D20 CEC20: Evening. Everyone. We're ready to get started. It's 6

D20 CEC20: oh, 2 tonight. Welcome to the Cec. 20, April 2025. Calendar meeting.

D20 CEC20: We are very happy to be hosted here at Ms. 407, led by Steve Lombardo, Principal Steve Lombardo, our recording secretary, Kevin.

Yan Qing Chen: I saw you actually crossing with her one day. Yeah, I honked, but you didn't. Oh, really, I'm driving back.

D20 CEC20: Kevin, are you online?

D20 CEC20: Cool?

D20 CEC20: Is he online?

D20 CEC20: I'll do it then. Oh, so Steve will take attendance. Steve Stowe, present here, John Ricketone.

D20 CEC20: Elizabeth Chan here, Mayfang Chen here

D20 CEC20: wen Ming Wen Ming Chen

D20 CEC20: she's running late. I think she's going to be here.

D20 CEC20: Yan Ching Chen Fabiola Mendieta, she emailed Steve and said she was running.

D20 CEC20: Okay, she's running late. Alina Lewis, Sabrina Mcnamara.

Sabrina McNamara: Here.

D20 CEC20: Thank you.

D20 CEC20: Maya Rosenblatt.

D20 CEC20: Maya, are you there, Tamara? Stern.

Tamara Stern: Year.

D20 CEC20: Kevin Zhao, Kevin, are you there, Ryan Lee?

D20 CEC20: Okay.

D20 CEC20: And it looks like we have 1, 2, 3, 4, 5,

D20 CEC20: 6. At the moment we have 6 in person, so not a quorum yet, but

D20 CEC20: if our members, running late show up, then we'll have quorum. But

D20 CEC20: anyway, so attendance is taken back to you, Elizabeth. Okay, tonight we will have interpretation and

D20 CEC20: Arabic, mandarin and Spanish. You will see these interpreters

D20 CEC20: in the participant list, and they will post their information in the chat. Our interpreters will now introduce themselves.

D20 CEC20: Could I, could our Arabic interpreter, please introduce yourself.

Arabic -Selwa Abdallah: Oh, good evening, everybody! My name is Salwa. This is my daughter Ali.

Arabic -Selwa Abdallah: This introduction to the Arabic audience, ma'am. Ethans Sita Sefer, it. Hashtag asabah, hashtag.

Arabic -Selwa Abdallah: shukran. Arabic announcement is done. Thank you.

D20 CEC20: Thank you.

D20 CEC20: Could our mandarin interpreter, please introduce yourself.

Mandarin - cissy chan: Sure. The following is for mandarin interpretation. Thank you.

D20 CEC20: Thank you. Could our Spanish interpreter, please introduce yourself.

Fatima Spanish Interpreter: My name is Fatima, along with Gerson, will be the Spanish interpreters for tonight's event. This announcement will be in Spanish, Si dese a simultan marca Al numero tres cuatro siete nueves cuatro uno uno cuatro luego ingrese la ID conferencia ocho tres tres cinco seis

Fatima Spanish Interpreter: 3 numeral por favors dispositivos encilencio para ruido del fondo ya sigantizar la calida del sonido para todos durante la gracias pros atencione recuerde marque numero tres cuatro siete nueve se cuatro uno uno cuatro ingre la inde conferencia ocho 3 estres cinco se 3

Fatima Spanish Interpreter: muchas gracias.

Fatima Spanish Interpreter: Announcement completed.

D20 CEC20: Thank you as a reminder. Please try to speak slower than usual to allow our interpreters to keep up.

D20 CEC20: We will now go over the agenda for tonight's meeting

D20 CEC20: is Kevin here yet? Oh, oh, can you please share the agenda?

D20 CEC20: So 1st order will be to the students performance, and the second one will be public speaking, session.

D20 CEC20: 3, rd we will have school construction, authority, presentation

D20 CEC20: on the proposed new primary school site, and 4. We will report of the superintendent. 5. We will have the report of the Council, President

D20 CEC20: and 6. We will have the second public speaking session and 7 approval of the March calendar meeting minutes.

D20 CEC20: So yes, thank you. And now we will.

D20 CEC20: We will be excited to be treated to a short performance from our Ms. 407 students.

D20 CEC20: They will be performing a scene from their upcoming performance of Annie's kids.

Danyun Wang: Nobody else in my area.

Camera: Too hot.

Camera: Thanks.

William Chin: Oh, well.

Camera: Oh! Oh! Oh!

William Chin: Absolutely thank you for all that.

Camera: You got the ticket

Camera: onto the gateway?

Camera: Oh.

Camera: oh, no!

Camera: 0. 0.

Camera: It's a hard, not right for us. It's a hard, not right for us.

Camera: Read it.

Camera: but it's Tuesday like it.

Camera: Well, oh.

Camera: so tell me.

Camera: No, it's there.

Camera: No one dries when you're right.

Camera: Santa Claus. Me! I've seen Santa Claus. What's that? Who's heading?

Camera: Okay?

Camera: Next.

Camera: thanks.

D20 CEC20: This is working since January 3, 17.

D20 CEC20: Thank you.

D20 CEC20: Repeat like, reset June 17, th at Ms. 4 0. 7, the full performance. What time?

D20 CEC20: Okay, so doors opens at 5, 30, and performance starts at 6.

D20 CEC20: And how much are the tickets?

D20 CEC20: Sorry. Okay, $5 for tickets. And you could go on their website to purchase tickets.

D20 CEC20: Now, we would like to recognize several attendees at our meeting superintendent, Dr. David Pretto.

D20 CEC20: deputy superintendent, Dr. Joe O'brien, executive Director Laura Kaiser, family leadership, Coordinator, Bill Chen, family support coordinator, Sylvia just

D20 CEC20: Sinksky, sorry and face representative Ina Kresniski.

D20 CEC20: Sorry.

D20 CEC20: and this is a list of some of the people from the elected officials office.

D20 CEC20: From Alexis Avelis office we have Representative Catherine Byrne.

D20 CEC20: and from Susan Zong's office we have Joy C.

D20 CEC20: And we also have Lester Chang from the State Assembly Office.

D20 CEC20: So now we will have our 1st public speaking session of the evening.

D20 CEC20: and you can sign up on the online form.

D20 CEC20: Kevin will share the link in the chat.

D20 CEC20: If you are in person, you can sign up using the sheet at our table.

D20 CEC20: and speakers will be limited to 3 min.

D20 CEC20: We will start with anyone here to speak in person.

D20 CEC20: Illustrate here.

D20 CEC20: Okay. Should we do her first, st or Joyce? We have one in person, Jay Brown in person.

D20 CEC20: Jabra, or none of these others, I don't believe, are in person. I don't see her. I don't think Nancy is here. Does he want to cook jabra.

D20 CEC20: as far as I know? But I'm just these other ones. Let's just confirm they're not in person, Nancy.

D20 CEC20: What's that? Yeah, I know I'm not questioning that I'm just Nancy Sotil. Did Nancy make it tonight? She was on the list.

D20 CEC20: Nancy? No.

D20 CEC20: And then Catherine Byrne, Catherine, were you in person.

D20 CEC20: I have here that she is, but I guess she's not.

D20 CEC20: And then this one's online. And then, now we can go to whoever's in person as well.

D20 CEC20: So, Jay Brown, you could speak on there.

D20 CEC20: Yes, yeah, on that laptop over there. It's gonna ask you to unmute. You can just press, unmute.

Public Speaking: Thank you. Thank you. To the Council. I'm from CC. 21 member and president. But I'm here as a District 20 parent. I just wanted to thank Dr. Predo for last month. The explanation about policy around the notifications related to the sexual offenders that have moved into the Zip code. I know. When that came out I was

Public Speaking: reaching out immediately to many people, including the DOE Security Chief. About that. I understand.

Public Speaking: You know the the crux of the issue that caused a lot of confusion, and that was jarring to a lot of people is that the Nypd is.

D20 CEC20: A.

Public Speaking: Allowed to share that information, but the DOE is required to share it once the Nypd provides it, and the Nypd has not been providing it for a number of years. So for many parents

Public Speaking: who don't have kids, maybe, were in the school system pre-pandemic, they'd never seen one of those.

Public Speaking: and also the communication from the DOE. I know it's a form letter. Principles get it? There can't be edits made to it.

