ball is at 1 81,

CEC 20: and then this notebook without a pen, which is at 3, 45,

CEC 20: awesome.

CEC 20: And, Kevin, can you share again. The price, the pricing.

CEC 20: Yeah.

CEC 20: So pricing on this, the the bags

CEC 20: just get.

CEC 20: So, John, I see John's comment. Here.

CEC 20: just get a pen.

CEC 20: no notebook. I like the notebook. I would rather do the notebook with no pen to save a little money. I think we've done pens so far every time. Yeah.

CEC 20: I don't know anyone else have any thoughts on that, John. On the notebook versus pen, both one or the other.

John ricottone: I would just do a pen.

John ricottone: $300 for a notebook, and a pen. That's ridiculous, but it is.

CEC 20: It's money, I agree, John, it's money. We we it is going toward, you know, parent engagement. But I yeah, I hear you.

John ricottone: Are we gonna have another.

CEC 20: Idea.

John ricottone: Are we gonna have enough money for another breakfast?

CEC 20: That's what we're gonna talk about, too.

CEC 20: Yeah, it's telling me.

Tamara Stern: Can we not do the water bottles and just do the the book.

CEC 20: Hey, guys, hey? I'm so sorry we're we're having a hard time hearing some of the people online having a hard time hearing. I'm so sorry

CEC 20: is our permit. Up at 9, 8, 30 0, wow!

Tamara Stern: Oh, yeah. Oh, yeah. Got leave.

CEC 20: He did 10, he said he did. 10.

CEC 20: Usually we have till 10.

CEC 20: Please. Yeah.

CEC 20: Sorry about that. Anyone online. We just it was noisy back here, and we had to.

CEC 20: Okay, where were where are we next year? Other events? We, our budget is for the year right now is 33,250. And this it's gonna be a little lower, because we're talking about moving the water bottles.

CEC 20: But right now we're between. I guesstimate 1,900 to 2,100. Yeah, just for this event. Yeah.

CEC 20: And do you happen to have our budget from last year? Our budget this year. Yeah, I have to share that.

CEC 20: When was the last day that we could rearrange the budget, you said.

CEC 20: there's no like there's like a moving day, every couple of months something else is locked. So right now we're still, everything is still basically open. We should be good.

CEC 20: I'm gonna get the exact dates. But I'm gonna make sure that we have

CEC 20: the right amount of time to move if we need to move it.

CEC 20: And while Kevin pulls up the budget. Just to put just sort of big picture here. We're

CEC 20: okay.

CEC 20: Yeah. Who said that?

CEC 20: Yeah, I

CEC 20: I'd like to chat with the principal. We we almost always have meetings until 10.

CEC 20: Yeah.

CEC 20: I'll take any fallout. If if you get in trouble I'll take the blame. Okay, it's on me. All right. Let me just I'm going to contact superintendent. He'll get the principal, and we'll double check.

CEC 20: That's the budget. Pull that up is is.

Tamara Stern: There any way that we could just do like the the drawstring backpack, with, like all all of our

Tamara Stern: organizations on the backpack.

CEC 20: I don't know I

CEC 20: anyone comment. I like the idea. I'm not sure.

Tamara Stern: You know what I mean? Because because it's like it's for

Tamara Stern: for all of us, and

Tamara Stern: everybody always uses a backpack.

CEC 20: You know what I mean?

Tamara Stern: I mean, and that would that would probably like lower the cost a lot more.

CEC 20: Yeah. So you want to take something else out and then just have the backpack with 3 Logos.

Tamara Stern: Yeah, well, I mean, because that's the whole point of us is a collaboration between all of us. Innit.

CEC 20: That makes sense.

CEC 20: Okay, where are we?

CEC 20: Tamara had an idea.

CEC 20: Just one backpack with all the Logos, and we could take something else out.

CEC 20: So do we? Yeah, I mean, I like the one of each. What do you guys all think?

CEC 20: I mean, it's if if

CEC 20: what we should figure out 1st is if we if it's if there is, if it is a money problem.

CEC 20: Yeah. So our budget is $3,300 for parent events. If we spend 2,000 on this one.

CEC 20: then that gives us 1,300 or so for the spring event.

CEC 20: there's also money in this budget.

CEC 20: local travel. That's that one member reimbursements. Yeah? Then then we would have to go to other members and ask them to give up money. How much was the breakfast last year last?

CEC 20: So just the just the spring breakfast.

CEC 20: Tm, just. The food was 1352, and then the merchandise was.

Tamara Stern: Unless you guys just want to scrap the swag and just save it for the breakfast.

CEC 20: Right? 2256. Okay, so thank you. Kevin. So yeah, so our basically, these events typically run 2,000 bucks. Our legislative breakfast was 2,000

CEC 20: We would need to find a thousand bucks

CEC 20: from member reimbursements, either myself or other members.

CEC 20: I

CEC 20: right now I'd like to hold. I'd like to try and

CEC 20: try and

CEC 20: do more rather than less. I'd like to try and do 2,000 for each event.

CEC 20: and and kind of keep us.

CEC 20: You know the food and the swag, I think, is

CEC 20: nice to have.

CEC 20: Yes.

CEC 20: yes, that that's usually what it is

CEC 20: right.

