D20 CEC20: Okay.

Alina Lewis: So welcome, and good evening, everybody. Welcome to the Cec. Thank you.

Alina Lewis: Welcome to the Cec. June 2025. Calendar meeting. My name is Dr. Alina Lewis.

Alina Lewis: and I'm a Cec. Council member. I'm going to be starting today's meeting until our President arrives.

Alina Lewis: We're happy to be hosted here at Ps. 69, led by Jane, Marie Capitanakis and Ap. Lisa. Fun. Fernandez.

Alina Lewis: Thank you. Our recording secretary, Kevin, will now take attendance. Kevin, can you do this.

Kevin Zhao: We are taking attendance now.

Kevin Zhao: Steve said. He's gonna be joining Nate, our 1st vice President. John. Oh, John, excuse okay.

john ricottone: Here.

Kevin Zhao: Second 1. 0, hi, John, okay.

Kevin Zhao: Joins online.

Kevin Zhao: Second vice President, Elizabeth, recording secretary Kevin is here. Treasure may find Chen.

Kevin Zhao: Member, Tamara Sten.

Kevin Zhao: Tamara, are you in a I'm here.

Tamara Stern: I mean you'.

Kevin Zhao: She's online. Okay? Got it? Maya Rosenberg, Rosenbread, Maya.

Kevin Zhao: I don't see. I don't see her online. Okay, what do you mean? 10, Alina Lewis Yanjing, Chen

Kevin Zhao: Yan, Ching.

Yan Qing Chen: I'm here 9.

Kevin Zhao: Sabrina, Megan, Namara, Sabrina.

Sabrina Mcnamara: I'm here.

Kevin Zhao: Okay. Online.

Kevin Zhao: Fabiota. Mendieta.

Fabiola Mendieta-Cuapio: I'm here.

Kevin Zhao: Okay, online. Alright, yeah. We got 1, 2, 3, 4, 5, 6 in person, and

Kevin Zhao: 3 or 9, 4 or 9. Thank you. Kevin.

Alina Lewis: We'll have interpretation in Arabic, mandarin and Spanish. Can our Arabic interpreter please introduce yourself.

Arabic - Selwa Abdallah: Good evening, everybody! This announcement for Arabic audience.

Arabic - Selwa Abdallah: Hashtags.

Arabic - Selwa Abdallah: Awel, hashtag!

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

Alina Lewis: Thank you. Can our mandarin interpreter? Please introduce yourself.

Mandarin - Melanie Qu: Yes, the following message will be in Mandarin. The mandarin announcement has been made. You may now proceed.

Alina Lewis: Thank you. And can our Spanish interpreter please introduce yourself.

Spanish Interpreter - Henry Meger: Quattro uno uno cuatro YA ingresin e siguiente codigo de Confrencia much agracias.

Spanish Interpreter - Henry Meger: End of announcement for Spanish. Thank you.

Alina Lewis: Thank you. And as a reminder to everyone who speaks, try and speak slower than usual, so our interpreters can keep up. We're now going to go over the agenda for tonight's meeting. Kevin, can you share the agenda?

Alina Lewis: We'll have a

Alina Lewis: call to order and roll call? We're doing that now. 1st public speaking, session, Superintendent's report, the report of the Council President, a second public speaking session.

Alina Lewis: the approval of the District Superintendent evaluation, and the approval of May Calendar meeting minutes. As I said earlier, we're very happy to be hosted here tonight by Assistant Principal Lisa Fung, Fernandez, and I am going to turn it over to her to say a few brief words, and then she's going to introduce our student performers.

D20 CEC20: Hi! Good evening, everyone. My name is Lisa Fung Fernandez. I'm the assistant principal at Ps. 69, on behalf of Mrs. C. Our principal. She is currently at another event at the Csa. And Ms. Yenzer is also our assistant principal. She's also at a family event. We want to welcome you and extend our welcome and gratitude to everyone on the Cec. And its membership.