D20 CEC20: And.

Public Speaking: It, says an individual

Public Speaking: there. This person's photo is on the next page. But what was what was jarring to a lot of people is that

Public Speaking: 8, 1012 photos were on the next page, so I know I expressed to do that. It would be helpful for principals if they had some leeway to be able to edit that communication so that it could be a little bit more clear to parents that it might might be referencing sort of catching up for a number of years. Hopefully, that won't be the case in the future. Hopefully, now, this will be regular communication between the departments. But again. I appreciate your explanation last month.

Public Speaking: And then my my one question was related to I know yesterday I heard a lot of principals were talking about.

Public Speaking: you know, sharing back and forth the information of getting good news, funding

Public Speaking: for to hire extra teachers to comply with class size mandates. I know.

D20 CEC20: 700.

Public Speaking: 50 principals got that funding which is more than 40% of schools. But there was only, I think, 800 that requested it. So it's a very high success rate. And I know it's.

Public Speaking: you know, a lot of teachers are going to get hired. That's 1 piece of the puzzle. Obviously, space is another issue. We're in a beautiful new space here, but we have a lot of schools that you're going to struggle to find those spaces. So I was just. I'm always curious to find out how we figure all of that out. You know the hiring the teachers is one step, but finding the space, and I know we could play with schedules a little bit, too. But it's going to be interesting to see how everybody juggles that.

Public Speaking: Thank you.

D20 CEC20: Then recording in progress.

Public Speaking: In a Hello! I'm Stephen Mahoney. I'm the parent of a 9 year old child in a district 75, school within District 20. As I go along, I find more of what I consider at the disparate treatment to our district. 75 children summarizing in summarizing the children in general, Ed

Public Speaking: can apply to a school more or less within a walking distance of their school.

Public Speaking: Most of our district 75 children for their regular classes have to take a bus back and forth.

Public Speaking: If they go to an after school program, they get no transportation. Mom and dad figure it out same thing in summer rising so from Bay Ridge. The nearest school my son has to apply to is up on Caton Caton, up near Ocean Parkway. We live in Bay Ridge.

Public Speaking: There's, I think, there's 13 schools, District 75 here within the confines of District 20. But it's just the semantics of how they assign personnel and the supports that these children may need.

Public Speaking: So they're even further away. Where is the data showing how many of our district? 75 children attend after school programs, and some are rising because transportation is a big issue for that.

Public Speaking: And I'd asked Dais. We got school construction coming, as I've made the rounds of District 20 schools, this being one of them, they have the whole second floor. Is there a visual point? So these kids see 2, 31

Public Speaking: on the wall. When they walk in

Public Speaking: only up on Avenue P they got a big floor mat, and it has their school number. Are these children invisible? Where's their sense of belonging. So you know, I know there's a lot of different things with school construction. It's the budget for 75, and then the school construction from ground 0. We got a banner outside. I've seen that it says 2, 31. But how about when these kids walk in the school?

Public Speaking: They got a whole floor. They got 20% of a building. And on the variable message signs, I understand it comes out of a different budget.

Public Speaking: The principal of my son's school has 6 sites. He can't afford to put a billboard, but if there's a variable message sign, I asked the superintendent to encourage them to share it with the district. 75 portion. That's in there, because these kids and their parents that come up to the school, they should see announcements also, it shouldn't be restricted where only the general study school is allowed to use these resources, or is inclusivity only a buzzword? Thank you for your time.

D20 CEC20: Actually double check to make sure there's no one else in person. Is there anybody else in person that would like to speak?

D20 CEC20: Okay, choice, not online, all right. So anybody online that wants to speak.

D20 CEC20: no one signed up. All right. So now we will go to our 3rd agenda, which is school construction, authority, presentation.

D20 CEC20: So we'd like to recognize welcome director of External affairs from this school construction authority. Steve Gonzalez

D20 CEC20: Steve will be making a presentation on a new school site in the district.

D20 CEC20: Okay, yeah, I can do it. Okay. 1st of all, thanks for the promotion. I'm not the director, but it's all right. I'm external affairs manager for South Brooklyn and Staten Island for the School Construction authority. 1st of all, I want to thank the Cec. 20 for giving me the opportunity today and giving the agency the opportunity to talk about a exciting new primary school site that we're citing in District 20 as per law

D20 CEC20: or code and all city law, that we are required to make presentations come forward and do a filing with the Cec.

D20 CEC20: And with the Community Board 11, which I did last week.

D20 CEC20: Mr. Brown was there last week.

D20 CEC20: He was present. So

D20 CEC20: we do. These presentations prior to going before this for the New York City Council. So, as you say, as I mentioned, this is 71 20 New Utrecht Avenue, Brooklyn, New York.

D20 CEC20: You can also hit the next.

D20 CEC20: I'm sorry.

D20 CEC20: Okay, up.

D20 CEC20: Okay, I'm going to read the filing pursuant of the New York City School Construction Authority Act. Notice has been filed for the proposed site selection

D20 CEC20: of block 61, 80. There are 3 lots, lots, 31,

D20 CEC20: 33, and 44, and any other nearby property in the immediate vicinity which may be necessary for the construction of a new approximately 451 seat

D20 CEC20: primary school, located in Community School District number 20, in the borough of Brooklyn.

D20 CEC20: The proposed site is approximately 22,518 square feet, with 0 point 5 1 acres.

D20 CEC20: and is located at 1553, 70, Second Street, and 71 0, 8 71 20 Utrech Avenue, bounded by 70 Second Street to the South

D20 CEC20: New York, New York Avenue, to the east.

D20 CEC20: residential, with ground floor retail to the north, and residential houses on the west. In the Bensonhurst neighborhood of Brooklyn.

D20 CEC20: The proposed site consists of 3 privately owned lots, surface level parking lot on Lot 31,

D20 CEC20: an unoccupied retail building on Lot 33, and a two-story residential building

D20 CEC20: on Lot 44, the proposed site

D20 CEC20: will be acquired by the New York City. Our Agency, the New York City School Construction Authority on behalf of the New York City Department of Education.

D20 CEC20: The site plan and supplemental materials summarizing the proposed action are available at the New York City School Construction Authority

D20 CEC20: at 25 0, 1 Jackson Avenue, Long Island City, New York, 1, 1 0, 1. Attention to Kelly Murphy. She's our senior director of real estate services, and our website is@nycsca.org slash community slash new sites. Comments on the proposed action are to be submitted to the New York City School Construction authority at the pub's address or by email

D20 CEC20: to sites@nycsca.org. This date's been changed. It's been moved to May 28.th It's been extended so may 28, th 2025.

D20 CEC20: Now, the Sca public process for Site selection.

D20 CEC20: As I mentioned before, we are required to present school real estate sites to the Local Community Board and Community Education Council as we're doing tonight. Before moving forward.

D20 CEC20: A 45 day. Public comment period on the sites commenced on March 12, th and

D20 CEC20: again ends. At May 28.th Formal comments can be shared through mail and email. Today's presentation will focus on the site itself

D20 CEC20: rather than specifics about the school facility. We do not have a design, so we have to get approved by the city council before we talk about a design.

D20 CEC20: But this juncture, so, as I said, we don't have design details to share. I also, we also don't have an occupancy date yet.

D20 CEC20: The school construction authority, again, is proposing to build approximately 451 seats primary School.

D20 CEC20: The proposed site is approximately, as I mentioned before, 22,518 square feet.

D20 CEC20: The process includes environmental review and engagement with city agencies, such as Dot, Dep, and Fdny, before going to the City Council for final approval.

D20 CEC20: So, as you can see, the proposed site is here. Here's New York, New York Avenue. This is the Mta line here subway line.

D20 CEC20: and the 3 3 lots are here.

D20 CEC20: as you see on this map.

D20 CEC20: Okay, here. This is the civil site.

D20 CEC20: Here is 70 Second Street and 71st Street.

D20 CEC20: and at and the interject intersection of 16th and New York, which is up, down the block.

D20 CEC20: So again, 45 day comment. Period on these sites began on March 12, th 2025. Again, it's through May 28th comments on this site can be emailed to sites@nycsca.org.

D20 CEC20: Again, the comments on the site can be mailed to Kelly Murphy again. It's 25 0, 1 Jackson Avenue in Long Island City.

