Steve Stowe: Hey? Good evening, everyone. Welcome to the january 2,024 Cbc. 20. Meeting 6 to one pm. I'll call the meeting to order Joyce, can you take attendance, please?

Steve Stowe: Yes.

Steve Stowe: we're gonna stop. Sure.

Steve Stowe: John.

Steve Stowe: In any event.

Steve Stowe: Joyce, here

Steve Stowe: next month.

Steve Stowe: Wendy here.

Steve Stowe: Yeti, yeah.

Steve Stowe: Maya Maya, as an excuse like excused

Steve Stowe: to map

Steve Stowe: Jason. I just don't. Hmm. Karen.

Steve Stowe: okay. And I'm just looking. What has that and valuable.

Steve Stowe: So we have 7

Steve Stowe: attending, but we have 6 in person in person. So right now, with 6 in person, that means we don't have an official in person quorum. So no voting until we get

Steve Stowe: a seventh person in person. So let's make a note of that.

Steve Stowe: Thank you. Yep.

mishap.

Steve Stowe: Okay, there's Elizabeth. So we are now in quarter.

Steve Stowe: Okay. Administrative announcements at as at all of our meetings we have interpretation in Arabic, mandarin and Spanish.

Steve Stowe: Anyone wishing interpretation should see the interpreters names in the participant list and should see video in the

Steve Stowe: video of them on the participant screens.

Adel Osman, Arabic interpreter: I will now have the interpreters give their instructions for the meeting. Arabic interpreters. Could you introduce yourselves and give your instructions, please? Yes, sir, good evening. This is the Arabic announcement.

Steve Stowe: Thank you, mandarin interpreters, if you could. Please introduce yourself.

Ricky Lam: Yeah. Good evening.

Ricky Lam: everyone. This is mandarin interpreter. Ricky. How are you?

Ricky Lam: So?

Ricky Lam: yeah, I do. Homer. Susan. Yipa

Ricky Lam: Xi. Erling ling liu yi

Ricky Lam: to id Homer. See San Yiba shirling. Thank you very much. I've finished.

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

Spanish Interpreter-Molly Gordy: Hi! This is Spanish interpreter, Molly.

Steve Stowe: Thank you. Just a reminder tonight, to please try to speak slower than usual to allow the interpreters

Steve Stowe: to keep up

Steve Stowe: and then, before we begin the meeting, I just want to know. We will have 2 public speaking sessions tonight. One will be 10 min at the at the beginning of the meeting, and the second will be later in the meeting.

Steve Stowe: immediately before the resolution that is voted is discussed and voted on

Steve Stowe: we're very pleased to be here at is 201, the Madeleine Brennan School, and we have the the school's color guard and band to open the meeting so can we get camera on that? Kevin?

Steve Stowe: Mute the laptop. that's clear. That's

Elizabeth Chan: oops la la la

a

a

Elizabeth Chan: one. 2,

Elizabeth Chan: 4

here.

Elizabeth Chan: Sandy. Hello.

Elizabeth Chan: so many clips.

Elizabeth Chan: Ow, ow.

a

Elizabeth Chan: Ok.

Elizabeth Chan: Ok.

A.

One.

Elizabeth Chan: 3,

Elizabeth Chan: 4.

Elizabeth Chan: Wow!

Steve Stowe: Thank you so much for your attending tonight. And the wonderful music and presentation of the colors.

Steve Stowe: So the agenda for tonight.

Steve Stowe: Kevin, you're in position to share that.

Steve Stowe: As I mentioned, we're we're we're about to have a short public speaking session. That will be followed by our Director of School Safety mark grampersant

Steve Stowe: he will be followed by 2 speakers on the class size lot, first Deputy Chancellor Daniel Weissberg.

Steve Stowe: and from the Urban Institute at Chingos.

Steve Stowe: That will be followed by

Steve Stowe: the we're about to share it. That will be followed by our school construction authority requests the annual process. Report. A superintendent. I will only have one quick comment for my Council President. Report.

Steve Stowe: then a second public speaking, session. resolution number 7. Amend the class size law.

Steve Stowe: and then that will conclude the meeting. The business meeting will immediately follow. We have a treasurer report, and potentially some other business to discuss time permitting it.

Steve Stowe: and I do want to take a minute and just acknowledge there are a number of individuals here tonight. I just wanted to acknowledge. As I mentioned our speakers. I'll introduce them at a later point we're joined in person by State Assemblyman, Lester Chang.

Steve Stowe: We saw online representatives from Justin Brandon's office, Tony Basil Capitanakus from Assembly, and Michael Tenu Tenous's office. Francis Brown, from Senator

Steve Stowe: Iwan. Choose office. I apologize. If I'm missing some, I probably am. But I just haven't had a chance to scan the chat. See Ariel Arroyo, our UFT. Representative.

Steve Stowe: and anyway,

Steve Stowe: Just a few individuals were glad to have join us. In addition to, as always, Superintendent Preto and his team, Deputy Superintendent Joe O'brien, and others.

Steve Stowe: Mark Rampersand, are you here yet, sir?

Steve Stowe: And if you are, you can unmute and begin your comments.

Steve Stowe: Kevin. Do we see Mark ran percent, Mr. Speaker, that's like the best

Mark Rampersant: I am here.

Steve Stowe: Steven. Hey, chief percent, we we're really pleased. You could join us here at Cec. 20 for a meeting tonight.

Mark Rampersant: So first of first and foremost, let me just simply say I'm honored to to share this space with with all of you.

Mark Rampersant: And Steve. Thank you for for the invitation.

Mark Rampersant: I was prepared to do a presentation tonight, not knowing that there were so many people on the agenda to speak to night, Steve. So I'm going to be respectful of the space.

Mark Rampersant: And I'm gonna focus on the areas of which you your your team, provided questions for. If that's if that's okay.

Mark Rampersant: so I'll do a broad overview of some of the safety initiatives talk specifically about some of the asks that came from your respective

Mark Rampersant: constituency.

Mark Rampersant: So I wanted to. To. First of all, introduce myself. I am Mark Rampercent. I am the chief of Safety and Prevention partnerships. And my primary responsibility is to offer safety and security to all of the students in our school system, and that not only includes the physical safety, but it's the emotional safety as well that

Mark Rampersant: that basically encompasses the full safety of our our young people, and I wanted to just share you. Share with you, as asked a little overview of what falls under my direct purview as the Chief of Safety and Prevention partnerships. So under the safety umbrella is our our safety and security policies and practices overall school safety plans, of which one of the questions that I received

Mark Rampersant: is is about our emergency ratings. That includes our general response protocols of which I am hope. I hope, that all parents on on this call tonight are familiar with. That's our lockdown evacuations, our shelter ins and our holes. Our project pivot initiatives, where we have a number of Cbo providers providing direct services to schools ranging from arts and sports to mentoring as well as safe passage and safe corridor

Mark Rampersant: mentoring programs, as well as our MB. K. Initiatives. Well, under my respect office purview, our gang prevention and intervention supports and services our partners and one of the one of the large sort of most popular questions that was asked is about our partnership with Nypd. School Safety Vision Division. And I will share a little bit about that relationship because there were specific questions there

Mark Rampersant: in the area of of school, climate and culture, our respect for all initiatives of which I am praying that all parents are aware of and all students are aware of. And this would this sum specifically covers our bullying and prevention.

Mark Rampersant: Our social, emotional learning, restorative practices, conflict, resolution, the Discipline code, which is suspensions in the hearing process. The LGBT. Q's, the Port's student voice, my brother's keeper.

Mark Rampersant: just name few.

Mark Rampersant: From the counselling perspective. We have the comfort, dog initiative, the agenda, equity, child abuse

Mark Rampersant: and maltreatment, prevention, substance, abuse, suicide, prevention crisis supports, and our central response teams, which is a group of social workers that we get to deploy the schools any time. There is an unfortunate incident that transpires in schools, and finally the public school. Athletically.

Mark Rampersant: yes, they are. So. That is a a larger rate of of responsibilities that fall under the direct purview of my respective office, just to give you a sense of of what I'm responsible for, since that was one of the primary questions.

Mark Rampersant: one of the things that we are

Mark Rampersant: focused on this year in the area of safety. Security is our partnership or external partnerships. Such as our family partnerships. working in collaboration with community as it is a community responsibility to ensure safety and security for our school system. We want to really monopolize on our relationships with our parents.

Mark Rampersant: our local businesses, our student ambassadors, faith based organizations, our elected officials, our partners in NYPD. And the School Safety Division.

Mark Rampersant: It is imperative that we establish all of these relationships in schools, as our schools are the epicenters of our respective communities.

Mark Rampersant: One of the one of the again popular questions that was asked, is about the relationship with our School safety division specifically concerns around the shoal of school safety agents within your respective districts as well as throughout the city. So I want to briefly touch on that

Mark Rampersant: by simply starting out by reminding some and reiterating for others that the school safety agents are direct employees of the New York City Police Department, and as such they are integral part of our inner workings in our schools.

Mark Rampersant: As a reminder. School safety agents are not police officers, they are civilians, civilian, uniformed members of service.

Mark Rampersant: and the school safety agents are sworn peace officers, and every school in our school system that falls under the direct purview of New York City public schools has at least one school safety agent, at least one school safety agent. Many of them have more school safety agents. But there's at least one school safety agent at every one of our schools.

Mark Rampersant: School safety agents are hired, trained, and deployed by our partners in the NYPV. School safety Division. However. We do advocate for our schools when there is a need for additional School Safety agents, we partner with the school safety, division and training and we. We work with them

Mark Rampersant: to deploy when necessary, especially when there are threats of incidents occurring in and around schools.

Mark Rampersant: One of our other partnerships with the Nypd is the work that we sort of aggressively. You've come to fruition, and that is our weekly conversations with

Mark Rampersant: prestink commanders and principals. So we thought fitting. I should say the mayor thought it important to have one of the greatest stakeholders, which is our precincts in connection with our schools, to create a bridged conversation. And it's not only for the purposes of the need for and Nypd support. But it's for the purposes of creating community.

Mark Rampersant: Our police officers are our partners in community. We want to invite them into our schools for our positive events, such as graduation and student led positive events as well as if there is a need to have a police presence, because there is a threat or something looming negatively around our schools. So outside the weekly precinct calls, we are, need we have a monthly

Mark Rampersant: a call with our superintendents, with the commanding officers of the borough, commanding officers of the precinct, so that principals, superintendents can continue to advocate on behalf of their school principals whenever the commandment officer of those precincts is not reachable.

Mark Rampersant: So it is. It is a regular conversation that we're having on behalf of schools. I know that there were a number of questions asked about additional school safety agents for the schools within district 20. And as we continue to advocate for all schools throughout the city. We are continuing to advocate for schools in District 20 as well. School safety is experiencing

Mark Rampersant: a shortfall in schools and the number of School Safety agents. I don't want to speak for another agency, but I will continue to say that we are working aggressively within School Safety Division to get their employment, their employment numbers up

Mark Rampersant: so that we can continue to do exactly what we set out to do is to help ensure that one of the key stakeholders exist in all of our schools, and we're able to provide the highest level of safety and security possible. In this space.

Mark Rampersant: Just rest assured that we care

Mark Rampersant: each and every one of the principals on the line, and we hear you clearly, and we continue to advocate on a daily basis we are communicating by way of our rural safety directors with our principals. Whenever there is a concern expressed about a school safety agent, lead for a school. We work collaboratively again with our partners in the commanding officers, commanding officers of school safety. To ensure that that school is adequately covered, even if it means just for the day, because that may be a threat of a concern.

Mark Rampersant: A concern

Mark Rampersant: regarding safety at school.

Mark Rampersant: One of the other questions that was asked is about our door locking system. I am proud to say that we are well on our way for the installation of which we call this safer access system. It's a door locking system meant to help fortify. Our existing safety practices. Phase. One of this project has commenced

Mark Rampersant: on June of 22, 2,023, with 753 pre. K and K to 5 buildings across the city. This in this

Mark Rampersant: door locking system allows the single School safety agent to monitor to to better conduct visitor control procedures

Mark Rampersant: from the from the main desk that it's a 2 way camera system that allows for the school safety agent to visually see who is seeking access to the school. It allows the school safety agent to communicate with the guest as well as ransom. Access from the main from the main desk in that person moved and walk up to the school safety desk, and then follow the visitor control procedures.

Mark Rampersant: All of our buildings.

Mark Rampersant: All of our buildings will be equipped with this new technology by December of 24,

Mark Rampersant: December of 24, right? We are in the first phase, we'll be approaching the second phase, but as it relates specifically to District 20, there are 34 buildings that fall within the phase, one category

Mark Rampersant: 21 of those buildings are either in progress or already fully functional with the system in place. So that was one of the questions that was raised. And I just wanted to make sure that I did, in fact, cover

Mark Rampersant: cover that area. The school safety agents have the ability by weight of translation services provided through the school

Mark Rampersant: or through the application that every school safety agent possesses on their cell phone. They can pick up the phone and call for translation services, or they can utilize the application of which they have 5 of on their NYPD. Department issue cell phone. Every school safety agent has a cell phone equipped with this translation. feature on it.

Mark Rampersant: And it's it's super important that you understand this. So if you ever go to a school and you find that that's that's not the case. There is a process by which you should escalate those concerns. But so far we haven't had any complaints or any concerns. In that respective space. So thank you very much.

Mark Rampersant: One of the other questions that was asked was about our District safety plan. New York State

Mark Rampersant: requires that all public schools develop a safety plan. And this is in regards to crisis intervention, emergency response and management. New York city public schools. We are identified as one district. Therefore, in the District Safety Plan, which which is reviewed and updated annually

Mark Rampersant: and discussed at a public hearing. Each one of our schools is also responsible for creating

Mark Rampersant: a safety plan individual for that respective school that is done on an annual basis in the beginning of the year.

Mark Rampersant: Parents who are the Pta. President, parent coordinator. They sit with the principal at the beginning of the year to help develop that safety plan

Mark Rampersant: which should not change much from year to year, with the exception of if there is any construction changes on the building, or if we introduce any new policy, but or but it should definitely outline the enrollment in number of students enrolled in number of students with disabilities and number of staff people that require special supports and services. It's important that

Mark Rampersant: as a parent. You know that there is a parent version of the School Safety Plan. It will not encompass all of the information, such as student, student specific information, but it will provide you the necessary information you need as a parent to understand what the school is doing to prepare for an actual emergency in a school.

Mark Rampersant: I am hoping that each and every parent on this call has had an opportunity to receive some level of training for our emergency. General response, protocols, and you are clear on what is happening in the event of an emergency.

Mark Rampersant: We provide professional learning opportunities to our principals and school staff on an annual basis. But all school staff are required to participate in a mandated emergency. Ravenous training to ensure that they are all prepared to address any issue of an emergency. Should that emergency arise.

Mark Rampersant: At the start of each year, school leaders must ensure that all of our classrooms are equipped with the common

Mark Rampersant: common language posters that indicate what you do in the event of an actual emergency. Whether it's a lockdown sheltering or an evacuation. There are clear posters that outline what each individual who is responsible for for the students in our schools must do.

Mark Rampersant: There are many resources available to our schools as relates to emergency readiness to help them prepare. We have age appropriate and designed. Videos that teachers can show for our young people.

Mark Rampersant: We have a bunch of resources print resources available for our schools in case they run out of of the items throughout the building and our Borough Safety directors are always available to provide for our principals tabletop exercises. They also do them for parents, for those who are interested. And they also do them for school staff throughout the year. So just a point of information, free.

Mark Rampersant: One of the other questions that was asked was about our our bullying policy

Mark Rampersant: in schools, and I wanna make sure that II touch on that, Steve. Please keep me honest with time. I don't wanna go over over my time, so please keep me. Keep me honest in in the time space

Mark Rampersant: I want to be. I want to be sure to to be queer that New York City public schools is committed to providing a safe, supportive learning environment for all of our students.

Mark Rampersant: All of our students bully bullying or harassment of any kind is never accepted in our schools. New York city public schools comply with the Chancellor's regulation 8, 3, 2,

Mark Rampersant: which outlines the policy and addresses student to student harassment, discrimination, intimidation, and bullying.

Mark Rampersant: This regulation is aligned with the, with the dignity, for all students act right. Most of you know it is is Dasa, and it's the New York State regulation

Mark Rampersant: on an annual basis. Our staff and students participate. In a training on this chance of regulation which outlines the process of addressing incidents of harassment, discrimination, intimidation, and bullying

Mark Rampersant: right. And it is important that we all of you, all of the parents understand that there's a respect for all liaison in each and every one of our schools. There is also a process by which parents can use a QR. Code

Mark Rampersant: to report bullying directly from their cell phones.

Mark Rampersant: This information is available for you at your at your child's school.

Mark Rampersant: You don't have to go into the school directly to report bullying the way by which the system works is you use the QR. Code. You report the incident of bullying. Immediately the principal receives an Or's report that is generated by the parent.

Mark Rampersant: On that email the principal received an email that's indicating that they received a bullying complaint. They have a certain amount of time by which they have to respond to the parent, and simply say that we are in receipt of your your allegation of bullying.