D20 CEC20: And we'd like to thank the Cec. For your service to our community, especially our schools. Of course, we want to welcome all our parents and our community members and students here. We want to introduce you to our Ps. 69 color guard and the color guard that's coordinated by Ms. Fakura. She's not present today, but she is the one for the color guard and the chorus directed by Ms. Camiso. So we want to also wish best wishes

D20 CEC20: for those who will be taking part in other activities outside of the Cec. I think some of you are graduating in some cases from the Cec. We wish everyone a wonderful summer, and may our paths cross again, because our school is one of our, you know, most important pieces of our community that we want to support as much as we can. So we're going to introduce. Bring in our chorus, and then we're going to start with the color guard. Thank you.

Main Cam: Yeah, that's.

Main Cam: I think no

Main Cam: assembly is done.

Main Cam: Assembly salute assembly pledge.

Main Cam: It'll be me standing based on.

Main Cam: And we didn't see Hi

Main Cam: want to be lost when it's around extreme.

Main Cam: Oh.

Main Cam: that was still there! Oh, God!

Main Cam: Oh, God!

Main Cam: I don't know!

Main Cam: Do we plan on so to us?

Main Cam: Let's see session. Proceed on.

Main Cam: Let's see

Main Cam: here this one.

Main Cam: Thanks for sharing.

Main Cam: that's see

Main Cam: if it's not available, that's see.

Main Cam: But if they say.

Main Cam: Okay, so then

Main Cam: time discount.

Main Cam: How many?

Main Cam: Hey? Mark?

Main Cam: Oh.

William Chin: Thank you for calling.

William Chin: This is the end of the program.

Alina Lewis: Acknowledge who we have here. So from the district office we have Superintendent, Dr. David Preto. We have deputy soup, Dr. Joseph O'brien, executive director, Laura Kaiser, family leadership Coordinator, Bill Chin, family support coordinator. Sylvia Jenk

Alina Lewis: Sinski, you said she's not here.

Alina Lewis: I know she's not here. Okay, we have our President's council. Rep. President. Excuse me, Josephine, and there are folks from the Council

Alina Lewis: City Council members present as well. Just give me one second to see who we have from there. So

Alina Lewis: State Assembly Member to Nusis's office. Great. So we have a rep from State Assembly to Nusis's office.

Alina Lewis: and I believe we have. You're from Lester Chang's office great, and I will see. Who else

Alina Lewis: is there anybody else said.

Alina Lewis: if I didn't recognize you from a council person's office feel free to introduce yourself at any point. And sometimes I know you guys have announcements in the public speaking session, but we're going to move on to the superintendent report. So I'm going to turn it over to Dr. David Pretto, and get started.

David Pretto: Cc, 20 I'm going to share my screen journeys for my mic on my bad.

Alina Lewis: Hold on. We are going to start with our 1st public speaking session. Is there anybody signed up in person? Kevin?

Alina Lewis: So okay, Kenneth Chu, and that's right here. Great.

Public Speaking: I want to make this really quick but serious on behalf of Assembly Member Chang. We'd like to thank the superintendent and Cec. 20. Every single member here that have committed so much of their time, sacrificed them to their families for

Public Speaking: dealing with the education of our children, maintaining excellence and safety and all the good stuff that you guys do. I have here citations, recognizing and and a little appreciation for your services. Should I hand this out now, or okay.

Public Speaking: it isn't.

Public Speaking: Thank you so much.

Public Speaking: Hold us up here.

Public Speaking: Maybe they check Sabrina.

Public Speaking: Come out awesome.

Public Speaking: Thank you so much.

Public Speaking: Okay, thank you. We know every month, and besides the meetings here, but also offline how much you guys have communicated for all the schools in our district. Thank you. Thank you. Kevin, is there anyone online? Okay, so I have no other in-person speakers. Thank you very much.

Public Speaking: So we do have another service

Public Speaking: just right. I don't have time.

Public Speaking: Yep, which I just.

Public Speaking: It's good to go. Yep.