D20 CEC20: Steve Gonzales, manager, external affairs, myself. My emails, S. gonzalez@nycsca.org, and

D20 CEC20: (718) 752-5046, or my cell, which is (347) 539-0157. You're probably easier to get reach me there, and our Department of Education contact, Rebecca Lichtensteinstein.

D20 CEC20: Arlegenstein, 2@schools.nyc, dot gov.

D20 CEC20: And again, that completes my presentation.

D20 CEC20: I'm available for questions. Oh, yes, yes, I want to ask you a quick question. If if you do get approved for the sites. Yes, when will you take design input?

D20 CEC20: And do you do take in design input, like, in the account of how you design the building? Well, we have. We'll have a design team that will be working on this. We normally work in hand with DOE. We will at some point show design, as we've done in the past to the superintendent.

D20 CEC20: So he does get the chance to see the design. And but will the public have input on the design also?

D20 CEC20: Well, basically, the design is done through through our design team.

D20 CEC20: Okay? So you don't take in public. I mean, if the public has questions, we would certainly talk to the public. We'll take questions or comments. But again, we have a design team that we work in the correlation with the DOE.

D20 CEC20: All right. So do any CC. Members have any questions for Steve.

D20 CEC20: How'd you find the site, Steve.

D20 CEC20: through our real estate? It wasn't showed to you by any Cec. Members years ago. I'm sorry it wasn't showed to you by sec members years ago. I'm not familiar, was it? I'll send you the deck. Okay. I know the real estate handled this so, and they were again. They were negotiating with the owners.

D20 CEC20: But I do. I do thank you for those who did share the site. I appreciate that. Who helped us get that site. Thank you.

D20 CEC20: Okay. Tamara has a hand or anybody in person. CC, members want to have a question. 1st I am

D20 CEC20: which one of the schools.

Kevin Zhao: That we talk to discuss in the past year. So this totally new.

D20 CEC20: The shit.

Kevin Zhao: Bye.

D20 CEC20: So this.

Kevin Zhao: I noticed this is very close from the other, I mean on the 4 Hamilton.

Kevin Zhao: when there's another primary school, right, I think, is

Kevin Zhao: around the 69 70 kind no. 90, something

Kevin Zhao: like a tyke or something that's cool.

Kevin Zhao: 1, 1, 2, yeah.

D20 CEC20: It's not that far. Yes, it's a couple of blocks away. Yes.

Kevin Zhao: Going to be a zoom shifting again on that.

D20 CEC20: That zone that's up to the DOE.

D20 CEC20: We just build it. We just do the construction.

D20 CEC20: So we're right down the block from the future is 82

D20 CEC20: St. Rosalia site. We're right down the block, maybe a block or 2 away.

D20 CEC20: Yes. Can you repeat the

D20 CEC20: I don't have I? No, I we no, I have no timeline, no design. We we don't just

D20 CEC20: schedule a timeline. We don't propose a timeline until after approval of the city Council.

D20 CEC20: and we're still in negotiation with buying the lot. We're close to purchasing the lot. We have to get approval from the city Council. Can't we can't do an anticipate anticipation. Occupancy, date.

D20 CEC20: Okay?

D20 CEC20: Yes. I have a question. So because the location is nearby, the subway. And how about protect the school student? Can

D20 CEC20: normal no more noise. The noise, you know the train pass that have been noise

D20 CEC20: may how how do improvement here? Well, in terms of you mean for school instruction

D20 CEC20: in the school, in the building. Well, they normally do sound. We've we've done a new designs with soundproof windows. We've done in a number of schools.

D20 CEC20: 7, 46 over by the Gowanus.

D20 CEC20: They have. They have soundproof windows that we've put in when we built that school. So there is allocations to do soundproof windows to make sure to

D20 CEC20: keep out noise.

D20 CEC20: Okay.

Tamara Stern: Can I ask my question now? Please.

D20 CEC20: Okay, okay. Tamara has a question for you. Hold on one second, and I'm sure our design team

D20 CEC20: we'll take into account the fact that the Mta line is is right there. So.

D20 CEC20: but for you, design is not public. I'm sorry you said you weren't taking public comment on how to design the place

D20 CEC20: we will take. I will certainly bring it back to our design team. So people should email you. If they have absolutely, if they have questions. We will take suggestions. Yes, but the actual designs are all done by our design team through DOE.

D20 CEC20: Yeah, somebody had a question. Yeah, somebody on that.

Tamara Stern: Waiting. I've been waiting for a while actually to ask a question.

Tamara Stern: Sure, bet

Tamara Stern: great that this is going to be another new school. That's 1 of the things that we all want in this district.

Tamara Stern: can I? You know I'd like to advocate for my students with disabilities to make sure like this site can be like, possibly a site for D 75 program.

Tamara Stern: You know. As well, if you guys are looking into it because we do need a lot of more of those seats in this neighborhood for our d. 75 families.

Tamara Stern: so.

D20 CEC20: I will make. I will make mention of that.

Tamara Stern: Alright. Thank you.

D20 CEC20: One of the schools that

D20 CEC20: a lot of the schools that we've built in the past several years do have these 75 students.

D20 CEC20: in fact, K, 4, 64, which is K, 2 or K, 2, 31 school sites. We just opened it up in September 132 seat

D20 CEC20: d. 75 in the old Our Lady of Guadalupe Building, the main building.

D20 CEC20: So.

D20 CEC20: and this building, too. Yes, you have d 75. That's right. You have d. 75. This is K, 2, 31 school here as well. I think the numbers match up really well on elementary school now. Yes, office of district planning has showed us that. Yes, we have.

D20 CEC20: Yes, we. The Sca has made a considerate effort to

D20 CEC20: fill a lot of our new schools in the last number of years with d. 75, because there was a a need. I know that parents. And again, the suggestion that someone mentioned about parent input parents did come before previous Cec meetings in the past.

D20 CEC20: advocating for these 75 seats. And we work to make that happen.

D20 CEC20: But just because the total seat number is close to the demand, it doesn't get into the details and specifics of grade levels and specific program provisions. So, you know, we'll we'll continue to work with the Special Ed office to see how the evolving nature of T. 75 needs in the district match up to to seats, so we always, absolutely we'll be talking. We always do. We always work with you on a regular basis. Yep.

D20 CEC20: also, visually. Could you tell me how like a person that doesn't know square footage, how how large the site is like? Is it the same size as new Utrech High school, or same size as shallow. No, no, it's going to be. It's a smaller, square foot high school. It's a bigger building. We we

D20 CEC20: In fact, we put an addition to that school, so it is smaller, and of course you have the athletic field, so it would be smaller. So the school would be.

D20 CEC20: I think would be small and shallow as well. Oh, okay, you said you said like you had, like a rough estimate, about 450 students, 451 seats. Yes. So that's more on the small, smaller, more in the size of the schools that were just constructed this school, and right? Correct. 3, 31. Okay.

D20 CEC20: all right. Thank you.

D20 CEC20: You're welcome, is there parking on the site? Or, do you know, parking? No, nothing. Our aim is always to build seats

D20 CEC20: or not, but not parked, maybe not parking. But how about a yard outside playground?

D20 CEC20: I don't know that that again, that would be part of the design phase. I don't know if it's a playoff. Alright. But, Steve, how'd you get an estimate of 451 seats, but not having

D20 CEC20: any design at all whatsoever. Where does the 4 51 come from?

D20 CEC20: That's it. That's an estimate that they

D20 CEC20: that they came up with, based on what? Right? Based on a structure that could potentially be built. Yes, yes. But again, we don't. We can't. We can't design until we get city council. Once we get. Once we go, Steve. Once we go through the city Council approval, we can. Yeah, I know. I know. I just wondered where you get a 451 from but yet you don't know anything about the design whatsoever. Well, we don't. It's not that I don't. Couldn't it be 251-35-1651.

D20 CEC20: Sorry I just. I've been to too many of these, and I just it's the same every time, all right. But but sometimes

D20 CEC20: could you guys think about future incorporating parking? Because, like a lot of like, our community is getting so crazy with parking?