CEC 20: Oh, hold on one second, I just wanna

CEC 20: hey, David?

CEC 20: Okay.

CEC 20: that's fine.

CEC 20: can she? The security agent is saying, we have to get out of here. Can she speak to this?

CEC 20: Okay.

Fabiola Mendieta-Cuapio: Can. We can- can. We.

CEC 20: I'll just ask.

Fabiola Mendieta-Cuapio: Friday. Maybe it's almost 9

Fabiola Mendieta-Cuapio: and we're talking about money and the budget. So can we reconvene on Friday? And

Fabiola Mendieta-Cuapio: even if it's for 20 min.

CEC 20: No problem. Thanks, David. Alright, thanks, bye! I didn't hear you. Sorry if I'd be able to say again.

Tamara Stern: She said. Is there any way we could do like a like a meeting like I don't on another day, because it's almost 9 o'clock that way. If you guys have to leave and get out.

Tamara Stern: We're not holding you up, you know.

CEC 20: Oh, yeah, totally. I mean, we can. You guys know there's there can be special meetings at any time. But what what are we? Alright. So

CEC 20: where are we at right now

CEC 20: with with this discussion, with the sort of the budget, I guess the big picture

CEC 20: trying to fund these 2 events out of our budget? Are people comfortable with that idea of

CEC 20: did you ask them? The

CEC 20: people like

CEC 20: Could we shift? You know how like there's missing days that people didn't attend. Could we shift some of that money that was airmarked, for

CEC 20: the you know, like member reimbursement? Yeah, it's not going to be used because the dates already passed.

CEC 20: I know, for example, like we mentioned Ryan Lee, he wasn't here for July. We can. I got approval to move his budget. Yeah. So if we find other dates, we have a member who's no longer yeah. But she's still entitled to the last couple of months. She's been so September. Yeah, yeah, yeah, I know. But right now we still we're

CEC 20: 2 people like 2 dates, and that's a good amount of money so we could shift that few $100 over to the budget for the breakfast. Yeah.

CEC 20: right?

CEC 20: So I guess the question is, I guess the question is, do we want to try to find money, to move to the events budget.

CEC 20: instead of making any decisions to cut back on what we have right cause. What what we're talking about tonight is like

CEC 20: either cutting back on the budget or going ahead with it and trying to move money, find more, get more money for next spring's event, and I'd I'd like to take that approach if

CEC 20: what do people think?

CEC 20: What was the approach again? Because this will also get us out of here if we can.

CEC 20: So there's sort of 2 choices, and everyone can hear me right.

CEC 20: because I want to get out of here. There's either either we we try and cut back a little bit on the budget for this parent leader event.

CEC 20: or we go ahead with the budget we have now for the event.

CEC 20: and then to get more money for the legislative breakfast in the spring we find money in the Member reimbursements. Members can give up money. I certainly can give up money from my reimbursement.

CEC 20: If I gave up a thousand dollars, for example, we'd have

CEC 20: $2,000 for the spring breakfast. So

CEC 20: I'd like to go ahead with that rather than yeah. Scaling back some stuff right on this budget. Is that good? Kevin may find with you

CEC 20: online, Tamara, Fabiola, Sabrina.

Ma Rozenblat: I agree with you, Steve.

CEC 20: Hey, maya.

Ma Rozenblat: I agree with you. Okay. Great.

Sabrina McNamara: With that.

CEC 20: Okay.

CEC 20: great. Alright. Let's I I think we should proceed that way, and I'm just let me just look at the

CEC 20: comments here.

CEC 20: Where do people do it?

CEC 20: A lot of these comments are about reimbursements, and honestly, that's something we should deal with separately. People can deal with face, and with Kevin on the reimbursement questions, and I'm happy to help facilitate those as well.

CEC 20: Anything else about this right now.

CEC 20: Fabiola. I see your hand is up.

Fabiola Mendieta-Cuapio: Oh, I already sorry I'm gonna lower my hand. Yeah, it was about reconvene. And just, you know.

Fabiola Mendieta-Cuapio: think about what's possible. I'm pretty sure we can, you know, find some money to buy what we need.

CEC 20: I agree with you. I think we can like we've pointed out before a lot of the reimbursement. Money often doesn't get claimed, and I think we should. I think we can use that to good advantage.

CEC 20: All right, let's do the minutes from last month's business meeting.

CEC 20: Everyone review the minutes. If there's anything

CEC 20: you want to change, speak up

CEC 20: any changes.

CEC 20: hearing none. The minutes are approved.

CEC 20: Is there a motion to adjourn the business meeting motion to adjourn a second.

Ma Rozenblat: We'll join them.

CEC 20: Maya. Thank you, Elizabeth. Thank you all in favor. Aye, any opposed.

Ma Rozenblat: No.

CEC 20: The business meeting is adjourned.

CEC 20: Everyone, please join us on November 13, th 6, 9.

CEC 20: What school? Ps. 60 Ps. 69.

CEC 20: Good night. Everyone interpreters. Thank you for your service. You're dismissed.

CEC 20: Have a good night. Everyone.

Sabrina McNamara: Good, everyone.

Fabiola Mendieta-Cuapio: Good night.

CEC 20: 9 David called and said, Principal Hong thought it was 9.