Mark Rampersant: and someone will be in touch with you within 15, 5 business days to discuss the outcome of the investigation.

Mark Rampersant: They are required to also provide a safety plan to the student who is bullied.

Mark Rampersant: and that includes a regular check-in, a guidance counselor, check-in, to ensure that that young person is safe throughout the course of the day, and that they are separate and apart from the from the young person of which they are accusing of of of bullying

Mark Rampersant: students and family can report bullying and harassment, not only through the means of an online, the online QR code, you can submit your complaints in any language

Mark Rampersant: to any wide speed E net at Edu bullying, reporting.

Mark Rampersant: or via our New York City schools account

Mark Rampersant: at schools account. Dot, Nyc.

Mark Rampersant: Calling New York City public schools. But we have a helpline that's operational. Monday, through Friday

Mark Rampersant: 8 A. M. Till 6 PM. And the number is 7, 1, 8,

Mark Rampersant: 9, 3, 5,

Mark Rampersant: 2, 2, 8, 8.

Mark Rampersant: Say it again, 7, 1, 8,

Mark Rampersant: 9, 3, 5, 2, 2, 8, 8. Someone will take your complaint, and they will be sure to give you a response number in reference to that complaint, and they will have the school follow up with you. You can also email on the office of safety and mute development

Mark Rampersant: at respect for all

Mark Rampersant: respect for all@schools.nyc.

Mark Rampersant: Dot. Gov.

Mark Rampersant: we also want you to be reminded that telling a school staff member

Mark Rampersant: for contacting the school respect for all liaison is another way by which you you can report bullying harassment or intimidation in his schools. It is important that we are. We are reminding young people that every adult in the school is available to them

Mark Rampersant: for any concerns that they they they may have, they should not remain silent, they should not feel intimidated, and they should utilize the supports of all of the adults. In our schools.

Mark Rampersant: Steve and other rest of the Cec members. I appreciate you offering me this time this evening, and Steve. I will remain for any questions that you may have where you can send those questions directly to me, and I'll be sure to give you a response.

Steve Stowe: Do? Yeah, thank you so much, Mark, do you have time for just a couple of quick ones now from council members?

Steve Stowe: Great? I just wanted to lead off with one. We sorry we're just getting our tech set up here. Which Kevin, should I have to migrate? Okay,

Steve Stowe: now, I'll give a quick one, Marcus. There are certain situations that I know you're familiar with, where we have the policies in place, but there are some times when it's just really tough for parents to get comfortable with. What's going on? What's being done? What they're being told, for example.

Steve Stowe: But say, you have a child who's getting repeatedly bullied. And the school this school says we're doing everything we can. We're doing everything we can. Let's say, for example. And this is this is an actual example that I've heard from a parent. The the accused bully. Has has been recommended for, you know, for additional services, but the parents have refused.

Steve Stowe: and in that case the situation as far as working with the the accused bully.

Steve Stowe: nothing, nothing is going anywhere essentially so then it becomes then th. Then the the child who's been bullied and their parents feel more pressure to transfer right to move out of the class, or, you know potentially out of the school

Steve Stowe: that just seems wrong, right? It seems wrong that in a situation where an accused bully is where their parents are sort of not seeing eye to eye with what the school wants to recommend. It seems wrong that to fall on the on the child who's being bullied, that they would have to make a move, doesn't it?

Mark Rampersant: What can we do about this? Yeah, Steve, let me tell you, this one is a tough one for the Chancellor. Right? This is the one that that continues to to, nor add right as you've heard him say publicly.

Mark Rampersant: he has no space in his heart for bullies bullies

Mark Rampersant: right, and to hear from the first parent who says that my only my only recourse to bullying is to transfer my child out of school. Chancellor immediately pulled myself the Deputy Chancellor, first Deputy Chancellor, Dan Weisberg, and others. Into a meeting to say we have to figure this out

Mark Rampersant: one of the things that we know exists at the hands of our school. And yes, it takes some work to come to fruition. And it's it's particularly sensitive to students with I. Eps, is the involuntary transfer process.

Mark Rampersant: Right? One of the things that you talked about what you stated, Steve, is continued bullying

Mark Rampersant: right. There's no space for continued bullying, and while the quickest process is for families to opt to move their child out, that is not the process that we want to see come to fruition, especially when a young person is thriving in their school community. So one of the one of the avails that principals have is the involuntary transfer process. There are certain steps that need to be taken in order to make that come to fruition.

Mark Rampersant: but for a young person that requires additional services in the family is not providing said services. There are also, the supports from external agency partners, such as acs that are tapped in to ensure that parents are properly making sure that young people are properly receiving the services that they need.

Mark Rampersant: So the involuntary transfer is available to our principals. It does take work in order to make come to fruition, and that is just proving the interventions that you've provided to support not only the victim, but the aggressor as well. Right. And there's a step-by-step process for that to come to fruition. I could share that to you, Steve, and writing

Steve Stowe: sure, thanks. I'd I'd like to allow other council members to ask questions. Any other councilmembers have questions for mr. Ramper Santh.

Steve Stowe: go ahead, Kevin. play a mute. You can press the bar and then just hold the bar down.

Mark Rampersant: And, Kevin, we're not hearing you.

CEC 20 Cam 2: I receive.

kevin Zhao: Yep. I hope you can hear me now

kevin Zhao: I just wanna echo to what Steve mentioned talked about because

kevin Zhao: just the last weekend I received email, I mean social media message from parents. Say

kevin Zhao: he's I mean the parent. Come to me directly. Say how to transfer my student, my kids from this school to another school.

kevin Zhao: I mean he I mean, both of them actually both a mum and a father did not even talk about bullying

kevin Zhao: they just talk about. I want to transfer my kid.

kevin Zhao: So they kind of gave up to say how to resolve the bullying situation I find on a bullying only after we dive into the conversation we realized his son was beaten up by a group of kids in the school

kevin Zhao: for a couple times.

kevin Zhao: and then they did raise this question to school. I think

kevin Zhao: I'm not very sure if how, how do they raise it?

kevin Zhao: And then the last incident? The sound was running from the bus station to another. Facility, not school facility, another outside facility and the security has to call the police for the

kevin Zhao: want a kid. So and basically, what I want to say is the parents kind of

kevin Zhao: given up on the current mechanism. The school have to stop the polling. They were just asking me like

kevin Zhao: wasn't a fast way to transfer my son from this school to another one to any school. That's reasonably okay.

Mark Rampersant: So, Kevin, thank you for that right. But, Kevin, if you would please, if you would get my information on my email address from from Steve.

Mark Rampersant: I'll be more than happy to talk with you and talk with that family around that specific. Get more specifics regarding that incident.

Mark Rampersant: Right? As you share right? It sort of has different

Mark Rampersant: different tentacles to that particular situation. But I would be more than happy to work with that family or any other family that is having a problem, as it relates to safety and security in their school.

Mark Rampersant: and or questions about the transfer process. And for me, my first question is, we're transferring, why transfer right? And if they are saying the school is not doing everything that they can. Then there is a need for a conversation, a transparent conversation, as relates to what actually was done right, because in some cases Kevin.

Mark Rampersant: the family may not feel like the disciplinary sanction

Mark Rampersant: was stringent enough. right? And if my child was bullied.

Mark Rampersant: you know I could tell you right now I want the universe right? But there are. There are parameters, as it relates to what principle can do, as as it relates to the incident versus the disciplinary sanction right, and so I would. I would be more than happy to talk with you, Kevin, and even the family about what transpired, because even if the family transferred out.

Mark Rampersant: We still have the bully in that school, and we need to address it for the group of students in that school to ensure that another student is not a victim. So I'd appreciate a conversation in that space. Kevin.

Steve Stowe: Tamara, did you want to ask a question?

Tamara Stern: I actually have a couple. okay. I believe the City Council has mandated school agents to go through therapeutic crisis intervention.

Tamara Stern: which is an attempt to comply with more restorative practices when it comes to interactions with our students. Is that happening now?

Tamara Stern: And is there an annual training for that?

Mark Rampersant: So I don't know that that's a city council mandate, because therapeutic crisis intervention is, in fact, a form of training that the school safety agents get the school B therapeutic crisis intervention. Training is specifically to our educators. However, we've modified Tc, IS.

Mark Rampersant: For school safety agents and all new school safety agents receive as they come through the Academy. But I'm not sure if you are truly familiar with the workings of of the school safety agents who are in our schools

Mark Rampersant: every day as long as school is in session, so the hardest part is pulling them out for training. Right? So we do it during the course of the breaks, and sometimes during the course of the summer. But remember, our schools are in session. So we have focus on the newer agents that are coming out ensuring 100% of those agents to train, and we catch as catch ken to train the other agents on an in service basis

Mark Rampersant: for therapeutic crisis intervention as well as restored injustice.

Tamara Stern: And my next question, I you said about the the safety plan that the the principal and the parent coordinate are part of the plan as as well as the Pta present.

Tamara Stern: and I've been a Pta present for a number of years, and I've never had. like any input into the safety plan a lot of times like I didn't even know there was a safety plan, and I still know there are PTA. Presidents that have not even even been to a safety meeting

Tamara Stern: that had no idea that was there was a safety meeting, or that they had to do an annual safety town hall

Tamara Stern: for for the yeah. I know schools that never had a safety town Hall. The parents no idea what it is. The Pta has no idea what it is. How do we go about getting that information to the Pta in in general?

Mark Rampersant: So so information is key. Tamara.

Mark Rampersant: you you now know me

Mark Rampersant: so I would. I would definitely love to talk to you more about that right. It is unacceptable to Chancellor's regulation that clearly requires not only that our schools are having a monthly Safety Committee meeting, but one of those Safety committee meeting has to be a Town Hall meeting open to. You know the merchants fake bait on our community as a whole.

Mark Rampersant: It's an opportunity for you to understand what is happening in the school outside of hearing some safety concerns that may or may not exist in the community, but hearing from the school principal about the great things that are happening in our school community as well, and as it relates to the Pta President being optional in this meeting. I will be more than happy to share with you the full checklist, the Pta President, and the parent coordinator as well as the student representative.

Mark Rampersant: are members of the State, be committee, and these meetings should not happen without an invitation administered to all stakeholders. So I would to Mara I would. Welcome you in that space as well, if you'd be so kind I'd be more than happy to talk to you more about this, and I'd even be willing to do a full full training for PTA. Presidents in the district.

Mark Rampersant: 20 area around the the safety committee process. As a whole. It is important that you understand that you have a voice in that space. And there's a actually a line for endorsement. So it's important that you know what your responsibilities are in that place.

Steve Stowe: Great. Thank you. Any other councilmembers.

Oh, I want to ask a question.

Elizabeth Chan: Okay? Alright, Mark. I wanted to ask you. Are you replacing safety agents with single door locks because safety agents, we still need them in our schools

Elizabeth Chan: in case of a real emergency happening.

Elizabeth Chan: I'm with you. Is that Elizabeth? Yes, I'm with you. These door lock. They're not replacement.

Mark Rampersant: They're not replacing school safety agents. Actually, we need school safety agents in order to operate the door locking system.

Mark Rampersant: The door locking system is just helping to enhance our safety practices, giving us a better better handle on our visitor control procedures.

kevin Zhao: Unmute it if I'm muted

kevin Zhao: I. So I have a question in regards to school chance for Rec. The safety transfer and a 450 involuntary transfer. It seems to me that every time a victim gets bullied they get victimized by that bully

kevin Zhao: and by the system.

kevin Zhao: They want you to transfer your child out of that school, and nothing happens to that bully okay? Or they get one day suspension or 3 days suspension.

kevin Zhao: So I think something has to be done in regards to the School Chancellor Reggs.

kevin Zhao: and if there's any serious physical injury or physical injury, I think something needs to be done when it's not just the innocent victim

kevin Zhao: that is constantly have to leave the classroom, or they have to constantly get a but a transfer. It's involuntary. You could use it involuntary transfer when something comes out like that. And it's possible. It's it's becoming a problem. Kids don't want to go to school anymore. And the situation is.

kevin Zhao: it's not fair for that victim cause that victim is constantly getting victimized, and there has to be something done with the school Chancellor Greg's, and we we have to figure something out

kevin Zhao: as a whole. That's one thing. Number 2 with the school safety agents. Some schools have a thousand 300 students with over a hundred 40 teachers, right?

kevin Zhao: With all the new implements that you guys are gonna have, which is great. Very, you know, safe.

kevin Zhao: How is that one school safety agent gonna handle a thousand 300 children

kevin Zhao: through a canvas of the area. A 4 block radius of a school cause. Usually a school is about 4 blocks.

Watch the cameras. alerted the door

kevin Zhao: and and look at everything. At one time

kevin Zhao: 1, one agent, everybody's short in the system. I understand that I also heard that school safety agents are going to get trainees where they're 18 years old.

and Dcast is trying to get a system where they're waiting for a number to hire them. I get it.

kevin Zhao: But with all these new implements, once agent is not sufficient enough

kevin Zhao: for 1,300 kids.

and something needs to be done for that as well. So if you could just answer those questions for me.

Mark Rampersant: Yes, so first of all, Kevin, thank you. Thank you very much for not only your passion, but your advocacy. In this space you actually share the same passion and advocacy as the chancellor of our school system, myself, as well as our first deputy Chancellor who's on the line?

Mark Rampersant: Right? The the the question about parents

Mark Rampersant: being forced to opt to transfer their child out of school versus allow for the system to properly discipline right? That is the subject of which I spoke spoke to earlier. We share that same concern for any parent who feels that they're at a space where they have to transfer their child. Right?

Mark Rampersant: You you pointed out the involuntary transfer process of which is available to all of our schools, and one of the things that we are going to be doing, going forward is re educating

Mark Rampersant: all of our schools about the bullying policy, the discipline policy, and overall the expectations to respond to all incidents in our schools. Right? So we hear it from all sides. We're either suspending too much or not suspending enough. Right? And so you'll get. The bully is suspended one day versus the bullies suspended for 30 days, and for some people that's not enough.

Mark Rampersant: Right? So we wanna make sure we strike a delicate balance, at the same time ensuring safety and security for all students in our school system, not some right. I don't want any parent to feel like the system is not doing enough that I need to transfer my child out in school right, and II personally, will invest my space and time to have my staff work with those parents and work with that school, to make sure that, properly

Mark Rampersant: disciplining right? The discipline has a range. Right? We're talking about main calling versus physical physical confrontation, right? And so the disciplinary sanctions going to range differently in that space. Right? And so I appreciate your advocacy in that, in in on this subject. And note that we are paying close attention because we're hearing is, you know, much more right? And I've investigated 3 cases myself within the last month of December.

Mark Rampersant: and they weren't quite what was reported right? So they it was basically. And I'll use the term loosely. It was they wanted to kill the Nat with a sledgehammer right? And it's I don't ever want to minimize anybody's concern, as it relates to bullying, but throwing the kid out for name, calling for one name. Calling is

Mark Rampersant: right. It's the measurement just doesn't measure out right? So there is some of that, too, Kevin, that we have to be aware of. But we also need to be aware of any current who's feeling like nothing is happening

Mark Rampersant: right? There is an escalation path, and if this they don't feel like the school is doing something, they escalate to the superintendent. Every principal has a superintendent right. The superintendent has a team of people who will step in and address appropriately, and my office is always available

Mark Rampersant: for any of any of these specific cases where a parent has a concern, and they don't think it's being treated properly. As a relate system engages cabinet.

Mark Rampersant: We are. We are the external agency partners. We work in conjunction, in collaboration with school safety. One of the things that I want to remind every parent on this line is our school safety agents are a partner in this work.

Mark Rampersant: Safety and security is the responsibility of every adult in our building

Mark Rampersant: that includes the guy who operates the restaurant across the street, the corner store, the church, down, the street community partners and volunteers. It is a collective responsibility. And yes, Kevin, I agree with you. One school safety agent in the school with 1,300 kids is a tremendous responsibility. But just be reminded, every teacher.

Mark Rampersant: custodial staff, kitchen worker, paraprofessional school Aid, assistant, Principal Deans, and others, all have a responsibility of ensuring safety and security in our schools for our young people.

Mark Rampersant: Many of our schools have been operating with one school safety agent from the start of time, others, because of the the. The volume in the school, require more, but we are working aggressively with school safety, to try to get these numbers up.

Mark Rampersant: try to get these numbers up, to get the second school safety at every one of our elementary schools first and foremost, and then we're working toward our middle schools to get additional agents. But for right now, our focus is getting that second agent, and as it relates to the agent training, there's not a timeline for that to come to fruition as of yet. Kevin, and when there, when there's a final from school, safety will be more than happy to share. Out with the, with the with the district.

Steve Stowe: Thank you so much, sir. They're not still on together cash potentially

Steve Stowe: all good.

Steve Stowe: Thank you. Mark, thank you so much. We're gonna we're gonna move on now. But this was a great conversation. It was great to meet you. At our meeting, and I know all of our members and and members of the public really appreciated you coming out here, and it's it's an opener. There's a lot of follow ups to a lot of issues that were raised. We had a ton of comments in the chat. But thank you for for coming to District 20 tonight. Absolutely. Thank you for the invite. Everybody. Have a great night. Take care! Yep.