D20 CEC20: I was just wondering how come you guys don't anticipate future needs of our community. Well, because again, it's always we've always advocated for building seats and not parking. No, I understand. But the reason why, because the real estate that we purchase is so tight that there's no room for parking. That's that's the issue. And and we always advocate for seat need

D20 CEC20: futuristically like you build up and have some underground parking or something. So there'll be less congestion. That's what I'm just saying, and unfortunately, underground parking

D20 CEC20: adds to the cost construction cost. That's that's the problem. All right. Thank you. Thank you. So I have the question in the you have the 44,

D20 CEC20: 44 number.

D20 CEC20: Can you have the the base is the 4.

D20 CEC20: I saw that it's the lot number. No, it's still for the pen. Yeah, yeah, the lot number.

D20 CEC20: Yeah, the number. Okay? So so that is the house.

D20 CEC20: Yes, we're looking to purchase that. The residential. Yes.

D20 CEC20: the house, the owners looking. Oh, to sell. Yes, may agree to sell.

D20 CEC20: They agreed to sell. Yeah, they're looking to sell. Yes, that's why we're buying the lot. Yes, they've negotiated with the owner and the 3 lots. Yes, all those owners.

D20 CEC20: Okay, 3 separate purchases, 3 separate purchases.

D20 CEC20: Yeah, that they're they're they're we're purchasing from this intrepid. But yes, they're all they're separate purchases. Yes.

D20 CEC20: so is public information. How much we paid for the lot?

D20 CEC20: That's I'm just asking. I that I don't know I would have to.

D20 CEC20: Is it public information? How much they pay for each law? Yeah.

D20 CEC20: Should be. Yeah. Oh, yeah.

D20 CEC20: So where would that be if he you don't know where that.

Melissa Appelbaum: What do they care?

D20 CEC20: Real estates.

D20 CEC20: Thank you. Any other questions for Steve.

D20 CEC20: I think you have the 1st the design, and then to show, and then to apply it. It's the 451 seat for the school. I think you have to do first, st and then I maybe you come here to present

D20 CEC20: this 20 something like that. So

D20 CEC20: how do you didn't know that I didn't know? I we can't again. We don't have. 1st of all, we don't have full acquisition of the property, and we don't have city Council approval.

D20 CEC20: We don't have that. We can't go and design a building

D20 CEC20: because we don't know what could take place down the line. I mean, I'm not see. I don't see issues with this coming down the line, but we have to again. We can't

D20 CEC20: again. We can't do a design until we have an approval by the city council.

D20 CEC20: So you say, you say, approved by the city council. But do you have the deadline to to accept to. We can maybe send email to access you until April 29.th Did you do the approval before that? No, we don't have approval. We have a notice of filing. It's a 45 day period which we extended to May May 28, th

D20 CEC20: and once the filing's done. Then we can move forward and go before the city council. We also have to go. As I mentioned before, a number of city agencies, Dot

D20 CEC20: and Fdny.

D20 CEC20: We have to go through those agencies we've actually have sent comments to. It's under review before the dot right now from the transportation.

D20 CEC20: I can tell you that I don't know about the other agencies, but the other dot. I do know that we've

D20 CEC20: that we've sent comments to them, and they're reviewing them.

D20 CEC20: Given my in person audience myself.

D20 CEC20: Oh, there's not really anyone there.

D20 CEC20: Where should we have?

D20 CEC20: Oh, okay. So so we usually don't allow audience members to ask questions.

D20 CEC20: But if we pull some, all right. So thank you, Steve. Okay.

D20 CEC20: we're good. Yeah, we're good. Thank you very much. Thank you. Thank you.

D20 CEC20: So so now we have the superintendent's report.

D20 CEC20: Good evening, district 20, CC. 20.

David Pretto: Having me

David Pretto: for this presentation. Tonight's presentation is a report on one of the one of the real highlight initiatives and priorities in District 20, which is the civics for all partnership that we hold in District 20, and we will also be giving a presentation briefly on the progress towards the development of the superintendent program with specifics in the Social Studies realm. And we will.

David Pretto: you know, culminate the report with 2 student presentations and recognition of 2 student leaders in the district, as well as 2 teachers from our district, who have worked with our students, their principals and district staff, to really represent the district in a tremendous way while advancing this priority. So I'll start with the

David Pretto: the introduction of our district achievement and instructional specialist in District 20. Somebody who is the coordinator of

David Pretto: the civics for all initiative in District 20, as well as the primary support mechanism for the advancement of social studies. Implementation in the district, the development of the superintendent program, social studies arm that culminates in the Us. History regions, and, I might add, the coordinator of not just the district 20 spelling bee, but like a bunch of district spelling bees.

David Pretto: And we're really really lucky to have her. And this year District 20 student won the spelling bee, which I was super. We were like we were super proud. But I'm really really proud to introduce Tracy Mccarthy Noor from the district team to come up and kind of give a presentation overview of this work in the district before we introduce the students and provide some context.

David Pretto: And I'm just gonna share my screen.

David Pretto: Thank you.

David Pretto: Not sure. If you want any camera, I didn't turn my camera on share the screen.

David Pretto: Good evening to everyone. I'm really happy to be able to speak to you this evening on the work that we're doing in District 20 around civics and social studies.

David Pretto: Yeah, I'm trying to just get this screen shared really quick. I'm sorry. There we go.

David Pretto: All right.

David Pretto: There we go.

David Pretto: So I'm going to start off by saying, before we get to the next slide. That district 20 is a civics for all partner district.

David Pretto: The goal of partner districts throughout the city is to empower our students with knowledge and skills to be informed and engaged. Citizens, partner districts, have existed in New York City since 2021 district 20 was one of the, I believe, the 1st 6 partner districts in New York City. We have been a partner since 2022. So we are in year 3

David Pretto: of partner, district status. We meet with civics for all leads that represent all 43 of our schools on a monthly basis, and we ground our work every year in various different principles. I'm on the next slide.

David Pretto: And one of the things that we thought for this year was really thinking about this idea of power for our young students, since civics is so tied to empowerment. And we really our foundational work was really with this quote, thinking that learning about power and learning about voice is so necessary for our students, and really talking about what is in their best interest and the interest of their communities, and for our young students, their community is really their school community and the community around where they live.

David Pretto: So that is really where we were foundational with this work. And we use this quote really sort of as inspiration for ourselves and all of the educators for this year.

David Pretto: One of the things that we're most proud of, and the hallmarks of the civics for all program is soapbox. Nyc. And it is a public speaking experience where students are able to create an advocate for solutions to improve their schools, their communities, as well as the lives of other young people that are around them.

David Pretto: Project Soapbox takes place every year in schools throughout the city. Right now there are 29 partner districts throughout New York City, and

David Pretto: probably next year pretty much every district in New York City will be a partner district. But for Project Soapbox it really is an experience for students to

David Pretto: get on their soapbox and talk about an issue that impacts them in a way that they feel can be impactful.

David Pretto: So for this year for soapbox Nyc, which is also coordinated through the Mikva challenge out of Chicago. Thousands of students in New York City shared their voices.

David Pretto: 26 District 20 schools actually sent representatives to the Brooklyn quarterfinals and were able to represent their voices. Of those 26 schools, they narrowed it down to 51 students in New York City who made the semifinals

David Pretto: and 4 of our district. 20 students actually made the semifinals this year, which was absolutely thrilling. And then, from the semifinal round of 51 students, they narrowed it down to 10 students in all of New York City to take the stage in front of the Chancellor and some other elected officials and other leaders in the New York City Department of Education.

David Pretto: and of those 10 students. 2 of them were from District 20. And you're going to hear from those 2 students.

David Pretto: Staffa and Liliana in a couple of moments, and hopefully and not even hopefully. I know that you will be as inspired by their voices as I was sitting there listening to them in New York City last week.

David Pretto: This is the 3rd consecutive year we are in year 3 that one of our district 20 students has made it to the finals in the main stage in soapbox. Nyc. So we're so proud of the work that all of our educators and school leaders are doing around soapbox because it's such an important platform for student voice.

David Pretto: Another hallmark of civics, for all is participatory, budgeting, participatory budgeting is student driven, and it is democratic in its processes, and it allows schools to sign up for funds that are provided by the city.

David Pretto: and the students then, are responsible for gathering ideas and voting, and then implementing how the funds will be spent.

David Pretto: Each school that signed up this year received $2,668.

David Pretto: 30 of our schools.

David Pretto: signed up. The students around the district held discussions, meetings, and elections, some of which we were lucky to go to and vote. In. Some of their choices were water filtration systems. The water filtration systems are very popular paint and decals and reimagining for spaces such as restrooms, school murals.