Public Speaking: I want to. 1st of all, thank the Council for meeting here today. I want to bring up the issue of the Department of Education under Trump's Presidency, currently the Department of Education manages funding for several programs related not just to schools.

Public Speaking: and especially here in New York the State spends a considerable amount of money on students and the school system. For example, I believe recent counts say that the New York State Department spent about $34,000 per student, which, compared to the Gdp per capita in New York, is about 40%, and with that there, of course, comes concerns with, you know, under Trump's Presidency, will these programs continue to exist?

Public Speaking: And today, or rather tonight, I want to ask these councils to consider whether or not these programs will continue to exist in the future. What would you suggest to ensure that programs for undersupported communities will continue to exist? And how does the DOE currently allocate funding for these different programs? Thank you.

Public Speaking: Thank you. Speaker.

Alina Lewis: So if there are no other in-person speakers, we will move to online. So the 1st online speaker forgive me. But the handwriting here. I can't read to Myra to

Alina Lewis: yeah, some tomorrow.

Alina Lewis: Is, are you there and wish to speak?

Alina Lewis: Oh, I see a tam r

Alina Lewis: okay. Can we come back to? Yes. So then, next we have Sophia, Chen.

Alina Lewis: Sophia, are you there? And do you still want to speak?

Alina Lewis: Okay.

Alina Lewis: And I will move to the last online speaker, Marie Batista, Marie, are you there?

Marie Battista: Yes, I am. Yes.

Alina Lewis: I see you. Okay, we can't hear you hang on one.

D20 CEC20: You're good to start.

Marie Battista: Okay. Good.

Marie Battista: Hello. My name is Marie Batista. I am a parent of a student that attends psis 1, 63.

Marie Battista: I also waive my son's hipaa rights so I could fight for his rights as a type. One diabetic.

Marie Battista: I want to speak about a program run by the DOE

Marie Battista: that is flawed and does not offer quality to all students.

Marie Battista: This program is called Summarizing, summarizing enrollment process is handled out of a central office

Marie Battista: instead of allowing the schools that are sites for this program.

Marie Battista: It states certain criteria for students to be considered priority for selection.

Marie Battista: The priority mostly is given to students that attend the cbo.

Marie Battista: The Cbo is the after school program assigned to certain sites across our district, summarizing claims

Marie Battista: to give priority to students with disabilities that need paraprofessional support.

Marie Battista: Yet the program so boldly also discriminates against

Marie Battista: students with disability by stating certain disabilities, do not qualify as an acceptable disability under summarizing guidelines.

Marie Battista: My son is one of those students that are being discriminated against.

Marie Battista: I have asked for clear and direct clarification

Marie Battista: on what disabilities are acceptable to this DOE program

Marie Battista: to date. I have not received a response from the Chancellor's office or our district office.

Marie Battista: Most disabilities are protected by the American Disability Act. So how can the DOE, pick and choose and single out certain medical conditions.

Marie Battista: Why is this program given priority to students who are attending a Cbo versus a student

Marie Battista: that 10 months out of the year are considered

Marie Battista: a student with disabilities. But for the 2 months in the summer this program does not take that into consideration.

Marie Battista: So I am axing all parents, especially the type one community to advocate for your children.

Marie Battista: We cannot accept the structure of this enrollment and the setup of this program.

Marie Battista: This program does not offer in quality to all students outside of the cbo.

Marie Battista: Okay? One second, I'm sorry. The cbo. How many years can we accept

Marie Battista: as parents our children not getting office.

Marie Battista: I asked Superintendent Pareto to advocate for change and be a voice for our district students. I also asked officials and councilmen to also advocate for change.

Marie Battista: This is a flawed and broken system that does not offer equality.

Marie Battista: There needs to be reconstruction.

Marie Battista: and if the DOE cannot get it right then this program needs to go away.

Marie Battista: Thank you.

Alina Lewis: See one additional hand online. Hanay Jabbat, did you want to speak.