Steve Stowe: you mutex! We'll now move on to the the opening the 10 min public speaking session. We're gonna have the individuals who are here in person. Go and we'll go to everyone online later. And then first, I wanted to ask Assemblyman Chang, Did you want to start off with a few quick comments.

Steve Stowe: of course.

Steve Stowe: but thank you very.

Elizabeth Chan: Let's see.

Elizabeth Chan: Figure out how to.

Elizabeth Chan: And second is,

Elizabeth Chan: thank you for your hosting.

Elizabeth Chan: Thank you so much. You're a regular meeting, or someone from your office. We do appreciate it.

Elizabeth Chan: I'm sorry. Do you need the mic is absolutely

Steve Stowe: can people online hear me? If I didn't, sure.

Elizabeth Chan: And the working group was made up of dozens of people from around the city talking through what's what's a challenging issue? Right? This this class size law. Really started about 20 years ago, with the campaign for fiscal equity which found that students in New York City and other places were being systematically denied the full adequate education by the State Constitution.

Elizabeth Chan: So it's a 20 year fight to get the State foundation aid that our kids were told that our families were told that our kids deserve and the class size law that was passed a couple of years ago. The purpose was really to

Elizabeth Chan: make that wall class size was part of the campaign for fiscal equity. New York City class sizes have historically been among the largest in the State. And certainly and this is something really personal for me that I've seen.

Elizabeth Chan: What I see is plus I you know there's evidence of it having positive academic effects. But also what we're hearing this pandemic is that even kids who are academically doing okay.

Elizabeth Chan: they they aren't feeling. See? Right? They? They are coming back from the pandemic was really challenging. Mental health issues. This this concern about going to school, about these bullying issues that we're hearing about and what we're hearing from our parents, our teachers, our students, themselves.

Elizabeth Chan: Is that smaller classes really assist with kids across the board? Not just in those academic senses, but also in that sense of

Elizabeth Chan: be being seen and heard and seen as an individual. So the class size working group again. There were a lot of challenging discussions. Steve and I were on a lot of subcommittees together, had a lot of conversations about budget over the years. I know we're gonna be hearing from Matt later. And I know that Steve was part of the minority report authors who have recommended a 20 year roll out and changes to the state law.

Elizabeth Chan: sure. And so I just wanna say, our kids, I don't wanna wait another 20 years. I don't wanna wait another generation, and so I hope during the vote tonight you'll take that into consideration. Thank you. Thank you.

Elizabeth Chan: Our next speaker is Stanley, Ng.

Elizabeth Chan: do you need the microphone.

Elizabeth Chan: District 20. My name is Stanley, N. And I'm here today, the 57 newly elected Council. Susan, hear me? Okay?

Elizabeth Chan: I just want to say

Elizabeth Chan: I was. Concert district covers 3 smooth districts, 1520, 21.

Elizabeth Chan: I just want to let you know. Also, our temporary office address is 2015 Avenue.

Elizabeth Chan: Now this morning was my 30 first day of national training with the city Council.

Elizabeth Chan: I learned all about capital plans. and especially with funds.

Elizabeth Chan: I will be reaching out to every principal in our

Elizabeth Chan: talk about their needs and what what they have in mind.

Elizabeth Chan: I also would be working with the sea people and the President.

Elizabeth Chan: We will be awesome. Be reaching out to the Pta people to find out what they need in terms of discretion, and see if we can fulfill something.

Elizabeth Chan: And the last thing I want to let you know was a discount email from our president yesterday, saying that they will be doing a one for one match up to $750,000 for our comfort zone

Elizabeth Chan: along that I just want to say I look forward to working with all of you.

Elizabeth Chan: Thank you, Stanley.

Elizabeth Chan: Our next speaker is Yaten Chu.

Steve Stowe: I can't control it. No

Steve Stowe: sufficient.

Elizabeth Chan: and only 20.

Elizabeth Chan: We are a top performing district. And that's why we have parents that want to live here in rural schools

Elizabeth Chan: and

Elizabeth Chan: with with all parent who have.

Elizabeth Chan: You know.

Elizabeth Chan: Now, from what I see there are about 2,000 seats that are being built right now in progress, and this whole construction authority has not disclosed any additional seats in this 5 years.

Elizabeth Chan: So while I think most class sizes.

Elizabeth Chan: you know. Look, if if we don't come in the law.

Elizabeth Chan: the fewer children there are, there will be less budget to the things that our kids love and our parents. So please support the amendment to the class size call. Thank you very much.

Elizabeth Chan: Thank you.

Elizabeth Chan: Mahoney.

Elizabeth Chan: not too much feedback. Can you hear me pull it off from here?

Elizabeth Chan: I had an opportunity to use your bathroom

Elizabeth Chan: and I think. There's a little less privacy in the boys bathrooms than the girls, and also a little less equity.

Elizabeth Chan: I don't know what the breakthrough is in. The students is 2 stalls in the voice bathroom.

Elizabeth Chan: 8 stoles for the girls. I think both the boys and girls deserve the same amount of privacy. That's gonna help you, perhaps, with some bullying.

Elizabeth Chan: and if there's any Lgbtq issues is privacy installer in both rooms. I know schools construction with the new schools.

Elizabeth Chan: I don't know if that's being addressed. but I think that both genders deserve the same amount of privacy in the way.

Elizabeth Chan: You know this is how it used to be in the measure with the Urls. But I think if you have schools, both boys and girls.

Elizabeth Chan: privacy and dignity, and when I went to school location body Shaman

Elizabeth Chan: and believe it. So you might wanna take that under consideration and have. thank you. Thank you.

Elizabeth Chan: Okay, you can help yourself.

Elizabeth Chan: Okay.

Steve Stowe: are there any other. Yeah, for for in-person speaking people that are here, II saw you. I just. I'm just curious. Is there anyone else in person who would like to speak publicly, because we are, we do try to prioritize. If you're in person, you make the time to show up.

Steve Stowe: just the one I think we can. We can allow one more public speaker. So we're we're gonna take one more time and then we'll move on

Steve Stowe: mute. So yeah.

Elizabeth Chan: And the speaker is you? Thank Chen. Thank you, Neita.

Elizabeth Chan: It sounds better without a headset.

Elizabeth Chan: Everyone can be right. So yeah, first of all, I wanna echo everything that he said. But for this section I wanna talk about the so my name is even Chan. I'm also a previous member, as many of you know, and I have children attending the public school in this district. The reason the place in this

Elizabeth Chan: is 201 that escalated into violence has really left me worry about my children's safety in school

Elizabeth Chan: as an immigrant who came here for high school. I personally experience bullying any incident of bullying is one too many.

Elizabeth Chan: And there's statistical data that's showing school bullies containing to criminals on the street. School. Bullies can't turn into criminals on the street.

Elizabeth Chan: It's high time we implement consequence, consequences and measures to prevent bullying without appropriate actions. Misconduct goes unchecked. While I recognize the importance of Pi I,

Elizabeth Chan: private and identifiable information that's not really use this as excuses to avoid implementing necessary disparity actions

Elizabeth Chan: such as principal suspension and superintendent suspensions. In this I specifically refer to the incidence of is tool. At that time I did not learn about this principle suspensions, and furthermore, there is something called superintendent suspension that could have taken place a lot a lot earlier.

Elizabeth Chan: And II also encourage parents who have experience screen use. Mister Mark, represent information, you know. Well, if there's a bullying case. How you you file a bully report?

Elizabeth Chan: Oh, you website, you reach out to the principal and you reach out to the community leaders within the within the Chinese community.

Elizabeth Chan: and we'll be like happy to address the issues if there's any obstacle. Thank you so much.

Elizabeth Chan: Thank you.

Elizabeth Chan: Read

sure

Elizabeth Chan: I think it'sps

Elizabeth Chan: any hold on a second.

Elizabeth Chan: Go ahead. Okay. Hi, my name's candy. I'm Aaron.

Elizabeth Chan: I know. First of all, I support. Cec, 20

Elizabeth Chan: this will reach it about a class size 2

Elizabeth Chan: and

Elizabeth Chan: I really.

Elizabeth Chan: you know, still against like a good and stuff happen. But

Elizabeth Chan: this thing happened about last year September, and I still not seeing anything you guys doing in the school. What is solution

Elizabeth Chan: for this point? You know, happen. and I don't see any like

security. A team you'd be. You'd be Bill

Elizabeth Chan: and and you still here to talking about funding funding for the zoom. I don't understand.

Elizabeth Chan: You should not doing that. We're not gonna be discussion of our.

Elizabeth Chan: It is not a

Elizabeth Chan: a time here at the same thing you got not doing anything. Come on. I don't see anything coming. Okay. 2. Now.

Elizabeth Chan: So what is solution here?

Elizabeth Chan: Whereas the agent, W. We're just gonna hide agent.

Elizabeth Chan: I don't see. Yeah.

Elizabeth Chan: we don't have back and forth. This is just public speaking. I hear we hear everything you're saying. It's the superintendent.

Elizabeth Chan: If you like. The really reason, you know people this company. I mean come here. I'm so angry about that. You know.

Elizabeth Chan: We work. We've been working over so far once. and then we help for the least need to. And what are you guys doing?

Elizabeth Chan: Will you guys

Steve Stowe: connect.

Steve Stowe: thanks to all our public speakers? And I do apologize to the other speakers who are waiting. We are running behind. But first Deputy Chancellor, will now pivot to the class size law speakers. First Deputy Chancellor Weissberg, are you on?

Daniel Weisberg: I am on good to be with you.

Steve Stowe: Thank you so much for joining us service. The floor is yours.

Daniel Weisberg: Well, thank you so much.

Daniel Weisberg: President Stall. Wanna thank you for your your service. Both. The CC. President wanna thank all the Council members for their service. We we could not operate as a school system without

Daniel Weisberg: the the selfless service of people like Steve Stow and his colleagues, and

Daniel Weisberg: Steve gets certainly an extra gold star should get an extra gold star, for, as one of the speakers mentioned.

Daniel Weisberg: serving on the class sized working group. and not only serving on the group, but contributing

Daniel Weisberg: not just to the many public meetings that happen of the group, but

Daniel Weisberg: being one of the authors of a minority report, presenting some

Daniel Weisberg: a different point of view than the majority report. So really appreciate that that service. I don't. You know, Steve, want to take up a a lot of time just speaking at you. I'd rather turn it over to the Council for for questions, but I will say briefly, this class size law was was passed.

Daniel Weisberg: The goals, I think, and the Chancellor thinks, and the mayor thinks

Daniel Weisberg: are laudable. There are great goals. There are many classrooms in the city.

Daniel Weisberg: including many in District 20

Daniel Weisberg: that are overcrowded. And that's a problem. I've had my own kids in in overcrowded classrooms, and there isn't a parent out there who would not, if you could have it.

Daniel Weisberg: have their child get more personalized attention in a smaller class. And so we need to work very hard in places like District 20 and other places around the city

Daniel Weisberg: to do everything we can to lower class size. So a really good goal.

Daniel Weisberg: particularly in the early grades. As your counsel resolution point correctly points out

Daniel Weisberg: where the research is more robust about the benefits of much smaller class sizes, so the the goal is right on target.

Daniel Weisberg: The thing that is problematic about the law

Daniel Weisberg: which, by the way, was passed in the way that many laws are passed, and in Albany and other state capitals. Without hearings, without any analysis of impact

Daniel Weisberg: or hearing from experts.

Daniel Weisberg: without analysis of the fiscal impact of it.

Daniel Weisberg: without frankly any mechanism, any required mechanism for the sort of

Daniel Weisberg: a local input that you all are providing in District 20 and in many districts around the city.

Daniel Weisberg: So what the Chancellor did was set up the class size working group. which I think, Steve, you'll agree. Very diverse array of stakeholders who absolutely had different opinions

Daniel Weisberg: about this really important issue

Daniel Weisberg: to try to get as much input as possible into how to implement this law

Daniel Weisberg: and I think the the findings and the recommendations of both the majority report and the Minority report

Daniel Weisberg: reflect, I think, one comment theme.

Daniel Weisberg: and that is that this law does require

Daniel Weisberg: some

Daniel Weisberg: potentially very painful trade-offs in order to implement.

Daniel Weisberg: So

Daniel Weisberg: for those who don't know, it requires that 20% an additional 20% of classrooms

Daniel Weisberg: in each of its 5 year phases

Daniel Weisberg: meet the new caps for class sizes.

Daniel Weisberg: So this year

Daniel Weisberg: we had to show that at least 20% of the classrooms across the city met the Cahps, we were able to do that. We are in full compliance with the law. The State Education Department

Daniel Weisberg: has signed off and certified that next year next school year will have to be at 40 year after that 60, and then 80, and then a hundred. the. There are only a few ways that you can reduce class size.

Daniel Weisberg: If you have additional classroom space.

Daniel Weisberg: you can hire additional teachers and open additional classes.

Daniel Weisberg: and that will allow you to reduce the number of students in each class.

Daniel Weisberg: The estimate of the Independent Budget Office is that to hire enough teachers to comply with class size law.

Daniel Weisberg: we will require additional funding of up to 1.9 billion dollars 1 billion with a B

Daniel Weisberg: over and above the the increased foundation aid that one of the speakers alluded to earlier that we're very grateful for

Daniel Weisberg: 1.9 billion dollars. that money can either come through an additional allocation from the State or potentially, I guess the Federal Government. or from reallocating resources

Daniel Weisberg: to pay for those teachers. We are not getting additional funding. That's not in the pipeline. At this point.

Daniel Weisberg: It would require in order to hire those teachers reallocating resources

Daniel Weisberg: from schools where the vast vast majority of funding already goes. that are going to things like after-school programs or mental health programs or art programs, or school social workers, etc.,

Daniel Weisberg: to hire these teachers. That's just a fact. That's Matt

Daniel Weisberg: the other way, that the other ways that you can reduce class size are to build more classes, if, like. In many schools in District 20, there is no additional classroom space. That is something that

Daniel Weisberg: school construction, authority is always committed to doing, and for the next 5 year capital plan

Daniel Weisberg: which goes into effect next year absolutely well, should be looking at South Brooklyn District 20 to see how we can add additional capacity. Building annex is building new buildings. By the way all of us live in New York City. We know that it's the greatest city in the world. One thing we don't have a lot of is space, and certainly not space that that's up. That's a easy to purchase.

Daniel Weisberg: But we need to do that. That's another. That's another way to do it.

Daniel Weisberg: The school construction authority has estimated that the cost of

Daniel Weisberg: adding enough classrooms in places where the class sizes don't meet the caps, and the law to comply fully would cost up to 30 billion dollars.

Daniel Weisberg: It's just a fact, 30 billion dollars in capital funds.

Daniel Weisberg: The entire five-year capital plan last time was about 20 billion for everything.

Daniel Weisberg: for maintenance, for putting a new roof on a building for every the boiler repair everything that would. The entire five-year capital plan was 20 billion dollars. So that just gives you a sense. And then finally

Daniel Weisberg: and I'll I'll stop with this the the other way, which one of the speakers alluded to, and

Daniel Weisberg: Steven, his colleagues in the minority report, alluded to, and in the majority this was a recommendation

Daniel Weisberg: for the schools that are over the class size caps. You can essentially limit the number of new students

Daniel Weisberg: enrolling in that school. and that would be true. That would have to be true

Daniel Weisberg: for zone schools. There are zone schools, as you all well know, elementary schools, middle schools that are above the caps. You could say, even to parents in that zone, that not. Everybody can enroll their child in the school

Daniel Weisberg: for high schools, that in many parts of Brooklyn and Queens also have large class sizes. You could say, we're going to limit.

Daniel Weisberg: This would be true for specialized high schools. This would be true for many of the

Daniel Weisberg: Most high demand screened high schools. We're gonna have to cut the incoming class by.

Daniel Weisberg: you know, potentially 40, 50%.

Daniel Weisberg: These are all you know. These things we we will have to do.

Daniel Weisberg: and we will do to comply with the law.

Daniel Weisberg: We are very clear. We are going to be in full compliance with this law. What we are doing is being the Chancellor is doing. The mayor is doing is being very clear and transparent

Daniel Weisberg: to parents, to families, to students, that this is what compliance with the law will require.

Daniel Weisberg: So we listen. The the class size working group was an important step in

Daniel Weisberg: what I think is critical engagement on this really high stakes. It issue. It's not gonna be the last engagement we are gonna continue to work with our State elected officials. We're gonna continue to work with our elected parent leaders. And we hopefully are gonna come up with a resolution

Daniel Weisberg: that limits the painful trade-offs that that we've been talking about here. But that does provide relief on class size in those places where it is. Is it a major major challenge?

Daniel Weisberg: So with that. Mr. President, I'll turn it back over. I have some time. Excuse me, I have some time. If if the counsel or or anybody else has has questions or comments.