David Pretto: additional indoor recess equipment, school mascots, opening school stores, community gardens, picnic benches, so many of them

David Pretto: in past years. At

David Pretto: 7, 48 we went, and we voted on a school mascot. The students wanted a mascot at their school, and we went for a vote in Ps. 200 last year students decided they wanted to create a school flag, and they wanted to be able to purchase materials. And and so we went and we voted on a school flag. Of all of the student creations, and at Ps. 682, we voted on the opening of what eventually was their school store.

David Pretto: So a lot of great ways for students to use their voice and to use their options, that they have

David Pretto: in terms of the work that our civics for all leads? Do we highlight various different aspects of the civics, for all curriculum, including the use of the curriculum in the classrooms there are multiple lessons that we share with our leads on community civil discourse, local government. We also had various different lessons, pre and post election, as we will do also in the days leading up to the November elections in New York City

David Pretto: we use the hidden voices curriculum.

David Pretto: We use comics such as action activists. In the classroom.

David Pretto: We finished about a month ago Civics week in New York City, and we were invited to various different events that were held at the Schools to celebrate Civics Week, and again project Soapbox and participatory government.

David Pretto: So in year 3, we are really hitting all of the various different benchmarks for civics, for all

David Pretto: our final event for civics, for all for the year is a district event that we hold. It's called our D 20 Civics Event. This year. The title of our event is democracy begins here. Educate, advocate, and act, and it'll be held on Thursday, the 29th of May, and it'll be held at the sunset school of cultural learning. Ps. 939.

David Pretto: We really look to have this again, student-run, student-driven event to be a representation of what students are doing in their schools every single day, and to celebrate it.

David Pretto: And we share with the leaders and our invited guests really the work from this year. And then the goals that students have for next year

David Pretto: an update on our superintendent's program for accelerated learning in the fall of 2024 to coincide with the development and the implementation of the superintendent's program. We created a cohort of 6th grade teachers, starting with the students that were coming in for the 1st year of the superintendent's program.

David Pretto: to have the opportunity to be exposed to various different academic pathways, and to have a discussion around what exactly is accelerated learning. And what should it be looking like, at least in our social studies classrooms? That's what we focused on. We really focused on our using our passport to social studies, curriculum. And if you're not familiar with passport to social studies, it is an Ngls aligned standards based curriculum that was created by teachers in New York City

David Pretto: for teachers in New York City.

David Pretto: We also use the framework to work on curriculum compacting, and for this year we were looking at compacting the 6th and 9th grade curriculums, which sort of work in tandem with each other. We create pathways to the regents. Although the students take the regents in 8th grade. We are working on the skills and the tasks that can be given in the classrooms. Now for 6th grade teachers, so that we are distributing the work over the 3 years, and we are creating a foundational basis for 6th grade.

David Pretto: Additionally, we are also talking about disciplinary literacy and what reading and writing looks like in a social studies classroom in our district.

David Pretto: I'm gonna turn it back over to you.

David Pretto: So now, I'm really excited to introduce our 2 New York City soapbox Nyc. Finalists. They are here accompanied by their teachers as well as their principals, administrators. So I'm going to invite them all up, and I'm really excited to invite them to come up and deliver their speech. So 1st from Ps. 1, 64, we have Liliana, and Liliana is accompanied by Yeah.

David Pretto: and Liliana is accompanied by her principal, Erica Steinberg and her teacher, Miss Obasa, Miss.

David Pretto: I've never said your 1st name before, so I'm going to say it today, Miss Olayinka Obasau.

David Pretto: right? So I'd like to. And I'd like to invite you all up and meet Liliana and have her deliver and deliver your speech

David Pretto: on Internet information, Internet misinformation. And the topic of Liliana's speech is Internet. Misinformation

David Pretto: would would be the best.

David Pretto: What would be the best? Did she sit or

David Pretto: wanna go over there? Yeah, I don't think it's muted one second one sec.

Public Speaking: You're ready.

Public Speaking: Good evening. My name is Liliana Prasad.

David Pretto: That's me!

Public Speaking: Okay.

Public Speaking: Good evening. My name is Liliana Prasad. I am a 4th grader at Ps. 164. And today I'll be talking to you about misinformation on the Internet

Public Speaking: like me after a long day of school, one of your favorite ways to relax is by watching Youtube.

Public Speaking: Well, once I saw a Youtube short that had mentioned when my favorite youtubers had died, I felt devastated minutes later. I found out this was not true.

Public Speaking: This is an example of misinformation, and the effect that can have on kids like me.

Public Speaking: we might think misinformation is not an important thing, but it is and can affect us in many ways.

Public Speaking: Misinformation can affect our health.

Public Speaking: This was seen during the covid pandemic, the Us. The Department of Health and Human Services wrote that misinformation led to people to decline vaccines, reject public health measures and use unproven treatments.

Public Speaking: Misinformation can lead to people having negative ideas about groups of people which can lead to violence. Pbs. News explains that during the 2024 Presidential election misinformation about Haitian immigrants led to multiple bomb threats, school closures, and growing fear within the city's immigrant community.

Public Speaking: Without misinformation people would be able to make healthy decisions using true facts. They would treat people kindly because they would not have negative ideas that are not true.

Public Speaking: So how can we fix this problem? We and I mean, anyone who uses social media should question what they see is this coming from a good source? Can I find this information in other places? We can also talk to our teachers and trusted adults when we hear something that seems wrong. We should ask questions and challenge it, even if it comes from a friend. But a big problem that a lot of kids face is knowing if something is misinformation.

Public Speaking: I think a bigger thing that needs to happen is that kids need to be taught about this in school.

Public Speaking: according to Scientific American. 84% of kids can't even tell what's misinformation. For example, I talked to some kids in my school and they agree with me that it is difficult to know what is true on the Internet.

Public Speaking: So what does this mean? It means we need to be shown how to think about what we see on the Internet and how to recognize false information.

Public Speaking: This needs to be taught in schools, because even adults can accidentally believe misinformation and pass it on to kids.

Public Speaking: That's why we need schools to help. All Nyc schools have to teach digital citizenship. But from my research on the Nycps website, this is one lesson once a year, and I do not think that is enough to help kids deal with issues.

Public Speaking: We should write to the Nycps and explain why we need more lessons on this topic.

Public Speaking: We can also reach out to the programs on the Nycps website and ask them to create more lessons and resources for kids.

Public Speaking: Now don't get me wrong. I love to watch social media like Youtube, but I watch it mostly for entertainment, because most things on social media are not true. And when I come across things that are made to look like facts, I ask questions and do research, let's take action one by taking responsibility, and closely paying attention to what we see, and 2 asking to learn more about this in school.

David Pretto: Thank you so much. That was amazing.

David Pretto: Our other. Thank, Liliana, thank you so much.

David Pretto: I want to give you a lot of a lot of

David Pretto: feedback on how well researched and how well delivered that speech was, but that like, in short, it was amazing.

David Pretto: Our second New York City finalist in soapbox. Nyc. Comes from Mckinley, Junior High School, Junior High School, 259. We have Safa and join and accompanying Safa. We have her teacher, Ms. Jenna Caulfield, and

David Pretto: and representing Principal Janice Geary, we have Assistant Principal Daniel Noto.

Public Speaking: Just make sure that they can see you.

Public Speaking: Hello! My name is Safadua at William Mckinley, Junior High School, and today I'll be discussing school students.

Public Speaking: Were you ever in a situation in which you had to smear a classmate's blood on yourself and play dead to hide from a gunman at School

Public Speaking: No.

Public Speaking: While eleven-year-old Mia surre loaded according to Cnn. News, mia. An eleven-year-old survivor of the Robb Elementary school massacre

Public Speaking: in Uvalli, Texas feared the gunman would come back for her.

Public Speaking: and so she smeared herself in her friend's blood and played dead.

Public Speaking: Imagine you yourself were in that position at just 11 years old.

Public Speaking: Many kids in the Us. Are left traumatized, not only because so many of them have survived school shootings.

Public Speaking: Virtually every week we hear about traumatic events happening within our schools in the news.

Public Speaking: How do you think I feel after participating in active shooter drills throughout the year.

Public Speaking: mia was quoted as saying, I was scared, the gunman would return to my classroom to kill me and a few other surviving friends.