Hanane Dbajat, NYS Assembly (AM Tannousis): Yes. Hi, Alina! Hi, everybody. Community Education Council my name's Hanan as I mentioned in the chat I'm here representing Assemblyman Michael Tannusis. He represents your district just wanted to

Hanane Dbajat, NYS Assembly (AM Tannousis): say hello and just let you know of 2. Well, one event that's happening. That assembly member, tanus is hosting. It's the annual boardwalk bash and I can send you guys a flyer to your Cec. Council email. The Boardwalk bash is happening Friday, June 20.th

Hanane Dbajat, NYS Assembly (AM Tannousis): It is on Set Islands. It's from 10 Am. To one Pm. So we encourage everyone to come out, enjoy themselves. It's a resource, fair plus. There will be, you know, fun things for the kids and just wanted to also let you guys know of the Selleyman's summer reading challenge. We're encouraging all kids to read at least 15 min a day. We can send you brochures and bookmarks also to the Education Council. So thank you. Everyone. Congratulations to all graduates.

Hanane Dbajat, NYS Assembly (AM Tannousis): and enjoy your summer.

Alina Lewis: Thank you.

Hanane Dbajat, NYS Assembly (AM Tannousis): Thanks.

Alina Lewis: If there are no other folks signed up for public speaking, then we are going to move to the superintendent's report.

Alina Lewis: I think we're good. So okay.

David Pretto: Thank you.

David Pretto: I'm just gonna share my screen

David Pretto: so tonight, my, 1st of all, good evening. Cc, 20. And I want to echo the Assembly members. Congratulations to CC. 20. This is the the final meeting of this term. So I want to 1st congratulate all the all the members on A, on A, on a successful partnership into your term. My presentation tonight will be in 2 parts I will 1st deliver annual

David Pretto: contracts for excellence and specifically around the class size engagement plan for District 20. And for that presentation I'm joined by Marie Burrow and Jennifer Joseph from the division of school leadership, Brooklyn South Financing Human Resources Office.

David Pretto: I'm also joined tonight by not just Deputy Superintendent Joe O'brien and Executive Director Laura Kaiser, but also Principal Sheldon Dempster, from Junior High School, 220, John J. Pershing, as well as Russell, Lieberman, our student services manager, and Lauren Taccone, our district social worker who are both joining us online for

David Pretto: different parts of the presentation. But first, st we'll begin with the fiscal year 2026 contracts for excellence and class size, engagement plan.

David Pretto: the contracts for excellence, or C for E. Background.

David Pretto: C. 4, E. Legislation was established as part of the 2,007, 2,008 enacted State budget under foundation aid, and requires that a portion of foundation aid be used for specific restricted purposes.

David Pretto: Contract for excellence requires that funding be allocated towards specific programs that raise the achievement of students with the greatest educational need, including, but not limited to students with limited English proficiency. Students in poverty and students with disabilities

David Pretto: in 2,022 contracts for excellence. Legislation was updated to include additional requirements related to class size limits.

David Pretto: funding from contracts for excellence must be spent only within the following initiatives for illustration. Examples of programs by initiative subject to State Education Department approval are included below

David Pretto: the 1st category is additional instructional time, or called Time on task. And an example of this are extended school year after school academic support.

David Pretto: The next category are model programs for multilingual learners.

David Pretto: Example of using contracts for excellence funds for this is to expand bilingual resource materials in libraries. The next category is full day. Prekindergarten and Kindergarten. An example of using contracts for excellence, funding for this purpose is adding classes or additional staff and or costs related to implementing full day. Pre kindergarten, 4 K.

David Pretto: Class size. Reduction. An example is hiring teachers or paying for teacher salaries to produce a reduction in the student-teacher ratio.

David Pretto: The next category is teacher and principal quality initiatives, such as the creation of a non-cash incentive program for high quality teachers to teach in high needs areas.

David Pretto: The next category is middle or high school restructuring, for example, expanding the participation of students in advanced placement programs.

David Pretto: And additionally, the State Education Department Commissioner may authorize districts to implement experimental programs. Such authorization must be granted in advance of implementation.