Steve Stowe: great passion. Thank thank you so much, Dan. I just want to lead off with one. If you could. Just elaborate, I think, for me, the working group. It was a very educational process. I learned it

Steve Stowe: ton. And all those months we we work together. One of the most interesting presentations, I thought was that from the I believe it was someone from the the human Resource group of the DOE

Steve Stowe: talking about the market for teachers and how difficult it is on any given year just to replace the teachers that that retire or move on for various reasons and sort of what the market would look like for hiring. I think now the estimate is 10 to 12,000 new teachers.

Steve Stowe: And and how challenging that could be, especially in certain subjects. Special education, bilingual math science. You know. Just 1 point I've made of several times is that

Steve Stowe: the State of California tried a class size reduction initiative, and they they had it for a number of years, and then it it went away.

Steve Stowe: and an analysis done after that showed that a big part of the any, any gains from smaller class sizes were offset entirely by reduction in teacher quality. The number of teachers they had to hire sort of offset. It essentially made the program sort of nullified the benefits of the program. Can you just comment on sort of the market for teachers and sort of the the outlook for hiring 10 to 12,000 new teachers.

Daniel Weisberg: Yeah, no, I mean Steve. I think you said it well, and, by the way, I neglected to say hello to Dr. Preto

Daniel Weisberg: superintendent, always good to see you. Thank you always for for your service. I'm sure I'm sure Dr. Preto has thoughts on this, but but no, I think I think you captured it well, and I will say New York City, I mean, before I came back to the New York City public schools. I spent about a dozen years working with districts all over the country. We are in much better shape

Daniel Weisberg: in New York City.

Daniel Weisberg: both in the quantity and quality of our teaching workforce. We have the best teachers in the country, bar none we got. We got outstanding educators. And we do a better job than than nearly all big urban districts in retaining our teachers, in part because we pay our teachers, although I wish we could pay them more. We pay them relatively well. So, teachers in New York City now

Daniel Weisberg: under the most recent collective bargain agreement.

Daniel Weisberg: will make a hundred $1,000 after 8 years of service, and that's great. I wish we could do it even earlier. They deserve it. But that certainly doesn't make you rich in New York City. But it does definitely helps us on teacher retention, which makes the burden of backfilling for vacancies easier. And even that, Steve, you're 100% right?

Daniel Weisberg: We have chronic shortages among special education teachers, even though we have increased our number of special education teachers

Daniel Weisberg: very substantially in the last decade. But we have shortages every year. We have shortages of Esl teachers. In some cases

Daniel Weisberg: we have shortages of certainly secondary stem teachers, and these are decades long shortages. Our schools of education. Just don't produce enough of those teachers. So. And we have overall about about 76,000 teachers overall in the city. So 10 to 12,000 on top of that

Daniel Weisberg: is a huge increase.

Daniel Weisberg: And I can tell you there are not enough new teachers being produced

Daniel Weisberg: by our schools of education and our alternative certification programs to meet that kind of demand. So that would be a

Daniel Weisberg: that would be a huge concern, even if we had 1.9 billion dollars. Even if the State decides they're going to increase foundation aid to fund that.

Daniel Weisberg: We would have a very serious challenge

Daniel Weisberg: in finding certified teachers to fill all those new vacancies. And certainly, as you suggest, the making sure that these are really well trained.

Daniel Weisberg: high quality qualified teachers to to teach our kids. So that's that's one of the real worries with these sorts of of laws

Steve Stowe: any councilmembers wanna ask question. Yep, go ahead, John.

Steve Stowe: Can you?

Steve Stowe: To just send that there's death sort shortages

Steve Stowe: 12,000 to

Steve Stowe: 12,000 new teachers to find cause. It will be very, very hard to find. So

Steve Stowe: what are you guys looking for when we got to that predicament.

Daniel Weisberg: John John? Thanks for the question. Oh, sorry. Were you still going?

Daniel Weisberg: It's good. That was the question. One of the things we do in New York City that has been very, very effective

Daniel Weisberg: is alternative certification program.

Daniel Weisberg: So many of you heard of teaching fellows. I think something like

Daniel Weisberg: one in 9 of our teachers have come through the teaching fellows program.

Daniel Weisberg: and one of the one of the ways we recruit

Daniel Weisberg: teachers to our teaching fellows and other alternative certification programs is we. We subsidize

Daniel Weisberg: their tuition

Daniel Weisberg: to get the Master's degree that you have to get in New York in order to become a certified teacher. So that's that's obviously a pretty attractive benefit. It's costly. So how would we get 10 to 12,000?

Daniel Weisberg: By the way. This is not a cost that's that we have figured in. And in that 1.9 billion dollars calculation.

Daniel Weisberg: we would probably have to think about increasing the subsidy or expanding it in some way, so we could attract even more talent.

Daniel Weisberg: We would probably go to the State and ask them

Daniel Weisberg: to waive some of the requirements that exist right now around coursework around certification exams so that we could recruit a lot more teachers more quickly. But you know, I'm gonna tell you it would be it would be a major challenge, even if we had the resources to do those sorts of things.

Steve Stowe: Any other counselor who was

Steve Stowe: like to ask a question.

Steve Stowe: I ask this question, go ahead, Elizabeth.

Elizabeth Chan: Alright. Say, for instance, that we pass our resolution to for our for the amendment. How? How is the deal? We gonna listen to us? And can they legally follow our resolution

Elizabeth Chan: like, let us be exempt from this law.

Daniel Weisberg: Great question, Elizabeth. Appreciate the question. we like all of the resolutions under Chancellor Banks, we will respond formally to the resolution.

Daniel Weisberg: But no, it does not have the force of law. This is this is one of the issues with the law.

Daniel Weisberg: The unions can grant exemptions for particular schools.

Daniel Weisberg: They have to sign off on it the Uft and Csa. But beyond that there are no exceptions, none.

Daniel Weisberg: So if you have a class in an elementary school in district 20

Daniel Weisberg: with. That's a second grade class with 21 students.

Daniel Weisberg: You have to hire another teacher

Daniel Weisberg: in order to get it under under 20

Daniel Weisberg: or 20 and under, I should say so. Even, you know, we would certainly very much respect

Daniel Weisberg: the sense of the Council and the resolution, and we would, you know, do whatever we could to as we would with all the resolutions, regardless of the point of view from the CC. Make sure that our elected officials are are aware of it, and are hopefully engaging with you to get more of your views. But unless

Daniel Weisberg: the State legislature amends the law, and the governor signs it

Daniel Weisberg: over the next 5 years we will have no choice. We will have to get to full compliance.

Steve Stowe: Thanks, maybe time.

Steve Stowe: I see, Tamara, I see your hand up. Go ahead, Tamara.

Tamara Stern: Yeah. My question is, Well, I have a comment and a question, because as somebody who has had children in overcrowded schools, and has

Tamara Stern: in overcrowded glasses and has had children in classes that started off with small class sizes.

Tamara Stern: I noticed a difference. There's a huge difference, I see I saw it, and I noticed a difference in in in it. My children's learning as well. My! My question is, O'kay.

Tamara Stern: why don't we just fully fund the score?

Tamara Stern: How about we stop cut cutting our education budget and fully fund our schools just in general? So this doesn't become an issue. So we don't have to worry about funding in general, because that seems to be the problem.

Tamara Stern: We don't have the money right? That's what's being stated here. But then, every time we get a new mayor, every time we get a new chance on, the first thing that happens is they cut the budget for education.

Tamara Stern: and then our kids are affected and us teachers are affected and our administrations are affected. How about?

Tamara Stern: We don't cut the budget for our children. Education, how about we find the money somewhere else? Okay, what about going? After lowering the amount of money with all the contracts that get

Tamara Stern: voted on at the pap.

Tamara Stern: There's some of those companies that are not even great companies that you guys keep voting money in all the time millions of dollars, and they don't even do an adequate job. How about we stop doing that? How about we find companies that are willing to do the job correctly. That doesn't affect our children and our families. How about that? How about we fully fund our schools in general? So our kids could have the education that they deserve that we all know that they're supposed to get.

Tamara Stern: How about that?

Daniel Weisberg: Appreciate the comments?

Daniel Weisberg: I think the question is, what does it mean to fully fund and what what I'm putting forward. But it's not just me, you know, to trust us.

Daniel Weisberg: Look at the Independent Budget Office in order to fully fund

Daniel Weisberg: this law.

Daniel Weisberg: It requires another almost 2 billion dollars

Daniel Weisberg: that is not in our budget. And and all due respect

Daniel Weisberg: the is, we're not going to get it by, you know, cutting a contract here and there.

Daniel Weisberg: 2 billion dollars a lot of money.

Daniel Weisberg: So if if we are funded at that amount. then we've got a different story.

Steve Stowe: Thanks. And I can see. See. I think we are any other questions from council members. Okay, I think we can now move along, and I

Steve Stowe: glad to see we're right on schedule with your original timing, Dan. So thank you. Really appreciate you being here. And sharing your perspective as really sort of, you know, from the seat you sit in, where you you know essentially the number 2 and the DOE we we really appreciate your perspective and sharing some of the complexities of this law. That'll help us in the public to think about it and understand it better.

Daniel Weisberg: Thank you so much. Have a good evening, everybody. Thank you, Steve. Thanks. Good night, Sam.

Steve Stowe: Good to see you. Our next speaker is Matt Chingos from the Urban Institute, Matt, if you're on, you can unmute, and I'll just give a quick introduction. Matt is the Vice President in education and data policy.

Steve Stowe: He directs the center on education data and policy at the Urban Institute. He's done policy research on education from Pre K. Through postsecondary education. He's testified before Congress. His work has been featured in national media outlets like the New York Times, the Washington Post, and on Npr.

Steve Stowe: He's also worked at the Brookings institution. And he has a ph. And a Ph. D. From Harvard. So Matt Matt was also a member of the working group as well. So, Matt, are you there? Can you hear me? Yep. Can you hear me? All right?

Steve Stowe: Yes, perfect.

Matthew Chingos: Thank you, Steve. It's good to good to see you good to see Tina, and maybe some other members of the working group are here as well. Well tonight. It's great, great experience over the last few months to spend some time with folks in New York.

Matthew Chingos: So, as Steve mentioned, I work at the Urban Institute, we're a nonpartisan Independent nonprofit research organization based in Washington, DC. And our role is not to take positions on particular policies, but really to help folks understand what the research says and how policies are likely to play out in practice so they can adopt policies that advance their goals.

Matthew Chingos: So the one thing I want you to take away from my brief remarks tonight is the difference between class size as a general matter and class size caps in particular.

Matthew Chingos: I think almost all of us want smaller classes for our kids. I certainly do as a parent of 2 school-aged kids.

Matthew Chingos: And it's easy to make the jump from liking smaller classes to liking a mandate that all classes be below a certain number. Right? You like smaller classes. Well, then, it seems like a reasonable thing to come along and say, well, let's make all the classes smaller. But as Dan just talked about without unlimited budget that requires making a bunch of sacrifices that we may not want to make.

Matthew Chingos: That's because when principals decide how many classroom features to hire for their school, they're not just thinking about class size, but they're also thinking about how much money they wanna have left over to hire math coaches, hire guidance counselors, hire psychologists to fund music programs to support after school activities and all those other kinds of things that are beyond just what happens in the classroom

Matthew Chingos: or the primary classroom for children.

Matthew Chingos: And so what happens is if we require principals to reduce class size, we're effectively forcing them to make decisions that they don't think are best for kids to fire those math coaches to fire the guidance counselors or the art teachers to cancel the after school programs, or or what have you?

Matthew Chingos: And now, if there were research indicating that smaller classes are a highly cost, effective intervention, with more bang for the bucks than anything else the school might do. Then maybe we'd want to force them to do that. Maybe we'd want to substitute our judgement and say, Well, yeah, you like these after school programs. But the research is so strong. Small classes make such a big difference. You know, we we really need to tie your hands and say, you gotta invest in the smaller classes. But it's simply not the case

Matthew Chingos: the research indicates that in some cases smaller classes can produce better outcomes.

Matthew Chingos: But the evidence is pretty so thin.

Matthew Chingos: The best study we have which does show positive impacts of smaller classes in the early elementary grades was conducted in Tennessee in the 19 eighties

Matthew Chingos: there are a handful of other high quality studies. Most of them show smaller effects than the Tennessee study, and some of them find no effects at all. And most of the research we do have. Is from elementary school. As far as I'm aware, there's no high quality evidence. From high schools, or at least very low.

Matthew Chingos: and that's not to say that class size never matters, or that we should want classes to be enormous.

Matthew Chingos: It but it's just not the case that the evidence is compelling enough to overrule principals judgment by requiring them to adhere to inflexible caps on the class size applied across the board in every classroom. In this case in in New York City

Matthew Chingos: now states that have tried to do this generally have not had much success. Steve mentioned the California experience in the 19 nineties. And there then parks. They did it so quickly. They had to hire a lot of inexperienced teachers with which, at least initially offset any benefits of the smaller classes. Florida tried it in the 2,000. That was actually a policy that I studied in my dissertation a long time ago. And found that it didn't make much difference to student achievement.

Matthew Chingos: And in New York City the class mase cap class size caps might actually do more harm than good.

Matthew Chingos: Without new money, principals may have to cut higher impact activities, to fund smaller classes leading to worse student outcomes.

Matthew Chingos: Resources will have to be directed away from higher need. Schools which tend to be under enrolled and have smaller classes already to reduce classes in lower-in need. Overcrowded schools.

Matthew Chingos: and those overcrowded schools may have no choice but to turn families away, because the mandated smaller classes mean room for fewer students.

Matthew Chingos: The bottom line is that one size fits. All mandates are rarely a good idea, especially in education.

Matthew Chingos: If policymakers in Albany want to mitigate the harm this law will cause, they could make it more targeted.

Matthew Chingos: I think the Cec. Resolution's proposal of focusing the mandates on schools that may benefit the most, the highest need elementary schools with struggling achievement levels. I think it's worth taking a close look at. It would be one way. One approach to making the law less inequitable, more targeted, more cost effective.

Matthew Chingos: Lengthening the implementation. Timeline is another option to make sure there's enough time to hire new teachers without compromising on teacher quality, as the California experience shows us. and a longer on ramp to the policy would also make sure there's enough time to monitor the implications of the law as it's being rolled out and make adjustments, especially if the mandate is causing harm to students.

Matthew Chingos: So I hope that's helpful. Thank you for the opportunity to speak tonight, and happy to take any questions from the council members.

Steve Stowe: Great. Thank you so much, Matt. Can you just talk a little bit about the report that the Urban Institute recently put out because you've the urban. You've published at least one commentary specifically on the class size, law and just sort of specifically mentioned sort of the data analysis you performed and the conclusions you came to on that.

Matthew Chingos: It's a lot of what we do at Urban is. Think about the distributional impacts of a policy, you know. Where do the where do the costs come from? Where the benefits go? Who's gonna benefit more? Who's gonna benefit less?

Matthew Chingos: And one thing that you know, I said, we're nonpartisan on ideological, but we do care a lot about equity. We care a lot about how resources are distributed and whether we're providing, doing what we need to do to support the students, or furthest from opportunity support, especially students from families experiencing poverty. Especially to be concerned about issues around structural racism, and the the effect that that has on our black and brown students, you know, above and beyond

Matthew Chingos: the effects of of concentrated poverty where you know that we know are can be greater in those communities on average.

Matthew Chingos: and so that's been the focus of the analysis we've done of the New York City law. And so we've done 2 reports on this that you can find on on the urban website. One of them looks at just how the class size reductions would be distributed if the law were fully implemented.

Matthew Chingos: And what we find is that as you'd expect a lot of classes are above the currently above the caps. And so a lot of classes would be would be reduced.

Matthew Chingos: But on average there there would be more reductions in classrooms attended by lower income students than by not low income students, and there would be more reductions or sorry I got that reversed. There'd be more reductions in the classrooms of not low income students than a low income students, and there'd be more reduced class size in the classrooms of white nation students than a black and Hispanic students. And so we also ran some simulations about well, what does that imply for what it would, you know if you if you did have the new money?

Matthew Chingos: You know, how would those those dollars be distributed to pay for this? And so it's not surprising if, because the classes are already smaller in schools attended by

Matthew Chingos: low income students and black and Hispanic students. Well, you're gonna be directing less new money there. And so it would. If you were to fully fund this law, it would actually reduce funding equity in New York city because you'd be spending more new dollars to the lower needs schools.

Matthew Chingos: And now, of course, in practice, as the conversation tonight is touched on there. There isn't new money for this law. And so in essence, if the city were forced to do it, they'd have to take the money from somewhere. And so really, the challenges, you know, the State Commissioners pointed out is, you're gonna have to kind of Rob from Peter to pay Paul. And so the the harm to funding equity could be could be even greater to the extent you have to take

Matthew Chingos: from the from the lower needs schools. Or rather take from the higher needs schools where classes are already tend to be a little bit smaller. And send it to the to lower needs schools.

Elizabeth Chan: Do any council members have any questions for Matt? Yes, I wanted to ask did you even see how many of those students actually have outside instructions, like extra tutoring that their parents pay for.