Public Speaking: and so I dipped my hand in the blood of my classmate who lay next to me, already dead, and then smeared the blood all over myself to play dead.

Public Speaking: The safest place for kids to spend their everyday time is supposed to be their school.

Public Speaking: According to sandyhookpromise.org.

Public Speaking: There were more school shootings in 2022,

Public Speaking: 46, to be exact, than in any year since the school shooting at Columbine High School in 1999.

Public Speaking: This mirrors America's border rise in gun violence as it emerges from the pandemic.

Public Speaking: This need not be the case.

Public Speaking: By addressing the causes of violent occurrences and putting into practice tried and true tactics that promote a positive school atmosphere.

Public Speaking: we may create a safe and encouraging educational environment free from gun violence.

Public Speaking: According to everytownresearch.org. Every year more than 4,300 children and teens are shot and killed, and over 17,000 more are shot and wounded.

Public Speaking: But imagine a world where all kids can wake up and go to school in the morning feeling safe.

Public Speaking: never being paranoid that their life could be taken.

Public Speaking: We can all do something to help solve this problem today.

Public Speaking: Owners of firearms must be held accountable if a child under age can access it.

Public Speaking: According to sandyhookpromise.org. Nearly half of all parents with the weapon in their home wrongly believe that their children don't know where the gun is stored.

Public Speaking: Some kids even received weapons as gifts from their parents for Christmas or birthdays.

Public Speaking: holding owners and kids accountable for their actions would create a more secure and safe school environment.

Public Speaking: Citizens can take time to create a petition for the government to hold adults over the age of 18, accountable.

Public Speaking: When minors are able to access illegal firearms.

Public Speaking: I encourage you to support protests and petitions.

Public Speaking: visit, change.org today, and sign one of the thousands of petitions that have already been created to end school shootings in this country.

Public Speaking: Now I'd like to leave you with a quote from Dr. Amanda Gorman.

Public Speaking: It takes a monster to kill children, but to watch monsters kill children again and again, and do nothing isn't just insanity. It's inhumanity. Thank you.

David Pretto: I want to

David Pretto: thank both Liliana and Safa for their amazing work, and I was just excited to share their work with with the community and the Council Soapbox, Nyc. This component of civics for all, is one of the truly amazing opportunities for all students in the district to engage in researching topics that are of interest to them, being able to

David Pretto: learn public speaking and propose potential solutions to really important topics that are important to them. I appreciate hearing your voices, and I know that everybody here was was moved by hearing your voices and your very extensive research, and very well designed arguments and delivery. So congrats to both of you, and and thank you to Ms. Caulfield, Miss Obasa, and Principal Steinberg and

David Pretto: Staff for supporting their work, and I and I thank again, Miss Mccarthy Noor from my office for coordinating and supporting this work in the district without Tracy. This doesn't happen so thank you so much. I appreciate you.

David Pretto: I wanted to invite the the students, the staff, and the principals up with the Council just for a quick picture, since you're all here, and then that'll conclude my report. I'll take questions.

David Pretto: Everyone everyone go go. Kevin.

David Pretto: I don't think it was coming.

David Pretto: You guys should come in the middle. Yeah, yeah, yeah.

David Pretto: because I'm trying to make sometimes.

David Pretto: Thank you. Thank you.

David Pretto: You really know yourself.

David Pretto: Just want to conclude my report with a Thank you again to principal Lombardo from Ms. 407, and his staff and the the Arts performance shameless plug for the district, 20

David Pretto: performing Arts expo, which is happening on May 23rd at Mckinley Junior High School, really excited for the for the arts, visual and performing performances by students representing every school in District 20. At the end of May has been a District 20 tradition, and I'm really excited to make sure that that continues. Thank the principals on the Arts Committee. I thank Dr. O'brien

David Pretto: for coordinating the principals. I think Sylvia Jaczynski for really coordinating all of the all the principals on the on the team, and I'm really excited for the performing art expo. So thank you. That concludes my report.

D20 CEC20: So. Any. Cec members have any questions for superintendent preto.

D20 CEC20: I just have one comment and a question.

Kevin Zhao: The civics for all person. Oh, Tracy, yeah, yeah, I just want to say, thank you for the presentation and just share that. I got to see some of the soapbox at my kids school, and it was amazing.

Kevin Zhao: And you know how I have a parent, 2 kids, but one is a 6th grader, and usually they come home. You say, how was school? You hear? Nothing, the one she's on student government, and the one thing she would not stop talking about was the participatory budgeting, and she was so excited and they voted for water fountains. So it really is awesome. So thank you and I did have a follow up question. So I don't know if it's to you or to you about the superintendent's program and the Us. History

Kevin Zhao: in the 8th grade. I'm just wondering the logic behind that, just because

Kevin Zhao: the you know, the students will still have to take American history as a Junior, and tend to do better if they're older. So I'm just wondering what the

Kevin Zhao: the logic is behind having them take it in the 8th grade. And then also, I guess my pushback on that is just that it's going to make the 7th and 8th grades like value, more coverage over depth. If they're teaching to the regions. So I was just curious to hear the thinking behind.

David Pretto: Go ahead. And actually, Tracy, why don't you go ahead? Yes.

D20 CEC20: The 1st thing is that the new Us. History government is a test that doesn't. It's not based on coverage. It is

D20 CEC20: primarily a reading and writing, and an understanding of what the written history of our country is. So we are really promoting this idea of a skills-based learning and understanding of it. So in that way there is actually less to cover, because there are probably about 40 less topic points on this new regions than there was on a previous one. The second thing would be with the advent of all of the additional advanced placement courses in high schools, and what is being offered?

D20 CEC20: Students don't necessarily, if they come in with the credit from 8th grade, have to take that it does open up and allow for them to take a different history course than one that's just prescribing the full year.

D20 CEC20: Think the American history, though, was fired.

D20 CEC20: So it is, and it isn't, if they take it, and they get the credit in 8 grade. They are actually getting credit. They retake that course so they would retake it as advanced. Placement Us. History, which is a different curriculum. The college board is a different curriculum, and it's just looking at it and reimagining it in a different way. But you also know, with the advent of ap human geography. And then there's other ap courses that are historically based.

D20 CEC20: It gives them a little bit more leeway in terms of what they're able to offer curricularly, and if students are taking it in an accelerated program in 8th grade, it might mean that they are going to be following up at a school that will be offering multiple different options in math grades when they take.

D20 CEC20: So the intent there is that they could potentially opt out of it later.

D20 CEC20: or just say, I mean, they're going to take 4 years of history that is still look, that is still Ela and history in High school are the only 2 courses that you're required to take for 4 years, but they they will have a little bit more leeway in terms of what their choices for history.

D20 CEC20: And we don't have any data yet. Obviously, because we haven't taken the.

D20 CEC20: We piloted the Us. History regions last year on a small sample in schools. Yes, yeah. And they all passed with eighties above. The passing rates were such that gave us reason that it made sense to include it in the program with obviously the support. And we're doing the same with the geometry exploration that the Council's requested. And so we're in the midst of doing the same type of analysis for that.

D20 CEC20: That's helpful. Thank you.

D20 CEC20: This is a well-meaning question. But I'm genuinely curious with, and it's a tough question, perhaps, but with civics for all. And I've been to the presentation at the school, and it's wonderful all the schools kids have these great displays and stuff.

D20 CEC20: as we all know there are sort of guidelines that DOE has about politics in schools, right teachers, staff

D20 CEC20: not allowed to express political opinions.

D20 CEC20: How do you guys navigate that boundary between civic awareness kids talking about issues that they're passionate about. But also, you know, adhering to really the you know, the intent of those regulations, which is to

D20 CEC20: sort of, you know, keep politics in its proper place. Keep our schools as a place of education.

D20 CEC20: Don't touch the farm.

D20 CEC20: Sorry can I ask you to come up. So we can hear online. Yeah, please, thank you. Thank you.

D20 CEC20: You can sit. You can stay right here, please. Thank you.

D20 CEC20: Here. Okay.