David Pretto: and more information about eligible uses and requirements may be found at the New York State Education Department's website, Www. Dot. P. 12. nysed.gov.

David Pretto: Contracts for excellence for fiscal year 2026,

David Pretto: which is the upcoming school year.

David Pretto: Contracts for excellence is increasing by 286 million dollars from 802 million dollars

David Pretto: to 1.0 8 9 billion in fiscal year 2026.

David Pretto: This funding is comprised of 241 million dollars of new funding to be used for the class size mandate in fiscal year 2026,

David Pretto: and 45 million dollars of existing funding that will be phased in as contracts from excellence from last year's class size, allocation.

David Pretto: and will continue to be used for class size.

David Pretto: The proposed allocation of 1.0 8 9 billion dollars in fiscal year 2026.

David Pretto: The 1st category is under the category of discretionary funding

David Pretto: 487 million dollars.

David Pretto: These funds are allocated to schools, and may be used for any eligible contracts for excellence purpose at the discretion of the school

David Pretto: principals will work with their school leadership teams or slts to plan the use of this funding for school year 2025, 26 in alignment, with eligible uses on the previous slide.

David Pretto: They may choose to change the use of the funding from school year 2024, 25,

David Pretto: or to maintain existing staffing positions or programs that were funded in school year 2024, 2025

David Pretto: targeted and maintenance of effort, 602 million dollars.

David Pretto: These funds are allocated to schools in support of specific eligible programs.

David Pretto: Schools receiving allocations were chosen based on a overall student need and B capacity to carry out the specific program

David Pretto: highlighted at the top is 241 million dollars. This is new contracts for excellence for class size, reduction mandate.

David Pretto: 45 million dollars for the class size, reduction mandate continuing from last year.

David Pretto: and then 183 million dollars, fair student funding.

David Pretto: 87 million dollars for integrated co-teaching classrooms.

David Pretto: 30 million dollars for summer program.

David Pretto: 9 million dollars for full day prekindergarten and 7 million dollars for autism, spectrum disorder classrooms.

David Pretto: So this slide shows a list of the proposed allocation of funds for schools contained within District 20.

David Pretto: You'll see at the top in the discretionary category where schools can decide on the use within allowable programs, a total of $31,700,706 or 48.5 5% of the overall allocation across District 20.

David Pretto: The second category is the new contracts for excellence for class size, reduction mandate, targeted allocations and schools must spend these dollars for this purpose. $13,006,289, or 19.9 2% of the overall district. Allocation.

David Pretto: 3rd category is fair. Student funding schools must spend this allocation for this purpose. $13,744,417, or 21.0 5% of the budget

David Pretto: for integrated co-teaching classrooms. This is targeted funding schools must spend for this purpose.

David Pretto: 2,999,304 or 4.5 9% of the budget

David Pretto: phase in dollars for class size. This is targeted funding schools must spend for this purpose a total of $2,277,715, or 3.4 9% of the budget

David Pretto: summer programming Moe stands for maintenance of effort. This is 1 million dollars, 446,948 or 2.2%, and finally, full day pre-kindergarten, a targeted allocation schools must spend this allocation on pre-k. 131,684, or 0 point 2% of the budget for a grand total of $65,297,063.

David Pretto: It's noted that this is an a combination of all of the allocated funds to schools within District 20. But these funds have been allocated to the specific schools. If that makes sense

David Pretto: public comment for contracts for excellence, we will take public feedback regarding the contracts for excellence plan into account in the coming weeks. As we continue to work toward complying with this mandate.

David Pretto: the deadline for submitting public comment on the contracts for excellence. Plan is July 8, th 2025

David Pretto: educators, parents and caregivers, and all other members of the New York City community may submit their comments by email to contractsforexcellence@schools.nyc. Dot, Gov.

David Pretto: sure that.

David Pretto: And if we can drop that

David Pretto: email into the chat for families to be able to access

David Pretto: the class size reduction plan, a draft plan has been posted as part of the contracts for excellence. Public process.

David Pretto: Members of the public are able to give feedback through this process.