Matthew Chingos: That was a great question. Thank you. That wasn't kind of part of our analysis. We were. We looked at some publicly available data just on counts and the class sizes and demographics and kind of just put together a a higher level analysis, but obviously understanding those resources that that families have outside of the classroom outside of the school is important. But wasn't part of the of the work we did on the class size policy in New York.

Elizabeth Chan: Alright, cause. That's very important information, because I feel like sometimes like people say, Oh, the students do better in the wealthier neighbor. But it's probably because they're also getting extra help outside of school.

Matthew Chingos: right? I think it's an important point, especially look at student achievement data across schools. Obviously, that doesn't just reflect what's happening in those schools. It reflects all kinds of resources students have access to in their neighborhoods in their homes, you know, from their families and and things like that.

Steve Stowe: Any questions for Matt, from council members

Steve Stowe: necessarily for them, but have question alright. So this wall was brought up on June of 2022. It was passed.

Steve Stowe: Did you guys even include that influx of migrants that's coming in thousands of thousands of children that are coming into the city schools that you guys even think about that. And plus District 75,

Steve Stowe: they they cut their money down by, probably about a million dollars. Was that even thought of? Yeah, I mean, it's not for Matt or I. Neither one of us had to do the law. Yeah, I mean

Steve Stowe: Matt, I don't know if you want to touch on that a little bit sort of what John John just raised the issue of sort of the influx of migrants we've had into this the city school systems, and and sorry. What was the second part of 75 children who is

Steve Stowe: New York City. Matt won't really. I don't think that's in Matt's purview. That's a budget question. But, Matt, yeah, if you could just comment, I guess it isn't an interesting dynamic here. We've had the obviously influx of migrants, thousands of students now looking for new schools and any any kind of any sort of

Steve Stowe: connection or thoughts around how that will be impacted, how that new cohort of students may or may not be impacted by this law. I don't know if you've looked at that sort of within New York City what schools are getting impacted the most I've heard anecdotes, but I haven't seen any comprehensive sort of look at it. But any thoughts on that.

Matthew Chingos: you know, it's really great question. That's something I've taken a look at. I mean. Obviously, I've read the headlines coming out of New York about about that set of issues. But I'm not aware of, you know, any data on exactly where.

Matthew Chingos: I think it would depend on the schools that those you know new newly arrived students are enrolling in

Matthew Chingos: in terms of to the extent those students are enrolling in schools that are relatively under enroll where class sizes are smaller. Well, maybe there's space to accommodate them within the class size caps. But to extend it. So you know a huge number of new students. And even if they're going to under enroll schools, well, then, those schools may become less less under enrolled.

Matthew Chingos: and, you know, put further pressure on the need to reduce class size. In those schools as well. Of course, they sent their going to overcrowded schools. Well, then, it's gonna make things more challenging there. So you know. So more, I think more students in the system depending on kind of how they're distributed across schools relative to these caps.

Matthew Chingos: You know. And that's kind of like the challenge with these caps is they don't put downward pressure on class size and say, Well, we kind of wanna you know, we have too many classes of 30. We wanna bring up to 28 by saying, you know, 2023, 2025 it makes it inflexible, and it creates sort of those management management challenges, and once you go from 20 to 21 we'll suddenly have to hire. You have to hire a new teacher.

Steve Stowe: Great thanks. And 1 point I will make here is

Steve Stowe: in particular, in relation to the migrants. I was just talking to a principal of of a week or so ago about bilingual education, and the principal was saying, Well, you know I've got these bilingual classes, and now the Du E is sending me the numbers under the class size law, and I need to increase the number of bilingual classes split em up and hire more bilingual teachers.

Steve Stowe: especially relevant with a lot of the migrant students coming in. But now you're suddenly in a situation where you actually have to find more qualified bilingual teachers. And that's an area that's in short supply. So just kind of a follow-on comment to that

Steve Stowe: any other questions for Matt from council members.

Steve Stowe: We good.

Steve Stowe: Alright, Matt, thanks. For joining District 20 tonight. Really appreciate you being here and the work you've done.

Steve Stowe: Yep, have a good night.

Steve Stowe: Okay. Next up is our school construction. Authority requests for this process, Kevin, can you? Can you share the sheet.

Steve Stowe: Yeah, that makes a lot of sense. So let me share the sheet.

Steve Stowe: For anyone who's not familiar. Once a year there's an opportunity for community community participation in the school construction authority. Capital plan and

Steve Stowe: schools are asked to submit projects. project requests, and our job as a Cec. Is to

Steve Stowe: vote on rank and vote the top 5, and then submit the entire list

Steve Stowe: to the school construction authority and the school construction authority will review

Steve Stowe: the submitted projects and make a decision usually comes back to us in the fall. So

Steve Stowe: I will share my screen and council members just a lot. I know a lot of you are new. It's your first time doing this. The process tonight, as I just mentioned, is we're going to take a look, and we've shared this several times with all of you.

Steve Stowe: Take a look at the project list and see if anyone has any recommendations for the top 5

Steve Stowe: and then we will vote and approve those so

Steve Stowe: kind of I've started. I've put a few up here that I think we might want to consider for the top 5

Steve Stowe: but nothing's final until we vote on it, and I'll just share a little bit for councilmembers. Some of my thinking on this

Steve Stowe: was. you know, reading through every project

Steve Stowe: the school construction authority really focuses on structural safety and soundness of buildings. So it's I think we should take that into consideration, we should put projects up here that really have to do with the building's integrity. Unfortunately, a lot of the projects that sometimes projects like technology projects and sort of school enhancement projects get submitted, and that's fine.

Steve Stowe: It's unlikely the Sca will approve those those should go to a a

Steve Stowe: resolution a funding through the borough president's office, or the city Council or another source. So I tried to take that into consideration when sort of picking out projects, and then also

Steve Stowe: looking at schools that haven't been in our top 5 the last few years compared to where we are now, so just giving, trying to rotate the number of schools in the top 5.

Steve Stowe: So anyway, with that as sort of opening comments, council members. If you

Steve Stowe: have any other thoughts, I'll just go through the the 5 II picked so far again. This is not final.

Steve Stowe: 506 principal noted that there was flooding in the school during heavy rain storms, and I think that to me is a something that the school construction authority should definitely take a look at.

Steve Stowe: Ps. 48 in Mapleton. I noticed that their auditorium project it has a it has a wheelchair. Has a lift for the wheelchair, but that wheels, but that is not functional.

Steve Stowe: In addition to some other auditorium upgrades. PS. 204,

Steve Stowe: highlighted a phone system that

Steve Stowe: doesn't work in inclement weather. And that's obviously could be a potential safety issue. PS. 2, 47, highlighted a real lack of

Steve Stowe: outdoor space in particular. And I think one of our councilmembers, John Vicatoni, has actually visited there, and and sort of vouched for that and so those are 4 projects that I sort of flagged, and all of them, I think

Steve Stowe: you know, some of them could be funded through resoa. But some of them definitely we'd like to ask the Sca what they think. But does anyone else have any ideas or other projects on the list that we could put in our top 5?

Steve Stowe: There's in particular, there's and then what I did for the rest of the grouping was. I grouped them by

Steve Stowe: category and by the order of

Steve Stowe: what I thought was under the Yes Sca's purview. So, for example, exterior projects, I grouped second electrical projects I grouped

Steve Stowe: after that

Steve Stowe: and then and then those to me speak to sort of building integrity. And then after that, we get into the you know, very common. Our bathroom upgrades. We've also got cafeteria upgrades and gym and auditorium upgrades. Those are very common requests. I've grouped those

Steve Stowe: here. And then, unfortunately, as I mentioned last, there are some smaller projects that typically won't get approved dealing with. For example, water fountains is a common one, and technology projects typically don't fall under the Sca's purview.

Steve Stowe: So I guess if we need one more project to put up here. I just want to flag, I think, there was

Steve Stowe: a

Steve Stowe: there's there's a request

Steve Stowe: for i'm just gonna take a moment and look at this, here

Steve Stowe: they were on here, it's yeah, let me let me look at that

Steve Stowe: and did you see it okay.

Steve Stowe: so from the exterior projects, I recommend moving picking one of these.

Steve Stowe: and moving that into our top 5,

Steve Stowe: there's 1, 70. I was. I was actually interested in this. I don't know if

Steve Stowe: that 1 70 talks about the windows in the building need replacing, and that to me again. This comes back to like what are things that the Sca would potentially do? Unfortunately, some of the so the stuff, like repairing a playground. Probably that's more like a resolution, a thing than the school construction authority. But, for example, PS. 1, 7, requesting, replacing the windows.

Steve Stowe: That to me seems like something that the sca should potentially go in and and

Steve Stowe: evaluate. And all of this will be evaluated by the Sca. We're not experts. Obviously, so no one has to feel like they. They're. you know, running construction analysis on this. This is purely just a community engagement exercise.

Steve Stowe: Alright. So we'll just move that one up to the top. 5 there for PS. 1, 70. And I don't believe they were on the list last year

Steve Stowe: of yeah, correct. Last year. The schools. Yeah, they were not on the top 5 lists last year.

Steve Stowe: so anyway, I will add them to the

Steve Stowe: the top 5 here.

Steve Stowe: and then we will.

Steve Stowe: Okay. So I've highlighted the top 5 requests in yellow. Those will be the ones that we will vote on to approve, but will send the whole list

Steve Stowe: to the Sca, and they do review

Steve Stowe: every project on the list. Each year

Steve Stowe: is there a motion to approve? Part and top 5.

Steve Stowe: Go ahead, Tim. 1 Si I did. There is a motion on the on the floor. But, Tamara, go ahead. Did you have a question?

Tamara Stern: Yeah, I I'm sorry we were all picking this, these the ones that you chose, or we're discussing altogether that we're picking these 5?

Steve Stowe: Yep. Did did you have any?

Tamara Stern: Did you have any response or anything, Tamara? Any suggestions? I was looking at the one for ps. 164. But the elevator

Tamara Stern: and

Tamara Stern: about the the concerns about the staff up and down.

Tamara Stern: you know, and I know, like we have a number of buildings in this district that that are not all accessible.

Tamara Stern: and

Tamara Stern: that seemed to be like like a genuine request. But we're looking at. We're just looking at just at the exterior of buildings.

Steve Stowe: Yeah, any. Tamara, the the elevator is an interesting one. Right? Because

Steve Stowe: have any issues with

Steve Stowe: haven't goes up to 5 stories. Yeah, yeah.

Steve Stowe: yeah, it's an interesting one I mean, I could tell. My part of this is the likelihood of getting things approved, and I know elevators to put an elevator in an old building. It's it's again. Some of this is based on my years of experience doing this and seeing what kind of projects actually get.

Steve Stowe: So some kind of response. A lot of them don't. But the elevator one to me. I did think about putting it in there, by the way, so I'm happy to move it in there. If if there's opinion to do that.

Steve Stowe: I have no problem doing that at all.

Tamara Stern: Safety concern.

Steve Stowe: we'll we'll go. We'll go see if they can. Consider an elevator at 1 64 here

Steve Stowe: in Tamara. I don't. I don't know. If you did, you have another specific request. I think you might have had a second project you wanted to discuss.

Tamara Stern: No, I was just looking through it because I wasn't sure like how we were going to be picking, because there's a lot of great projects here

Tamara Stern: that that are needed. And my question was just because I know there were schools that last year was already on this list, and to me it just didn't make any sense to to

Tamara Stern: have them be a part of this list if they already had some repairs that were already done last year.

Tamara Stern: So that would. That was my question, because I wasn't sure who I can remember who was picked last year out of the 5. So I wanted to make sure that we gave

Tamara Stern: another of schools, different schools a chance to actually get the update that they needed

Tamara Stern: for from this. Because, like I said, you're gonna give them the whole list. But like some of these are my liaison schools, and and we could do. We can speak to our city councilman and the Board President for some of these as well, so I just wanted to make sure that there was we know who the 5 was, and we make sure there was no cross compatibility. So we could advocate for the others.

Steve Stowe: Yeah, for the for the for the top 5. I did exactly consider that, and there is no repetition from last year to this year. And like you said, and like everything gets

Steve Stowe: gets looked at and reviewed. And I absolutely agree about liaisons finding the schools on this list that are their schools and working with elected officials to get funding as well. It's a great chance to sort of start that that engagement, because there's other ways to get funding besides just the Sca

Steve Stowe: alright. Is there a motion to approve these 5? Second, okay, Joyce, can you take a roll call vote?

Steve Stowe: And we're gonna you know

Steve Stowe: Steve Stoe? Yes.

Steve Stowe: John, yes.

Steve Stowe: Elizabeth. Yeah.

Steve Stowe: Joyce. Yes.

Steve Stowe: Mayfang. Yes. Wendy. Yes.

Steve Stowe: Yenching. Yes.

Steve Stowe: Maya, is this? Cues? Tamala.

Tamara Stern: Yes.

Steve Stowe: What did he say? What did she say?

Tamara Stern: Yes.

Steve Stowe: okay, thank you, Kevin.

Steve Stowe: but we have like yes, one absent.

Steve Stowe: I mean. Why, excuse

Steve Stowe: thanks.

Steve Stowe: I'm just making a quick correction. We did vote on the

Steve Stowe: elevator. I put the wrong 1. 64 project in there. But that's the project we're voting on. God.

Steve Stowe: Okay.

Steve Stowe: alright, thanks, Joyce. So that concludes our

Steve Stowe: see a capital project. Don't stop sharing my screen next up on the agenda is the superintendent's report. so Dr. Preto

Steve Stowe: floor is yours. Thank you. Good evening, everybody. Happy New Year. My presentation to night is

Steve Stowe: to introduce the 2 new principles that will open

Steve Stowe: the new elementary schools with districts to the next year. So PS. 4 13, which was known as the KO. 53 site, which is located in Upper Bay Ridge.

Steve Stowe: I'm Gonna. Introduce the project manager. Future interim acting principle, say here, say, and then afterwards, I'm going to introduce the project manager interim acting principle of PS. 3, 31, which was known as the K. 7, 6 building or the in Laguardian.

Steve Stowe: They've they've regarding school Lisa Lynn. So I'm gonna invite both of the project managers up, and they are going to introduce themselves, and also give a a preview of the open house presentations that will be provided to all prospective families to share the information about themselves and their backgrounds the initial mission and vision statements that they've developed for the schools initial programming considerations that

Steve Stowe: they have been they've designed and also ways in which community members interested families, parents can contact them directly, give feedback input on what they see and what they would like to see, and

Steve Stowe: so begin to get introduced to the communities as they work towards opening both schools. In September 2024. So I'm going to invite them folks up.

Steve Stowe: Mr. Sahib will go first, and then Miss Lynn will go second

Steve Stowe: 1%.

Steve Stowe: Alright. Good evening. Everyone my name is, I am the project manager for PS. 4, 13. Thank you, Dr. Preto, and thank you for

Steve Stowe: that committee taking the time for us to introduce ourselves and our plan for our schools

Steve Stowe: a little bit about myself. I was born and raised in Egypt, and I grew up in a house where I saw my my father as not only as a high school teacher, but also as an assistant principal who empowered the community. He was very involved.

Steve Stowe: I remember walking with him in the street, and sometimes we'll be stopping many times for questions and just for greetings. I didn't understand at the time.

Steve Stowe: Why is it important to take the time to talk to parents and to his students? But later on I understood that he was empowering not only

Steve Stowe: the parents, but also empowering the students, and I wanted to be like him. I wanted to be very involved in the community.

Steve Stowe: After that I came to the United States when I was 19 years old, after I finished my undergraduate degree to be a teacher. I didn't have any family in the States. It was not an easy change.

Steve Stowe: I I work many jobs. I work overnight. 12 h shifts.

Steve Stowe: and in the morning I went to City college to get my teacher certification to become an email teacher.

Steve Stowe: After that I accepted a position as an email teacher in District 12. I taught Esl special education. and later on I accepted a position as an assistant principal, Mr. 25. For 9 years.

Steve Stowe: During that time I supported teachers building their capacity. not only an instruction, but also presented and unpack different social-emotional learning programs, including Ruler and Sanford Harmony.

Steve Stowe: Shortly after that that 9 years I joined District 20 as a multi-language learner Service administrator for District 20, supporting 40 schools in the district.

Steve Stowe: and it was an amazing experience where I fall in love with District 20 and the the multi language learners that we have, and the amazing teachers and staff, as well as principals.

Steve Stowe: As a district staff member, I had the privilege of learning more about different structures

Steve Stowe: and different systems that our schools have.

Steve Stowe: I am also a parent of 2 beautiful children, one in third grade and one in Seventh grade. So I'm very proud of them.

Steve Stowe: This is the location of PS. 4 13. It's between Senators Senator Street and 60 Eighth Street on Third Avenue.

Steve Stowe: Our school's core values are communication, respect, and perseverance.

Steve Stowe: This is an overview about our school. PS. 4 13 is a new community elementary school in District 20, serving all students in grades. K to 5,

Steve Stowe: focusing on international world studies. All students will engage in strategically planned grade level activities.

Steve Stowe: and will learn the importance of perseverance and hard work as they make connections between their prior learning and new concepts. Our school will create a mutually respectful atmosphere among all individuals involved in students learning.