D20 CEC20: so for the civics, for all curriculum, especially for soapbox soapbox, is comprised of multiple lessons. And before students actually are able to get to the writing and choosing of a topic that they're going to. There are sort of like norming and community activities that take place

D20 CEC20: additionally within the structure of a speech. There are certain benchmarks that students have to hit. So if you're choosing a topic, why is this topic important to you? If it impacts you? Is it impacting you? And is it impacting other people? When we have discussions about civil discourse and our lessons on civil discourse, there has to be respectful. Speak so when we're going over and talking about it first, st before students again even set pen to paper.

D20 CEC20: there have to be sort of like they almost like will bullet point something and say, this is my topic. This is why it's important to me. This is why this is what I think should be done. There has to always be a

D20 CEC20: next action.

D20 CEC20: It can't just be. I want to complain about this, and I want to talk about this. There has to be a call to action. If a speech doesn't have a call to action, we actually will hand it back and say, that's wonderful that you're recognizing this issue. But what are you asking for other students in the community to do about this issue? So we have various benchmarks along the way. If there is a time when we'll see a speech, and we maybe think that it is not being respectful to everyone that is going to hear the speech.

D20 CEC20: And students are open to this, we will ask them to reimagine this. Is there a way that you can present this point, but present this point in a way that it's inclusive to everyone that's going to hear the speech. So the curriculum. And again the Mikva curriculum out of Chicago. The Mikva group is very intentional in the way that they have this set up, and the positioning of lessons before students actually are going to speak on an issue.

D20 CEC20: Our students required to acknowledge views that might be different than theirs in their their research and

D20 CEC20: in their speech. So I think what's interesting is that students naturally do that because because it is research driven, and because students, as you heard Liliana and Safa say, they are research backed like they were looking for details to support. But in that process. They're also finding out about viewpoints that are different than their own, and so that they can incorporate that they have to know who their audience is going to be. And the point of their soapbox speech is that they want to reach everyone.

D20 CEC20: So in order to reach everyone and have everyone listen to them. They have to be aware that I need this to be messaged, and I have to have a call to action that's going to include the most people, and to do it in a respectful way, because we do talk about that. If we're not being respectful, it's very hard for people to see our point of view, and to want to work with us, of course. And I do just notice the nuance and the answer. It doesn't sound like it's required that they acknowledge that they go out and find. I think you said if it happens in the course of research.

D20 CEC20: that's 1 thing, but they're not. The the program is not set up to say, look at 2 sides of an issue.

D20 CEC20: weigh each one, and then decide on your point of view. So soapbox is their point of view. It's their voice. They're putting words to their voice. They're asking for people to polarize and to be moved to action based on something that they see in the world that they would like to change for the better. And we do say this for the better. We want to improve our communities. We want to improve the lives of ourselves and

D20 CEC20: people, students like us. So in that message, it sort of becomes sort of an inclusive message, because we want to get as many people joining along as possible. And I want to add to that within the literacy standards I mean the civics for all work and soapbox, including

D20 CEC20: we work with students from kindergarten all the way up to 8th grade. So we have kindergarten students writing soapbox speeches as well as 8th graders. The literacy standards don't call for students to identify or refute the counterpoint until a period that runs from 6th to 8th grade. So a student who's in 5th grade or 4th grade in Literacy period isn't called to

D20 CEC20: identify the counterpoint in something when they're conducting research. Just part of the progression of the standards. But in 6, th 8th grade they are, and there's certain benchmarks that they hit along the way. So

D20 CEC20: we do address that issue in when we work with students to conduct research and their writing in work. But it's not a requirement of soapbox. Specifically, I understand. You know, I can tell you guys, and I'll just share this. Activism is great. But there's many situations in the real world where decision making needs to be made based on a more careful balancing of facts and activism at times. It's just. It's 1 side, right? It's 1 side

D20 CEC20: spoken loudly and intended to, you know, win hearts and minds which is necessary in a democratic society. But when it comes time to making real policy decisions, political decisions, it's really important to teach kids that there's always another side. And even though you may feel really strongly about something, there's potentially costs, and people who feel very strongly on the other side of the issue. So

D20 CEC20: I think, for the soapbox. The main idea of it is empowerment, of course, and the empowerment part. And I think you heard with Liliana. I think you heard with Safa. Is that to just move students to see something and to say my voice matters as much as anybody else's as opposed to not have to have them hear the silence. Yep, absolutely. We're very like Super, proud of that. It's super important, it is, it really is. And everyone, you know, parents who do this. I always encourage parents speak up like you don't have to

D20 CEC20: have a thesis to speak up. You don't have to have a Phd. To speak up. Just come to a meeting and speak up. So it's the same principle.

D20 CEC20: and it's very important, except their children in our school, and we're really guiding them through a process of how to do that work in a meaningful, well-researched and structured way. Yeah.

D20 CEC20: thank you. Guys, thank you.

D20 CEC20: Thank you.

D20 CEC20: So

D20 CEC20: okay. So, David, the middle school admissions results came today. If any parent are not happy with the result, what can they do

D20 CEC20: if a parent is not happy with their result from the from the middle school admissions process. They can either contact the family welcome center or they can contact the family leadership, coordinator, family support, coordinator on District 20 team. And

D20 CEC20: and is there anything additional that we should add here those choices that they did not match up with. They'll be on the waiting list for those choices, and if you have.

William Chin: Processor. Wanna add on, you could add on.

William Chin: wait for those programs for the Zone program. And like you didn't apply for, or something like that

William Chin: check with the family welcome center at the

William Chin: 7, 1, 8, 7, 5, 9,

William Chin: 3, 9, 0 0 option number 4, or you can email them at 89 THFW. C. At schools, SCHO, ols.nyc.gov, or they can contact us also.

D20 CEC20: There is.

William Chin: Also.

William Chin: 3 workshops that are being conducted online. Starting tomorrow. I'm going to put the link in the chat.

William Chin: They can. Parents can sign up and

William Chin: to participate in the in the information session.

D20 CEC20: Any more questions.

D20 CEC20: and also during the break, do we have anything that students could do during this for the community for free that you want to tell us.

D20 CEC20: I know that individual schools

D20 CEC20: at their discretion, and you know, as budgets and planning allow, run a variety of spring break academies and other cancer programs. I don't have them, you know a list of them at at hand.

D20 CEC20: but individual schools will communicate and have been communicating these opportunities to students and families since the late winter, early spring. So if parents are interested or want to find out if their school is operating any one of these programs opportunities, they should contact their parent coordinator or the principal.

D20 CEC20: Alright. Thank you.

D20 CEC20: So now that completes the superintendent's report. Thank you, Superintendent Perdo. And now we get the Council President's report.

D20 CEC20: Do you want to? You do? Okay.

D20 CEC20: hey? I just want to give a quick notification. Cec. Elections voting begins April 25th

D20 CEC20: If you didn't get to watch the district 20 candidate forum, you can do that on replay.

D20 CEC20: Drop the link in the chat.

D20 CEC20: One second here. Sorry.

D20 CEC20: Just a quick run through of the steps on how to vote for anyone who's interested. It. All is done through your New York City schools. Account through your my schools account.

D20 CEC20: And yeah, it doesn't matter if it should.

D20 CEC20: Yeah, can I share? Yeah, if you're meeting? Yeah, yeah.

D20 CEC20: All done through your New York City schools account at this page.

D20 CEC20: If you don't have a my schools account, please contact your parent coordinator at your school. The parent coordinator will provide you with an account creation code. They'll give you a student Id for each of your kids.

D20 CEC20: You can also contact family support coordinator. I believe Sylvia Jaczynski will assist with that process.

D20 CEC20: And then there's a page with

D20 CEC20: more information on your New York City schools account that I'll just drop in the chat as well.

D20 CEC20: Stop sharing and share that helpful link there.

D20 CEC20: So the 1st link is for the the Forum. The second link is for the

D20 CEC20: information about setting up a

D20 CEC20: New York City schools account if you don't already have one. And I think we have. We've always had really good

D20 CEC20: numbers of parents signing up for the for the voting in this district. Once you have an account created. Starting on April 25, th you can log in and vote.

D20 CEC20: You get 3 votes for every kid.

D20 CEC20: and you'll see the list. Everything will be very straightforward within your within your account. You'll see the list of candidates, and you can choose how to vote.

D20 CEC20: And then just a final, just a quick, follow-up note, as many know. We had our legislative breakfast

D20 CEC20: a couple weeks ago, 2 and a half weeks ago, hosted at Psis, 163 principal, Jared Shapiro, very successful, many electeds in attendance over 140 Rsvps.