David Pretto: Following public feedback, new York City public schools will work with the teachers and principals unions to finalize the plan

David Pretto: under the law these unions must sign off on the plan prior to it being finalized.

David Pretto: The plan outlines, outlines, school level policies and central level policies.

David Pretto: Summary of the draft class size reduction plan.

David Pretto: The plan includes the school driven planning approach for school year 2025, 2026,

David Pretto: which has directly resulted in additional resources being provided to schools, including the 241 million dollars in contracts for excellence, as well as additional city funds.

David Pretto: About 750 schools were awarded funding to hire approximately 3,700 new teachers.

David Pretto: Plans were developed in consultation with school leadership. Teams by individual schools

David Pretto: and plans were reviewed collectively by New York City public schools. The United Federation of Teachers and the Council for school administrators

David Pretto: data showing that 46% of classes across New York City public schools were below the caps for school year 2425, which is above the 40% required by law for this current school year

David Pretto: updates on the results of the principal space survey and work to convert rooms into instructional spaces. That New York City public schools anticipate may result in an additional 1,500 seats in schools without space to comply.

David Pretto: The school construction authority expanded. The capital approach to respond to class size, law and localized class size needs

David Pretto: multiple strategies to support teacher, recruitment and retention, including a new District Point pilot.

David Pretto: We will take public feedback into account in the coming weeks. As we continue to work towards complying with this mandate.

David Pretto: The deadline for submitting public comment will be, July 8, th 2025

David Pretto: educators, parents and caregivers, and all other members of the New York city community may submit their comments by email to classsize@schools.nyc, dot, gov, and if we can put that email into the chat.

David Pretto: yeah. And I just, I want to preface before you ask the questions. I just want to preface that we want to make sure that all public comment does go to class size at schools, to nyc.gov. So we really encourage the public who are listening to, you know. Forward those questions to class size, at schools to Nycgov, or, if needed, to forward those questions to CC. Who could then relay them to class size. But you just want just in advance.

David Pretto: the the the presentation is directed specifically to elicit public feedback and questions. But with that you've been doing this.

David Pretto: have you.

Stephen Stowe: Feedback come back to your office specifically from from a district? Does it come back to the district office and do you factor it into your you know your your district's policy making, or and then the follow up question would be, if not.

Stephen Stowe: where does the feedback go?

David Pretto: That would be I, you know that would be a good question, for in terms of the feedback I know that it goes to the Central Budget team. I don't know if Marie or Jennifer could

David Pretto: add more to that answer. But I know that this class size and the contracts for excellence email address is essential goes to the Central Budget team, Central Budget team and but it never. The the central Budget.

Stephen Stowe: Share with superintendents, you know. Here's here's what we found, and let's talk about ways to incorporate that into. You know, the delivery of public education in the district.

David Pretto: Yes, I think that.

David Pretto: We are made aware of general feedback, and how that relates to plans, especially if there's adjustments or revisions. But we're definitely made aware of feedback. And and how it has informed the development of the final, you know, final plans, especially if it, especially if feedback changes it. Has there been any changes to the

David Pretto: contract for excellence programs over the years.

Stephen Stowe: Because I've been doing this again a few years, actually at same Zoo. Have you been ever ever aware of any changes to the contract for excellence programs as a result of public feedback.

David Pretto: I know the the biggest change that I can just say

David Pretto: from the contracts for excellence is this year, with this specific allocation for class size like that's the most notable change that I've seen with contracts for excellence where schools who are allocated funds in that funding category specifically have to spend those funds in those categories. I don't. I can't

David Pretto: say that I can't say I can't speak to the difference between that funding allocation being targeted for that purpose juxtaposed against prior years. Where, and how much of that would have been discretionary versus I don't know.

Stephen Stowe: It from class size. But I understand there's always been a component of class size contract for excellence. But I was specifically I was focusing more on this stuff like, there's a component of the class size for excellence. I'm sorry

Stephen Stowe: the contracts for excellence that is related to actual learning right in class learning money that should be spent and delivered to help learning outcomes and

Stephen Stowe: It's a black box, you know. Feedback goes to somewhere in Central, and all this money gets allocated, and

Stephen Stowe: members of the public don't know what's happening, really.