Steve Stowe: we will empower our students and parents by communicating clearly what is working and specific. Next steps

Steve Stowe: to meet the needs of all students.

Steve Stowe: Our vision

Steve Stowe: for PS. 4, 13 is dedicated to create a joyful and inclusive learning community, where all students, cultural and linguistic backgrounds are not only celebrated but also embraced.

Steve Stowe: We strive to empower our students for success

Steve Stowe: in a global society by providing them with the cultural, linguistic, and critical thinking skills necessary to thrive in a multicultural world.

Steve Stowe: Our mission is to develop students skills academically as well as socially and emotionally.

Steve Stowe: we continue nurturing community

Steve Stowe: of learners that value diversity and embrace the power of overcoming challenges. Our goal is to prepare our students to enrich their local communities

Steve Stowe: and global communities.

Steve Stowe: All means all.

Steve Stowe: PS. 4, 13 is for all students. All students will engage and rigorous standard aligned instruction, reflecting next generation learning standards.

Steve Stowe: enrichment activities will be created based on students, interest needs, and funds.

Steve Stowe: These are some of the core curriculum that we might have as we open our school

Steve Stowe: for Ela, we will utilize Hmm. And H. Into reading. For science, we will utilize, amplify, and password for social studies. for math. We will utilize envision.

Steve Stowe: and of course we will have art, physical education, and social emotional learning.

Steve Stowe: As I mentioned earlier, we will support all of our students. We will create enrichment activities for all students. There will be support for our students with disabilities based on their iap recommendations

Steve Stowe: as well as our multi-language learners for our multi-language learners.

Steve Stowe: We will have restanding email services, and we will have a two-way Arabic dual language program.

Steve Stowe: Let me explain here. The difference between one way do a language program and 2 way do a language program. And a one way do a language program. All students in the program are English language learners

Steve Stowe: with the same home language.

Steve Stowe: with a way, 2 way dual language program. Half of the students are English language learners and the other half are profession English speakers.

Steve Stowe: This is a great opportunity to build

Steve Stowe: knowledge language about multicultural

Steve Stowe: aspects, and create multiple opportunities for students to be on track

Steve Stowe: to earn the bilingual. The seal of biliteracy as high school graduates.

Steve Stowe: After-school programs will consider the work in progress, these on enrollment, these on parents interest as well as on funds.

Steve Stowe: These are different ways to get in touch with us.

Steve Stowe: We have our next open house on Friday, the january 12, from 6 Pm. To 7 pm. The information on the slide. Also, we have a phone number for the school as well as a website.

Steve Stowe: And there is a feedback form.

Steve Stowe: Your ideas and suggestions are essential to bring our plans and hopes to reality.

Steve Stowe: I am counting on the community members, the parents.

Steve Stowe: everyone who is present today to share their thoughts.

Steve Stowe: their hopes.

Steve Stowe: So we can work together and create an amazing learning experience for our students at PS. 4, 13.

Steve Stowe: Great thanks. So much. do any council members we don't have to. I don't think we need a ton of time on this. We're trying to get the meeting moving. But does anyone have any questions about maybe one question or something.

Steve Stowe: Class 3 classes

Steve Stowe: based on enrollment. That decision will be made. Thank you.

Steve Stowe: Actually, do have a question about 4, 13 construction wise, and maybe, David, something you could weigh in as well, or or

Steve Stowe: Are we on pro? Are we on on schedule with the building construction? Yes.

Steve Stowe: What's the contingency, if it is not complete by September.

Steve Stowe: So far there have been any discussions need to discuss any contingencies, but if there were, I would be working with the office district, planning with facilities and with the calendar to see plans. But as of right now there have been no concerns and need to discuss it.

Steve Stowe: Okay.

Steve Stowe: thanks. I think we can move along very nice to meet you. Sure, we'll be seeing you in the future. Thanks so much.

Steve Stowe: Hmm.

Tamara Stern: Hi, guys, I actually had a question for him.

Steve Stowe: Question, it's awesome.

Tamara Stern: Yeah. Hey, Tamara, go ahead. Okay. I wanted to find out. Will. Iep students be allowed to be part of the dual language program.

Steve Stowe: Tamara, can you repeat that, please?

Tamara Stern: Oh, with with any of the Iep students that you have be eligible for the dual language program.

Steve Stowe: said, yes, say, yes, you don't keep it all.

Elizabeth Chan: So the the question was.

Elizabeth Chan: enrichment programs and we were in indicating that

Elizabeth Chan: the 2 way dual language program

Elizabeth Chan: is considered an enrichment program because it not only includes English language learners, but also includes students who are English professional students. So those students will be learning 2 content areas

Elizabeth Chan: in in Arabic, which is a target language. And they will also learn the rules of the language, and not only the language, also the culture, so it's enrichment.

Elizabeth Chan: Thanks but I can move along now to our next price plan.

Elizabeth Chan: Good evening, everyone.

Elizabeth Chan: Okay.

Steve Stowe: thank you. And tonight, thank you you all for giving me this opportunity, and particularly Superintendent Dr. Preto

Steve Stowe: to give me this opportunity to become the new project manager for PS. 3, 3, one.

Steve Stowe: And if it is honor and privilege to be here to night to share a little bit about the spool and about myself.

Steve Stowe: I'm actually proud to call District 20 my home.

Steve Stowe: I was born and raised in Taiwan

Steve Stowe: and

Steve Stowe: My first job was Astrid in District 20 as a middle school and a middle school teacher, and then afterwards I was also the coach.

Steve Stowe: and also assistant principal in PS. 105,

Steve Stowe: yeah. Later on I would speak a little bit more about my background. I just want to show you my school right now.

David Pretto: the school is located.

David Pretto: So moving

David Pretto: alright. Got it? Very good teamwork. The school is located at 6 60 threer 63 12 searching Avenue.

David Pretto: the quasi, I believe, is between. Yeah, it's a 64 street. And this and I think right now is a 5 story. Buildings been builded and proposing for 547 seats.

David Pretto: This is our future building will look like

David Pretto: I believe, is stay of art. And I'm really, really excited to actually welcome all of you and our children into our building.

David Pretto: just like just like a piece. PS. 4, 13, our school will actually extend gray by gray. So we start with kindergarten proposing properly 4 to 5 sessions depends on the enrollment.

David Pretto: We will have a generate education and definitely will be serving the students with students with disabilities and English language learners.

David Pretto: Later on you will also learn that in our vision also is serving the students. That actually was a dedicated world language. When the student graduate that's actually the one our mission and vision

David Pretto: Umhm

David Pretto: a little bit about myself. I know this is slightly older version, the Prince very small, but I'm going to speak a little bit faster just about about myself.

David Pretto: As I mentioned, I was born during racing Taiwan. My parents were actually street vendor. They did not have a lot of education. We're not rich, but we are always happy, and we always have what we need.

David Pretto: Watching. My parents were, you know, getting up 4 5 am. In the morning and work until 11 and 12 Pm. At night. That really install the value that in me which is hard work and integrity.

David Pretto: And also there's a sense of community. since they really don't have a time taking care of me. I became very, very independent at very young age.

David Pretto: and I was also bought out by the village. That means that I was in my crib

David Pretto: and talking to everybody in the market. Everybody will walk past by my crib, and they will give me some food, and they will talk to me, and that's usually my day. And as I grow up as I as I was growing up.

David Pretto: we just watch each other's family, and we help each other, and we're taking each other's children. You know, I become the leader of the pack. So I think that kind of, you know. Lay the background of you know who I am today, and then why I do what I do.

David Pretto: My guidance mostly come from my teachers.

David Pretto: They are my guys in my inspiration. So I follow their footsteps to become a teacher. I graduate in a national no more Taiwan University, which is the Top Teachers College in Taiwan.

David Pretto: I was a middle school teacher and administrator there for 5 years before I came to United States in year 2,001,

David Pretto: I wait table for one year to wait for the opportunity to be able to serve a community here.

David Pretto: Finally, I got a call from District 20 S. Office to offer me a job

David Pretto: in the middle school.

David Pretto: The first day I walk into the classroom I have a 60 little faces looking at me. At that time the bilingual teachers are very rare, so I teach them bilingually. I enjoy my job very much.

David Pretto: One day something happened in the school. Students were very upset.

David Pretto: He was angry, but he was really not able to express himself.

David Pretto: Apparently something that happened. There's a conflict between him and other students.

David Pretto: We also called the parents coming in. The parent couldn't speak English either. so at that time I was a translator, and I was the advocate. Unfortunately, at that time there was really not a lot of following up

David Pretto: what's done. But you know, through that case.

David Pretto: So at that time

David Pretto: is when I decided I need to do more. I need to advocate more. And that's why I pursue school administration, and that's why I want to become a principal. Today.

David Pretto: I've been in education for 26 years. the past 2 and a half years. I was also the principal in Astoria.

David Pretto: It's a very unique school that's servicing the newly arrived immigrants for

David Pretto: New York City. We have tripled enrollment double the staff member. I was able to secure half 1 million dollars to build a state of our science labs and one and 100

David Pretto: $1,000 grants in technology, Agreement and Arts education.

David Pretto: I'm also

David Pretto: really concerned about the wellness and the social emotional in our students. So we have in store many different initiatives that within the school

David Pretto: our students only been here for a year and a half we actually was able to have double-ditch gains in Ela and Math.

David Pretto: and in a moment, right now I'm also part of the grave fellow for a great fellowship for principal excellence, and also serve as a coach as a principal.

David Pretto: Wu. Zabian said. what's so special about the school?

David Pretto: I have 2 children, one is 13, and one is 8.

David Pretto: My older son is actually on the spectrum.

David Pretto: and my younger daughter.

David Pretto: which has 1 million y questions every day.

David Pretto: So 2 of them together really challenged me as a parent and as an educator.

David Pretto: and every day I'm thinking about, what can I do more? Where should I live? Which school should I go to? And I think I'm talking to my community here.

David Pretto: So when I was trying to develop this school, I'm also thinking about. What kind of school do I want to send my child to?

David Pretto: So my key is, I want my child to be successful.

David Pretto: and I want myself to be happy. So within this school

David Pretto: we definitely going to get a foundational, the core curriculum that say you was talking about Downpack.

David Pretto: But we're also going to have individual focuses that prepare and children for the future job opportunities.

David Pretto: So that's why, tentatively, the school is called Gopo Academy for entrepreneurship and technology.

David Pretto: through different type of project-based learning infused in the curriculum and a mentorship.

David Pretto: And we're hoping to partner with a community with the parents, with big businesses.

David Pretto: So students can do different projects start from kindergarten.

David Pretto: Financial literacy is another one, I think, is very important that what's not really taught in school, that now just gending is important

David Pretto: at event takenology. What will happen in next 5 years when a I really taking place is already happening

David Pretto: right? We are all trying to catch up here. I'm still learning. You know, our kids are actually digital native size. So they are more advanced than we do. So I really really want to kind of bring it to the forefront

David Pretto: world language in order to be a global citizen, you have to know another language, so you can communicate. So you can be more competitive right in the future.

David Pretto: And the last thing is student agency.

David Pretto: I think, student, right now, we're so attached to devices or sometimes technology.

David Pretto: the social, the social interaction, and also self understanding and emotional challenges and intelligence sometimes is not really that well developed.

David Pretto: you know, and a lot of things happen just because that student doesn't really understand themselves and the other person. So the mutual respect and also the self learning and self empowerment and student voice are so important that I want to totally ingrain in our vision and vision.

David Pretto: So within our vision you can see that we envision a nurturing and inclusive and environment for all children.

David Pretto: And we want to actually groom 20 first century global citizen was in what we do talk about entrepreneurial pathways.

David Pretto: financial knowledge, technology and definitely graduate with one world language that they chosen

David Pretto: so is in our mission in the mission, definitely, also kind of go back to what we're talking about. Definitely, we're gonna go beyond traditional learning. We have to get the core academic skill. We have to master that then do different kind of pathway. We can also prioritize students, voice self love and personal empowerment.

David Pretto: and also the sensor responsibility of the community services.

David Pretto: You know. This is. This is what I believe. This is what I live and breathe, and definitely also welcome the community feedback, and also your cooperation in making this happen.

David Pretto: I want every child flourish. It was academically, socially, emotionally, and laying that foundation for them for lifetime, success, fulfillment and happiness.

David Pretto: This is our core values, global awareness, academic excellence, fostering entrepreneurships, ethical leadership, adaptability and flexibility and technology integration.

David Pretto: So going back to our 5 key points. And that's what our vision and vision's about.

David Pretto: Here's the information. Here's some of our information you can call us. But I would really encourage you to email us, because when you write something to us. We can actually take our time to read through your comments, to give you a feedback. And and I'm inviting all the parents that actually, when you

David Pretto: sign up for our school. I know the deadline is January 19, and we're also just like, say, I'm having the virtual open house next Tuesday night. It's our next slide. We'll send out the flyers, and we can actually provide the CC committee a flyer as well. Here's our email.

David Pretto: PS. 3, 3, one bk@gmail.com. And here's a very simple website. Just kind of talk about our vision and vision

David Pretto: again, here's our school location

David Pretto: feel free to reach out and

David Pretto: thank you so much for having me here.

David Pretto: Thank you. Thank you.

David Pretto: Just

David Pretto: we. We do have to keep moving. But I just wanna ask a quick question, both. Both. II guess you're sitting here so you can answer it. But I'm also same question. Kind of goes for, say, to programming at the schools, you know. Just curious as far as you both come in with visions. Obviously, that's great. I actually really feel like schools need principals who have visions, who can?

David Pretto: who can steer the ship? It's a it's an administrative role. It's not a you know role where you're constantly saying, what should I do? What should I do?

David Pretto: But I do wonder about parent engagement on the creating, the sort of the programming and the the framework for both of your schools what was done? What will be done

David Pretto: as far as getting parent engagement and parent input into that process?

Elizabeth Chan: Sorry I'm muted.

Elizabeth Chan: So the question was about parent involvement. And actually, II like to call it a parent empowerment cause. It's not only engagement, but also empowering them. So, as I mentioned, we are at the very early stages of framing our school and creating those systems and structures. So at this point we are open for all

Elizabeth Chan: suggestions and ideas from parents. As I mentioned earlier, the the hopes for the community. What would they like to see in the school? So

Elizabeth Chan: th there are different ways of communicating with us and

Elizabeth Chan: getting the

Elizabeth Chan: the the structure going up once we have our

Elizabeth Chan: kindergarten admissions windows close. I think it's January nineteenth. After that we will reach out again to those parents specifically whose children would be admitted to the school, and then we will have in person or or virtual meetings and hear more from those parents specifically.

David Pretto: So it would be better if parents knew in advance what the school was gonna offer, and then they might decide to apply or not.

David Pretto: Can I just add on what say was saying that what we're doing right now is that just like the Cp is working document. Right? So right now, we're collecting feedback just based on this presentation, parents are going to open house and virtual meetings will have the counter information. You'll be ongoing communication right before the school even open. We do our programming and the budget during the summer.

David Pretto: Right? So once we have those group, the parents actually working with us. And it, we will continue to evolve even after the school starts, because after school starts like depends on who has mandate, who does not, where it's a space and which program, what we're partnering with that might change.

Elizabeth Chan: So I believe we're gonna have the community design committee form afterwards, like, after probably enrollment close. And one we know who our community is, and we'll be able to take it from there like. Say you said, it is early on in the process. We're in January and Lisa here, both along with Steven Lombardo begun engaging the same process of

Elizabeth Chan: designing mission vision these types of kind of broader concepts that they look to drive to school with values other than curriculum.

Elizabeth Chan: The schools are small as well, so there is not an infinite amount of offerings that schools are gonna be able to offer with a school of 3 sections or a school of 5 sections per grade. So it is really important. And it's really important to me that the schools that we open serve the communities that they serve. You know, we wanna make sure that and we have the opportunity with a new school to be able to utilize. You know, district priorities, you know, are accelerated learning structures and and

Elizabeth Chan: all of those different pieces that do exist, but also to inform like, how that's gonna be tailored to the environment that families that come into these new schools can help inform. It's something that's very important to me. And and I hope that the leaders have been able to express that.

Elizabeth Chan: Thanks.

Elizabeth Chan: Yeah, 1 one more has.

Elizabeth Chan: So kindergarten classes are 25 students. Cap, so will be about 2 or 3 classes in kindergarten, but depends on enrollment.

Elizabeth Chan: Miss Linds, not the principal of the district. 75 program. It's J. It's co-located in the school. Yup.

Elizabeth Chan: Thanks. Thank you. Thank you.

Steve Stowe: Andrew.

See?

Steve Stowe: Okay, Council President, I'm just going to make one announcement.

Steve Stowe: Coming up in 2 weeks a little bit less than 2 weeks. Tuesday, January 20. Third. We have District 20 Town Hall with Chancellor Banks.

Steve Stowe: and I just want to get that on everyone's radar. The flyers the department of the the Boe makes those. So they've told us they're going to be getting those to us any day, so we'll be sending that out. To the to to everyone but Chancellor Banks will be here. The event will be at P.