D20 CEC20: So real appreciation to everyone who worked to put that one together.

D20 CEC20: including our administrative assistant, Kevin, who is invaluable.

D20 CEC20: and that is, I'm trying to think of any other announcements.

D20 CEC20: that I want to share. I don't believe so at the moment.

D20 CEC20: yeah, middle school announcements came out today. So please.

D20 CEC20: yeah, like you said, reach out to the district. If you have questions or reach out to us.

D20 CEC20: that's all I have.

D20 CEC20: So we will now hold our second public speaking session of the evening. You can sign up on the online form, and Kevin will share the link in the chat.

D20 CEC20: If you are in person you can sign up again using the sheet at our table, and speakers will be limited to 3 min.

D20 CEC20: Is dawn. Dimaggio online.

Dawn Di Maggio: Hi! How are you?

D20 CEC20: Right.

Dawn Di Maggio: I'm calling in regards to the recent email that went out regarding the HIV curriculum for grades K. Through 5.

Dawn Di Maggio: My concern is that I was told that the parents no longer have an opt out option for their children.

Dawn Di Maggio: The opt-out age is only required for grades 7 through 12,

Dawn Di Maggio: and I feel like the parents should have a say in what they want their children to learn, and it shouldn't be mandatory

Dawn Di Maggio: for them to be held to certain curriculums that the parents are not approving of.

Dawn Di Maggio: I spoke with my school, they said their hands are tied, that this is the 1st year that the State is mandating. All students participate in the curriculum. It'll be included in their gym program.

Dawn Di Maggio: And again, age 5,

Dawn Di Maggio: in my opinion, is just not needed. It is not necessary, and if some parents think so fine, that's their option, it's their children. But I want the option for my child.

D20 CEC20: Well, thank you for your feedback. We don't actually have the answers. And it's David. Do you want to respond today

D20 CEC20: to her?

D20 CEC20: I mean. It is a state requirement. I can get more details. I'm not prepared to give, like a, you know, a substantive response to it.

David Pretto: So she did the right thing in terms of reaching out to her school. But if that's something that the Council would like me to, you know, prepare a more detailed presentation on. I can do some research and get back to you.

Dawn Di Maggio: Again the curriculum. It's not the opposition to the curriculum. It's the

Dawn Di Maggio: option for the parent to be able to opt out if wanted.

D20 CEC20: Understand the question. Okay, thank you.

D20 CEC20: Alison. Parisi.

D20 CEC20: Alison Parisi. Are you online?

D20 CEC20: This is here. It's fine. She's right here.

D20 CEC20: Alison Parisi. Can you unmute.

D20 CEC20: She's not answering.

D20 CEC20: Okay, now we're gonna move on. Do we have any more.

Alison Parisi: I'm sorry. I just.

D20 CEC20: Oh!

Alison Parisi: Hi, I'm so sorry to jump in.

Alison Parisi: Hi, I just wanted to see if there are any updates about. If there's any news at all about a horizon program coming to District 20 in a middle school.

Alison Parisi: I have a child who goes to a school in Perk slope for elementary school and our options. There's 4 middle schools in all of Brooklyn

Alison Parisi: for horizon program.

Alison Parisi: and our closest options are pretty much equally as far away. I could go to Dumbo, or I can go to no Strand Avenue to sheep, said Bay.

Alison Parisi: Both are approximately 6 miles away, which equates to a very long bus ride.

Alison Parisi: I have another child in the same grade Asd nest program.

Alison Parisi: and I'm really, I've been praying for years that something would come to District 20.

Alison Parisi: Thank you.

D20 CEC20: Thank you.

D20 CEC20: You want to answer the question. Yeah. So I can respond to that. I completely understand the concern. We do not currently have a middle school option for horizon students. In District 20. I have been working with the Special Education Office and the Central Budget Office around establishing

D20 CEC20: a program in District 20. In addition to middle school, there's a need for more elementary seats for horizon as well as for nest. So Asd programs are one of my priorities in terms of identifying sites and being able to establish new programs to to address a concern like this. I don't currently have an update right now the budget needs to be finalized, but we are

D20 CEC20: pushing towards establishing a middle school horizon program for next year. Once I have confirmation, I will definitely share it with the broader community, including Cec.

D20 CEC20: Thank you.

D20 CEC20: Thank you. That concludes our segment.

D20 CEC20: That concludes our second public speaking session.

D20 CEC20: So now we, on to approving our approval of the March calendar meeting units.

D20 CEC20: Kevin, can you please share the meeting minutes

D20 CEC20: and everyone could. We'll get them

D20 CEC20: everyone review the minutes. Are there any changes, anyone?

D20 CEC20: If there are no further changes to the minutes, the minutes for the February calendar meeting are approved.

D20 CEC20: Oh, March!

D20 CEC20: Meeting! Sorry, my bad, and this concludes the CC. 20.

D20 CEC20: Meeting April calendar meeting. Is there a motion to adjoin the meeting?

D20 CEC20: Is there a second to adjourn? Second?

D20 CEC20: All in favor.

D20 CEC20: Thank you. Good night, everyone.

D20 CEC20: So you can make an announcement that way.

D20 CEC20: We want to just start the business.

D20 CEC20: Do we want to start the business meeting now, or take a break.

D20 CEC20: I wish I didn't read it.

D20 CEC20: What do you mean?

D20 CEC20: Did anyone say they want to break? I don't think they heard. Do you guys want to break? Or do you want to go straight to the business meeting?

D20 CEC20: Good night. Good night. Good night. Good night.

D20 CEC20: Good night. Good night.

D20 CEC20: So break, I guess. So we'll have a how many minute break

D20 CEC20: 5 min. We're gonna have a 5 min business break before the business meeting

D20 CEC20: 5 min. I'll be 7, 40 tonight. Do you have

D20 CEC20: me on mute?

D20 CEC20: Alright! Good good evening. Everyone. Welcome to the Cec. 20 December april business meeting. Steve will take attendance.

D20 CEC20: Actually, we have our secretary here now. Oh, but, Kevin, where did Kevin go? I'll take attendance.

D20 CEC20: Steve Stowe here, how do you do that backing into the cell.

D20 CEC20: And then John Ricketone, vice president. Oh, hey, John! Nice to see you there!

D20 CEC20: Elizabeth Chan. Yes, Meifang Chen. Yes, Wen Ming Chen Yan Ching, Chen Yan Ching. Hey? Sorry, Fabiola

D20 CEC20: Alina. Here Sabrina.

Sabrina McNamara: That works.

D20 CEC20: Maya. Oh, Maya's not! She texted. She's not here, Tamara.

Tamara Stern: Here.

D20 CEC20: And Kevin. Yes, and Ryan is not here. And Ryan okay.

D20 CEC20: we will now go over the agenda, for, oh, should we introduce the yeah, we don't do that a second time. Not necessary. Most people don't stay for the business meeting. Okay, we will now go over the agenda for tonight's meeting. Kevin, can you please share the agenda?

D20 CEC20: Good to know. Beautiful school? Great performance, too. Is there a waiting list here?

D20 CEC20: So I'm sorry.

D20 CEC20: That's 1 thing.

D20 CEC20: Okay, okay.

D20 CEC20: Is, is there any changes? Anybody? Oh, the agenda! Oh, the agenda! So the April 9, th 2025 agenda is

D20 CEC20: O business approval of the March business meeting minutes.

D20 CEC20: Okay, if you reserve.

D20 CEC20: Is there any business meeting to make changes?

D20 CEC20: I mean, let's do it.

D20 CEC20: That's all of Ireland. There's nothing. It's very short. Yeah, okay.

D20 CEC20: that said February, March. Okay, so, but and it's after approval. Okay? Oh, business.

D20 CEC20: Thank you.

D20 CEC20: Great. Yeah. Google of March business meeting minutes. Okay.

D20 CEC20: Alright. So I think that was it. We didn't do anything. Are there any changes? Okay? So the minutes for the March business meeting are approved. This concludes the Cec. 20 April business meeting. Is there a motion to adjourn the meeting?

D20 CEC20: Okay, is there a second to okay? This concludes tonight. Thank you. Interpreters. You are dismissed. Thank you. Oh, the next sorry. The next meeting is May 14, th 14.th Thank you. Good night, and thanks, Steve, for letting me hold thanks.