Steve Stowe: It will start at 6 30 on January 20. Third, it will run for an hour. And so we encourage everyone to to attend the way these events work. They are discussions, conversations with

Steve Stowe: the Cec. And the Chancellor. But the Cec. Takes questions from the community, and so we really encourage obviously, all the questions and comments we hear at these meetings, we can channel those. And anyone who wants to submit a question specifically for the Town Hall with Chancellor Banks.

Steve Stowe: please email the Cec. Cec, 20@schools.nyc, dot gov, and we will take those questions. We'll try to get those questions asked and answered. We can never get to all of them since there's a time limit. But and we hope many of you join us, either online or in person. January 20. Third, at PS. 69.

Steve Stowe: Now we will have our second public speaking session. and we will go to the speakers who signed up online. We're gonna go 2 min per speaker.

Steve Stowe: Kevin, how many do we have signed up?

Steve Stowe: Awesome. Sure.

Steve Stowe: Last name area?

Steve Stowe: Oh, yes, I mean, we can. Yes, there's another yeah. Anyone who's in person that yeah, we didn't. It's not exclusive to the first session, but just anyone else in person who would like to sign up to speak. Now, you can do so as well on the sign-in sheet.

Steve Stowe: We'll go online, take a few online 100, great and we have 10 online. So. And it is 8, 38, 30, and we have 2. It looks like in person. We can go 2 and a half minutes per speaker.

Steve Stowe: yeah, 2 and a half minutes per speaker.

Steve Stowe: So online, Kevin, who is our first?

Steve Stowe: Who's our first?

Steve Stowe: Okay, Ariel, can you hear me? And if you can go ahead.

Ariel Arroyo: Thank you so much. Sorry.

Ariel Arroyo: I just wanted to speak about the resolution and before I go. I know it's a little late, but Happy New Year to all.

Ariel Arroyo: I'm speaking against the resolution, and I hope that everyone will agree with me. It is about time that we give our students

Ariel Arroyo: class sizes similar to those throughout the rest of the States.

Ariel Arroyo: The campaign for fiscal equity!

Ariel Arroyo: One of the largest portions of that was the fact that our students have been short changed for decades. In terms of receiving the services that they need and class size was one of those pieces.

Ariel Arroyo: The State funded the campaign for fiscal equity finally, fully this year, and the funds have been given to provide

Ariel Arroyo: those services, including the class size. So I am not going to beleaguer the point. I just hope that every one votes against the resolution. Thank you.

Steve Stowe: Thank you.

Steve Stowe: Kevin. Who's our next speaker. and and

Steve Stowe: Elizabeth Edmunds, can you hear me?

Elizabeth Edmonds: Yeah, I'm here. Okay.

Elizabeth Edmonds: Can you hear me? Good. Alright. I'll try to keep it to 2 and a half minutes I'm here as a private citizen. To talk about on Senator and Third Avenue. Mother of 3 children and one of them is zone for that school. I'm also mother of another kid with an iep I wanted to say at the outset, thanks to you, Steve, for all your tireless service, and also to Dr. Preto, and your team for being so responsive about this school.

Elizabeth Edmonds: The number one thing I think we need for the about this school is a town hall meeting for people to offer community input on programming.

Elizabeth Edmonds: I know there's an open house this Friday. It's at 50'clock but that's very short notice for people who are applying for kindergarten. It's also after sunset on Friday so many observant Jews will not be able to attend, and we do have quite a few of those in the zone for this school. So I think that we need to find another time. In addition to this Friday meeting, to have a town hall where the whole community can come together and offer input on the programming that they wanna see at this school.

Elizabeth Edmonds: I understand dual language is a priority for this school. And I think that's wonderful. I wanna suggest for this school that it. We could have French it could be the first elementary school of District 20 to have a French program.

Elizabeth Edmonds: And I think that would be really great, because the students can continue their learning in middle school and in high school. With the French program which can be harder with other languages, but many middle schools and high schools already have French. So if you're not a native French speaker, although we do have many native French speakers in the Zone and around Bay Ridge and in District 20

Elizabeth Edmonds: we could also, you know, continue to have the students learning that language. And I do think that there needs to be a community conversation about the choice of language. If there's going to be a dual language program particularly, it's such a tiny school with so few resources.

Elizabeth Edmonds: The next thing, I would say is, we need options for progressive accelerated learning and District 20, we need a project based school where kids can learn at an accelerated pace, particularly in math, if that's what they want.

Elizabeth Edmonds: There's quite a demand for no homework at the elementary level. I don't think we have a school in Bay Ridge that offers that right now. And we need outdoor recess, and at this school you could have outdoor recess at all is Head Park. I mean, you could have a forest kindergarten, you know. It could be wonderful. It's 2 blocks away. It's perfectly situated for that. So I'd be really hopeful for that if I would send my 3 year old to that. When he's in kindergarten

Elizabeth Edmonds: Finally. Well, almost finally, I understand that twice exceptional programming is off the table here, and I think that's too bad. I'm hopeful. Someday we'll get it. But

Elizabeth Edmonds: I think everyone agrees we need more national programs than Bay Ridge

Elizabeth Edmonds: and more 6 to 1 28 programs, some more special Ed. And then one quick, last thing is, just everyone wants a garden at this school like, let's get the garden going at this school and get it done. Thank you, everyone.

Steve Stowe: Thank you speaker.

Steve Stowe: Emily Lehmann? Great Emily Emily Lehmann?

Steve Stowe: Yeah. Oh.

Steve Stowe: Francis Brown! Francis, you can go, and

Frances Brown: I oh, oh, sorry!

Frances Brown: Hi! My name is Francis. I'm here on behalf of Senator Iwan Chu. I'll keep this very brief. I know you guys have a lot to get through. Still, for the rest of the meeting. We have few events coming up, such as oats in the office, and a number of New Year events. If you would like some more information, or if you have any issues, please reach out to our office.

Frances Brown: Our email is Ewen chew@nyen.gov. and our office is located at 6, 6 0 5, Fort Hamilton Parkway.

Frances Brown: Thank you.

Steve Stowe: Next next speaker is is Johanna Jorkin for

Steve Stowe: Johanna. If you can hear, we can go ahead 2 and a half minutes.

Johanna Bjorken: Hi, there! Can you hear me?

Johanna Bjorken: Can you hear me? Okay, Hi, Steve, it's nice to see you again. It was really nice. I kind of felt like the old gang was already reunited again a little bit tonight. I'm for those you don't know, and I'm that's most of you on the panel. I'm a parent.

Johanna Bjorken: In Sunset Park. I follow on the district 15 line, but just a couple of blocks from District 20, and so I know you all, and your district very well. I was also a member of the class size working group, and I wanted to say how I know I know District 20 is a different piece in District 15. And how glad I am for the support there is in your resolution for reducing class size.

Johanna Bjorken: But I do want to say that this, this, the ultimate

Johanna Bjorken: tactics here, are really scare oriented in a way that really is unnecessary. There are a lot of things on the resolution that just don't need to be that people don't need to be afraid of.

Johanna Bjorken: for enrollment caps that happens now their caps. Now there's a zoning process and a rezoning process, and when parents march to Albany they didn't think that this is just going to be a small tweak. This was decades long work

Johanna Bjorken: to get this law passed.

Johanna Bjorken: And the type of tweaking. Let's make a carve out here. Let's make a carve out there. Let's accept this. Let's accept that. We know the DOE is a huge bureaucracy that cannot handle that cannot manage that

Johanna Bjorken: And and really, we need to do this. It's what parents want. It's what's good for kids. It's something that we can do. If we have the courage to reimagine how we do it. And that goes from the financial aspects all the way up to the operation aspect. So I really hope

Johanna Bjorken: that you'll table this resolution and that you really won't be afraid of implementing this. Why, you won't succumb to the scare tactics. Thank you.

Steve Stowe: Thank you.

Steve Stowe: So actually. Russell, Max, go ahead.

Michelle Magnus: Hello! Can you hear me?

Steve Stowe: Yes.

Michelle Magnus: okay, perfect.

Michelle Magnus: Hi, my name is Michelle. I'm current parent of 3 students in the DOE system. So I'm just gonna read something I wrote.

Michelle Magnus: the smaller class size is only harmful. If the funding formula doesn't change. Some speakers have mentioned this tonight that the choice the choices principal principles will have to make regarding providing what resources?

Michelle Magnus: I'm a proponent of smaller class sizes. But why have a law if it's not going to be properly funded.

Michelle Magnus: I am 5 years in as a parent in the DOE system, and my biggest takeaways are that it doesn't matter what curriculum we have. It only matters how well trained and enthusiast enthusiastic a teacher is.

Michelle Magnus: how well a principal knows her community, and how well parents are willing to advocate and partner with their schools. More importantly than not, one size fits all when it comes to curriculum.

Michelle Magnus: Each school and each district have different needs, and mandates like these current ones will only take away the abilities for administrators and parents to provide. The education they know fits the needs of their school community.

Michelle Magnus: And this is why I am encouraging Doctor Preto to not impose his into literature. Mandate at the middle school level any more.

Michelle Magnus: It's not equitable, equitable. When you create limitations for all our different learners, these one size fits. All mandates need to go. There is an article in the New York Times regarding a school system in California that invested money to training teachers in the science of reading and not in a predetermined curriculum.

Michelle Magnus: It's time we start investing our taxpayer money to change the changes that make sense, and properly train our teachers to carry out the philosophy, the way they see fit in their school community, the T,

Michelle Magnus: the the

Michelle Magnus: a new mayor, a new curricula. More money there that tends tends to be the trend. Let's keep the money in the schools and not in the pockets of these vendors.

Michelle Magnus: Thank you.

Steve Stowe: Thank you.

Steve Stowe: comments all that. You can go ahead.

Paullette Healy: I'm actually really embarrassed.

Paullette Healy: By this council right now.

Paullette Healy: because we've we've been in this meeting for over 2 h, going on 3. We're still talking about a class sized law that is mandated by our State

Paullette Healy: when we had families come to our meeting talking about

Paullette Healy: their children being abused and bullied, and feeling that they have no place in this district.

Paullette Healy: but that's not being prioritized. The safety of our families is not being prioritized. We are still arguing about something that is mandated by the State. and it's frustrating.

Paullette Healy: And you know, it's like we've we've we've had. We have families in the sitting in this audience who have been waiting for 2 h to hear about their brand new schools that are coming online and wondering like, Is this an opportunity for my kid?

Paullette Healy: But you spent an hour talking about class, this class size Bill that is already mandated by the State.

Paullette Healy: It's incredibly frustrating. It's still going on in the chat right now. I am so embarrassed as a long time, you know, District 20, resident as a Bay ridge, resident as of as an avenue, who's been fighting for students with disabilities for over 15 years. This is embarrassing.

Paullette Healy: So do better. And and quite honestly, yeah, we need more specialized programming. Aims. Programs are being considered because that's the D, that falls under umbrella. So yeah, you know, Elizabeth, if you want to talk about Ames programs, I welcome you to the table

Paullette Healy: because we're we're working on getting our program directors in place for the D 75 Co. Locations. That's what we need to be talking about.

Paullette Healy: And quite honestly, none of this would be a factor if it wasn't for mayoral control.

Paullette Healy: So being that you know, our schools were not funded and we had to sue on behalf of the campaign for fiscality because of mayoral control, because they changed the way our schools are funded. That

Paullette Healy: is the real problem, and I encourage everyone if they have the time to go to boys and girls. High School tomorrow at 5 PM. To testify on ending mayoral control. Thank you.

Steve Stowe: Thank you. Sam. Here.

Steve Stowe: No last name. Okay, Tam.

Steve Stowe: you're up one.

Tam R: Hi, Hello! Sorry. Sorry I'm in transit. So it's a little bit louder. I apologize for that.

Tam R: I agree a lot with what I heard.

Tam R: Miss Healy, just say in terms of this, this is happening, and we need to get on board with the fact that it's happening. So I think that we are wasting time. There's there was a lot tonight that I heard that was really disturbing in terms of student safety. And when I think about something like small class sizes, I think about student safety. And I wonder why that has been ignored largely in this sort of minority report or counter resolution. However, you wanna explain it.

Tam R: School safety and the climate in the schools improves when you have smaller class sizes. This has been studied for decades, and the research is widely available. Suspensions go down.

Tam R: violence goes down and guess what bullying goes down, and it's correlated to the fact that students feel like they're a part of a community. The smaller the classrooms, the more students get to know each other, but also the more they get to know their teachers. And when teachers can have that extra time with those students, they can put in for interventions that are often life-saving

Tam R: for these students. It's not just Iep's. It's mental health. It's all kinds of supports that go

Tam R: undiagnosed, that are that aren't happening. And we're in a mental health crisis. We can all get on board with that, and at least acknowledge that that's actually happening. Small class sizes helps with all of these things. So the focus on academics. We already know academic achievement. It closes those gaps. Those studies are there as well. But you have to look at the total student. You have to think about their well-being, not just academically, but socially and emotionally as well.

Tam R: And I really do appreciate I don't know your name. I forgot your name. Sorry, sir. There was someone who spoke about.

Tam R: No, I am brain farting.

Tam R: I'm totally brain farting on this. Oh, I'm sorry. The working condition working conditions for teachers. And I'm an educator. And I've worked in all kinds of environments, traditional, non traditional. ICT, now, I'm at Nyu. And I can tell you absolutely that the working conditions for our teachers has nothing to do with how much money they're making their, the conditions suck.

Tam R: And that's why they're leaving. We are losing veteran teachers right now, and the number one thing I hear is, classrooms are overcrowded, the fundings not actually going to the teachers in the classrooms. And it's not going to the students. There's mismanagement across the board. There's also the fallout from the pandemic where parents basically blamed teachers

Tam R: for schools closing for any kind of, you know, learning loss that happens. Sure, there's a big divide that happening between teachers and you know, and and students and and families that needs to be healed. So if we wanna attain and attract.

Tam R: really, great teachers make their working conditions better, lower class sizes and have more meaningful impact on those student teacher relationships. And it helps our iap kids helps our students with disabilities. And last thing. And last thing, sorry, it's really hard. Very last thing small class sizes do help students with disabilities. Thank you.

Steve Stowe: Thank you. Venus. Segments, classmate Venus.

Steve Stowe: And just so Venus is a go ahead, Venus, you're up.

Venus Sze-Tsang: Hi, everyone. Sorry I'm traveling. So I'm not gonna turn on my camera. So I'm fine. I mean, elected parent pub member and plus size working group member, one of the authors of the Minority group.

Venus Sze-Tsang: I've spent a lot of time and ce meeting throughout the city listening in on feedback about the class size law. I want to remind the public that supporting the class size, minority report does not mean that we are anti teacher or anti student. We want to lower class size to, but not at the expense of more learning. Most for our pandemic, our students. There is a natural cause, such as the pandemic, such as the flooding housing migrants, and schools that cause learning disruption. How do we knowingly cause learning disruption to our students?

Venus Sze-Tsang: Many police, many policy is written in a way that these things up for interpretation. I'm not comfortable with the class size, working group recommendation of capping enrollment, because that says out loud and clear that we will disrupt our families. Starting from kindergarten, we will have wait lists

Venus Sze-Tsang: right here in District 20. You guys are getting new schools. You're all excited. You're all relieving and proud of schools, right? This is how it should be. Build, then move the students, not move the students to the next under old school, which could be nowhere in District 20. Every school is crowded.

Venus Sze-Tsang: a parent teacher and

Venus Sze-Tsang: apparent slash teacher and district 22 voice that she was worried that her child, ICT. Class will be affected. She was worried that once implemented, many ICT students would be declassified because there won't be enough special Ed teachers. Special Ed teachers are very hard to hire, so her concern is valid. It's not right for community members to moralize her for being concerned and not wanting smaller class size and place for children's education

Venus Sze-Tsang: needs not being met.

Venus Sze-Tsang: This needs to be done strategically, as outlined in the minority report. We need to show that it's something worth the investment to do. Starting with the group of young students that will benefit the most building a strong foundation if you don't know what kindergarten and wait list look like. Can you imagine getting a call at the end of kindergarten that they can return to their zone school and first grade.

Venus Sze-Tsang: If we support Cap in a moment many, many families will be shut out of their zone slope, and the long term effect can stretch out to Ap. Classes, dual language programs, elected, etc., being affected. Someone mentioned their child is in a class of 32 seats. If classes get cut to 20 seats. Where are the other 12 children going?

Venus Sze-Tsang: We need more capacity and more teachers. We don't have the money, the capacity, or the teachers, even if we have the money to build capacity, it's not going to happen in 5 years, because we can't even build a building in 5 years. The answer isn't simply fully funding the school. We're going to lose funding per the law if we don't get it done in 5 years. Now, are you willing to lose funds for?

Venus Sze-Tsang: Yeah, you can finish up.

Venus Sze-Tsang: Oh, are you now? Are you willing to lose funds for D 75 students to support more class size for all. Are you willing to volunteer your child to attend an UN under enrolled school, maybe a mile away? These are the trade offs we all have to think about. Please support the district. 20. Resolution how to approach this law in a better way. Thank you.

Steve Stowe: Thank you. Thank.

Steve Stowe: And now we'll go to a few more.

Steve Stowe: few more in person. Speakers. First, one is Yaten Chu

Steve Stowe: group

abstract.

Elizabeth Chan: We're already across the board.

Elizabeth Chan: Really

Elizabeth Chan: opinion about concerns.

Elizabeth Chan: But I was saying that all of us here need to speak to our collective

Elizabeth Chan: from the topic, from parents.

Elizabeth Chan: from teachers and educators. And we need to get this long.

Elizabeth Chan: Thank. Thank you.

Elizabeth Chan: Next.

Elizabeth Chan: do do you need to make phone because it doesn't sound that? Well, like, it's not as clear if needed, we can use it. Yeah, sure.

Elizabeth Chan: yeah.

Elizabeth Chan: It becomes a really challenging issue

Elizabeth Chan: attendance of middle school. So right now, the school is so. So we set up

Elizabeth Chan: length of 2, 11 min.

Elizabeth Chan: So

yes, that's right.

Also one.

Elizabeth Chan: I think.

Thank you.

Elizabeth Chan: Interpreters have noted. If if people could speak without the microphone interpreters have noted, it's easier to hear without the microphone.

Steve Stowe: So we'll we'll try that

Elizabeth Chan: next Mexico now.

Steve Stowe: So try without it. If it's okay. Kevin, can one? Sec. Kevin? Is that? Okay? Do you think that's okay for people online should be able to go? Okay, yeah, go ahead. Hong.

Elizabeth Chan: Yes. Voices. And also from the educator and and administrators. I feel like many of our voices I heard about the safety, the children safety, the note bullying. And I think that's

Elizabeth Chan: still very our first priority and not for recently. What happened is still our priority, not first, but our priority, and then for class size. Someone said, Oh, this just class size compared to

Elizabeth Chan: the 50 is is shouldn't be issue here. But we do think this way just now, one parent said, like, Oh, they are looking for the looking forward, the new classroom, the new schools but think other parents might have concern like in the new classroom or new school because of class size card, and that they are also not ready. Seems a sound, not ready.

Elizabeth Chan: The teacher resources we we don't know yet, and I don't think you also know very well. But if it could really apply from what I hear tonight, so think about other parents were worried about if their kids will get a state in that new classroom or new school.

Elizabeth Chan: So that's the same concern as as a other. You know, parents looking forward to have smaller class size, or, as actually, everyone wanted to learn better education resources like smaller classes

Elizabeth Chan: better, teacher good teacher, quantified teachers and the better program. But if this class size

Elizabeth Chan: cut this pro, this policy will have big impact on those you know on the parent, on the student admin for those screen programs and qualified group programs which might be cut. So I think that's equally

Elizabeth Chan: equally very important

Elizabeth Chan: issues are like you, you administrators, and should consider, and should the like find some way to lobby, to the

Elizabeth Chan: to the politics, to the you know those councilman mayor, so I hope

Elizabeth Chan: we can all we are all expecting

Elizabeth Chan: we can to see this thing to be S to be solved in thoughtful way. Yeah, thank you. And thank you for. Tonight's small hours, everyone, I think.

Elizabeth Chan: Thank you. Thank you much.

Elizabeth Chan: That's it. Right?

Elizabeth Chan: That concludes our public speaking. We'll now move on to resolution. 7

Steve Stowe: and as the sponsor, I'll share my screen on that.

Steve Stowe: What? Boom?

Steve Stowe: Yeah, once, 1 s, Elizabeth. And what we'll do is I'll just make a few opening comments on the rezo as it's like, I said. I'm the sponsor, and then we'll go and order, and we'll go and turn, and I just allows people to sort of.

Steve Stowe: you know, either raise their hands or ask me, and then we'll we'll comment. There'll be time to make a statement, and then at some point, we'll move on to a vote.

Steve Stowe: So this is obviously a major issue. There's obviously a lot of interest in this. Briefly speaking, I just want to make a point, which is.

Steve Stowe: I served on the working.

Steve Stowe: and we spent months and months discussing and deliberating, and

Steve Stowe: we are no closer to truly understanding the nuts and bolts of implementation than we were when we started. There's a majority report which recommends implementing the law, and you've heard many supporters to night speak about doing whatever it takes to implement the law. And then there's the minority report.

Steve Stowe: I don't have the answers. By the way I was, I was blown away by the complexity of what I'm what implementing this law would mean for schools. In any number of ways. What principals will have to do with classrooms and and numbers and you know, potentially moving kids around and looking at a district and zoning you know the the other issues we talked about with teach lack of teachers. And of course, funding and where does that come from?

Steve Stowe: This law is an amendment to the class sized law. It is not a repeal of the class sized law. It is simply saying.

Steve Stowe: Let's slow down the process. Let's make it something that will achieve positive outcomes based on what the research says

Steve Stowe: and something that can be implemented without the DOE being penalized.

Steve Stowe: To financial penalties.

Steve Stowe: it's an amendment that will hopefully address the real needs in the system. There have been a number of comments about tonight about there are other, you know, other benefits other than academic performance. Of course there are no one disputes that we all want small class sizes. If we had the choice

Steve Stowe: and and that's, in fact, the first section in this resolution says.

Steve Stowe: You know, whereas parents, including those who support this resolution want smaller classes.

Steve Stowe: But it's really a mistake to make it mandatory across the city

Steve Stowe: without any funding. And there's there are points made that oh, this is part of the campaign for fiscal equity, and we got a bunch of money to reduce class size.

Steve Stowe: That money is already budgeted, that money is in the DOE budget right now, funding teachers programs. But the class size law adds on top of that and so I just want people to be aware that there's no new funding for this law. And and that's a huge issue that schools are gonna have to grapple with and wrestle with over the years to come.

Steve Stowe: and it will affect families. I'm not going to go through this resolution in in too much depth. I've talked about some of the the other studies that have been done on class size, research, and the other especially important, I think, are other State experiences. California, Florida both tried it. You know neither one has demonstrated gains from it. California scrapped theirs.

Steve Stowe: The social, emotional gains. No one has a way of measuring those we can talk and debate about that. All all night long

Steve Stowe: I see there's lots of comments in the chat about that. That's part of the narrative.

Steve Stowe: Nobody knows, for sure the benefits on qualitative things like like social, emotional learning, and classes. And again, we do want small classes if we can get them.

Steve Stowe: I just want to go to the end here, because this is really where I think it should hit home for district 20 parents in districts that are already very crowded.

Steve Stowe: This is a map showing our elementary schools. And this is in red shows the schools that are 75 to a hundred percent of their classes are over the cap. So these are the schools that

Steve Stowe: if if if we start to reduce class size, they'll have to send some of their families to other schools.

Steve Stowe: And if you look at this map, you might, you know, sort of naturally look at, you know. Where would they go well. Some of the schools are in yellow, those are 50 to 74%. Over the cap doing a little better, but still the majority of their classes are over the cap.

Steve Stowe: And then you have some schools in blue.

Steve Stowe: We don't have any schools that are green in District 20, in which the you know, under 25% of our classes are over the cap. But almost all of our schools are majority of our classes are over. The cap isn't going to result in a massive, you know, movement of families and students further away from their zoned elementary schools.

Steve Stowe: And we know that's especially important to parents at the elementary school level, having a neighborhood zoned school that you can easily get to one parent I spoken to or heard from in the course of

Steve Stowe: getting feedback on this talks about the grandparents. Many of our immigrant families have grandparents taking their their children to school with with immigrant parents working often early in the morning. And if you're talking about having parents having families needing to go further away for schools, elementary schools.

Steve Stowe: is that. Really, that's going to be a significant challenge, for you know, perhaps non English speaking immigrant grandparents, you know, bringing their kids to a school 2, 2 or 3 miles away, as opposed to the neighborhood Zone school.

Steve Stowe: So those are the only comments I'll make on the resolution amend the class size law. Let's do it in a way that that makes sense based on the research, and that won't

Steve Stowe: hurt our schools financially, and that will be good for our families in District 20.

Steve Stowe: Any other council members want to speak, and I'll stop sharing now, so I can see everyone. Any other councilmembers like to speak on this resolution.

Steve Stowe: I wanted to.

Steve Stowe: What is Seam board in funding. Where does it come from? Yeah, that's the can. That's the contracts for excellence. And that comes from the campaign for fiscal equity that was referred to many times tonight. It's it's a part of State foundation.

Steve Stowe: and it's specifically targeted.

Steve Stowe: among other things to reduce class size.

Steve Stowe: and that this was, you know, at this point I think it was 2 decades ago that that this issue, that this law was passed and this funding was created, this sort of carve out of State foundation aid and so that

Steve Stowe: we have an annual presentation. I don't know if anyone remembers it. But every year someone comes around and talks about how funding is being used both in the city and in the district. It can be used to reduce class size. It can go to there's 4 or 5 other categories can be used on so it's it's it's part of the funding. But again, like I said before, it's not new funding. It's already baked into the budget for the this year. So it's in our schools budget this year. And every year it gets reappropriated

Steve Stowe: as part of the state aid.

Steve Stowe: so the individual schools will lose that funding, it's all, and if you don't reach our goals

Steve Stowe: no, they don't lose the funding. What I what I think I'm here. It's the the funding exists and is allocated to schools every year.

Steve Stowe: What I think I hear you saying is that

Steve Stowe: there will be additional funding needed on top of that, in order to be able to comply with the the mandates. That's what I hear Steve say. But what the the contract for excellence money that is currently allocated to schools does come from the State, and does continue to be allocated to schools every year.

Steve Stowe: The only impact you might have Elizabeth is, if you have schools where enrollment is capped and they have lower number of kids going there.

Steve Stowe: Funding goes by the student in New York City. And so you'll some of those schools will lose funding.

Steve Stowe: if if enrollment is capped and students have to be moved to other schools. Oh, and we see page 3 of the your resolution take up the urban portion, since people say it's a lot of questionable data. No, I will not do that. Urban Institute is very well respected. Policy. Think, tank many, many years of

Steve Stowe: policy research. So I'm definitely gonna keep for the Urban Institute in there.

Steve Stowe: Just Bill, just which hardly as long as people don't just add that. So cause we just put it to higher income and ended there. Well, that's that's in their report like that wasn't my finding. That was the Urban Institutes finding

Steve Stowe: e, and that's I think that's that's imp. That's an important point. Also, because it gets to the issue of you know, as as Matt and the Urban Institute has pointed out, if you're concerned about equity and you know, you're looking through it through through the lens of you know the different different groups in the city.

Steve Stowe: this will result in more funding. Coming to districts that are predominantly white and Asian, and on a per capita or per student basis, it will result in less going to districts where you have tend to have a majority of black and Hispanic students. And that's that's the Urban Institute's research. And it's it's borne out by.

Steve Stowe: you know, the data that that we've seen from the DOE

Steve Stowe: so it's it's important to be in there because it does get to this. There was another individual on the working group, Ea. Bryant, from the Education Trust, and they're also a very pro sort of pro equity research organization. And she's one of the Dissenters from the working group. Final report, same, you know, same concern as as expressed here. So I think it's important to put that in there.

Steve Stowe: It makes other

Steve Stowe: in at our district

Steve Stowe: feel like we're a certain way that they in it imagine us, and our thinking is kind of close mind it as opposed to other

Steve Stowe: handles. And they just deal.

Steve Stowe: I just want to put that on a little. I wouldn't. I wouldn't confuse. Okay, thanks. That's fine. I hear you.

Steve Stowe: 2 other people, members that are talking in the public about this canceled being an embarrassment like we had 2, 3 h of speaking so that parents can get there, and other stakeholders to get their voices out there. So I'm not embarrassed to be part of this.

Steve Stowe: The cell and permissions. Thanks, Elizabeth. I'm not embarrassed either.

Steve Stowe: Any other Council members want to speak on the resolution.

Steve Stowe: Of course, anyone, if anyone, would like to make a motion to vote on the resolution that can be done. Okay. So John, was there a motion? Is there a second to Great

Steve Stowe: Joyce? Can you take a roll call? Vote to approve resolution? 7. Amend the class size. Law.

Steve Stowe: Yes.

Steve Stowe: Kevin. Can can she be heard? She's heard we can hear her online right.

Steve Stowe: both for resolution calling for State Legislature to amend the class size law.

Steve Stowe: anyway, is that if the Council member can make a comment, you can make a comment before your vote.

Steve Stowe: So, Steve, about. Yes.

Steve Stowe: John, yes.

Steve Stowe: it is bit

Steve Stowe: I hope? Yes, because the majority of parents and CC. At 21 this amendment? No, I'm going to vote. Yes.

Steve Stowe: choice.

Steve Stowe: yes, and the before my out. I want to. That's uncommon. They just have a lot of issue on funding. So a lot of people say, we're gonna find. And you know how hard is it because every time you can look under us desk that clock? Yes, that 30 more than 34 treating us debt already.

Steve Stowe: So do you think

Steve Stowe: we we all know how you increase the funding for de OE. Between the money?

Steve Stowe: It's a cost a lot. We that's why increase infraction.

Steve Stowe: So the funding part is my most difficult one, and I speak to the San Overall school principal for this school space. So we need us. We need a concern about. We need a surprise, our our classroom museism or other program to find a space for the classroom to night

Steve Stowe: to to fit on the class size block.

Steve Stowe: So that's why I vote. Yes, because night in our district that's very hot, because our district is different.

Steve Stowe: The law is, I know it's mandate, but we can be amend. It's it's not gonna log on with v, 4, 9, every district. So it's depend on district. So we just want for this district 20, we're gonna amend

Steve Stowe: this law. So hopefully, now we're gonna we will reach on their own senator and city council. We need a 5 phone app, because not is present for people. But if non-law is not suitable for our people, we need to speak up. That's why encourage

Steve Stowe: for our district 20 s. All pattern one pattern. No, we say one pattern. Uganda night is limited. But if we got on a district phone 5 for 9,

Steve Stowe: I think our government will hear from us.

Steve Stowe: Every country is, depend on people. So people, men of power. Okay, non-government. Major power is people. So that's why I vote. Yes.

Steve Stowe: Napont.

Steve Stowe: Yes, I'll book. Yes, because not have the 3 points of the on this issue. If the class no small cost

Steve Stowe: teacher, and then they want to like help them. They have

Steve Stowe: my quality. The teacher can teach the kids to be

Steve Stowe: if the customer, how how for other students it? So if the size is shut down, and then

Steve Stowe: right now, we have the student in the class. So how about other? It's the cost cut out to like a 20, or like a long time to something like that. So I think

Steve Stowe: so. I worked. Yes, so that's why, the reason of that is. let me. Yes.

Steve Stowe: Yin Ching. Yes. you, Maya, is acute. Excuse, Tamala.

Tamara Stern: No, I vote no.

Tamara Stern: and and this does not represent all of D District 20. Speaking, I think she's trying to. I think she wants to speak a little bit. Hold on, Tamara. 1 s

Steve Stowe: constituency

Steve Stowe: tamera tamera. Did you want to speak? We can hear you now.

Tamara Stern: I said. My vote is no. and this resolution does not

Tamara Stern: represent all of District 20. It doesn't. So that's among I'm gonna and

Steve Stowe: the funding is a big issue there.

Steve Stowe: And so far.

Steve Stowe: second thing

Steve Stowe: as we see on a map, the resolution tragedy will be solution. There is no school in our district will be 59,

Steve Stowe: a number of students, and that means we are going to send our children much farther away.

Steve Stowe: which is not

Steve Stowe: suitable, and especially for younger ones. And a third one days a morning.

Steve Stowe: Our students performance in East 20 shows on the number of students in the classroom. It's not

Steve Stowe: yes, at least it's not the first. maybe reasons on the underperformance that the cross was seeking to that.

Steve Stowe: So that's the reason I want to go to guess for this resolution.

Steve Stowe: So we have a yes, one excuse. One note. Resolution is passed. Thank you, Joyce. Thank you everyone.

Steve Stowe: The last item on the calendar meeting is the approval of the December calendar meeting minutes and the special meeting minutes.

Steve Stowe: Kevin, can you share the minutes.

Steve Stowe: So please review the minutes, Kevin, can you zoom in a little bit on that

Steve Stowe: And if anyone has any changes to the minutes, please

Steve Stowe: speak up

Steve Stowe: any changes to the December calendar meeting. Minutes.

Steve Stowe: Okay, hearing none. The minutes are approved.

Steve Stowe: Now we'll review the special meeting minutes and approve those

Steve Stowe: Any changes to the special meeting minutes.

Steve Stowe: Okay, the minutes are approved.

Steve Stowe: Is there a motion? We will. We will now adjourn the calendar meeting. And right after this, we will just start our business meeting. So is there a motion to adjourn the calendar meeting?

Steve Stowe: Is there a second all in favor? Yes, any opposed.

Steve Stowe: Okay, the calendar meeting, January 24. Calendar meeting is adjourned. Does anyone need a break? Yeah, we'll we'll take a short. We'll take a very short break for everyone still on