Stephen Stowe: it's it's very hard to know. In fact, it's impossible to know, and I I believe this by design. But I just was wondering for a final time, if you have any insight to share on that

Stephen Stowe: I wanna make sure I understand what you're asking contracts for excellence.

Stephen Stowe: There's a public feedback process, hey?

Stephen Stowe: Does any of that get taken into account?

Stephen Stowe: And then, B, it's a separate question, does anyone track if the contract for excellence money actually has an impact on learning the way it's designed to do?

Stephen Stowe: And if so what department is that at the well, that's actually done at the school level? I mean the budget development and the allocation of funds within contracts for excellence with, and also the other funding allocations are in consultation with, the school leadership team and the school Cep is tied to the budget. So the the outcomes. You know that that structure and processes in place through the Cep and the Slt

Stephen Stowe: that doesn't have. And and specifically, the contract for excellence. Money like that comes in. And the schools say, you know, we have to spend this on Xyz

Stephen Stowe: as outlined in the law, or we're deciding to spend or or in the case of the discretionary category and the other categories that aren't required to be spent for

Stephen Stowe: that's not that targeted category that we saw on that slide. Yeah. Schools decide to allocate funding to particular areas on their budget in order to meet the the goals in their cep and to fund programs in their schools. So a portion is discretionary. But a bunch of it is not right, like a lot of it has these. Yeah, we can go back to the targeted. Yeah, yeah, so like.

Stephen Stowe: I guess most of it is discretionary. Just percentage is allocated to discretionary. Okay, that's fair. Yeah, all right. And then the class size reduction mandate that that's been in place for years, that

Stephen Stowe: the c 4 e. Portion.

Stephen Stowe: no, that's oh, that's new, right? But then but there's I guess it's further down the list, wasn't there always there was always a portion of this that was for class size, reduction. It was always a category that existed on it. Yeah, but this is the new new portion. And then fair student funding. That's pretty vague, right that could be used for

Stephen Stowe: does. Does that just offset the formula based funding that comes to schools?

Stephen Stowe: Can Jennifer or Marie.

Marie Buro: I'm trying to unmute. I believe I've unmuted. Hello. Okay.

David Pretto: Yes.

Marie Buro: So

Marie Buro: there there very often other initiatives where C. 3 would help us to be able from year to year to maintain. So, as there are rising costs, we do. And there are initiatives that

Marie Buro: that are in place.

Marie Buro: Other funding supplemental funding helps us to maintain the effort in those areas.

Marie Buro: So while it's broken down into these different categories, also, remember that again from year to year with rising costs. How has this C 3 helped us to continue. Of course there's there's there are, you know, new allocations this year to go further with. You know, some very exciting initiatives.

David Pretto: Okay.

Stephen Stowe: Okay, I, yeah. I honestly hadn't realized until we sort of took another look at this, just how much actually is discretionary. This is a pot of money coming from. And this comes from the State right? This is all State aid money, which just so everyone knows. 2 thirds of the State money comes from New York City. Just it's not like the State is is free money. It's coming out of our pockets, too.

Stephen Stowe: Okay, thanks, and and then onto class size, specifically, you know, you mentioned the new numbers on hiring teachers. We know there's a teacher shortage, especially in

Stephen Stowe: certain areas. Has the district already started hiring these new teachers. So we held a district hiring fair on May.

Stephen Stowe: I think, but we we held it or we held it in the middle of May. We had over 450 applicants attend the hiring fair

Stephen Stowe: All of our schools were represented. And so we did that as a like a kind of launch support to get candidates connected with schools. Yeah, it was very well attended and good. So that's 1 thing that we did as a district specifically and principals have been following up and getting in front of the hiring process.

Stephen Stowe: For sure, it's definitely been an urgent priority for all principals and in addition the Central office has been supporting the district and all districts with different strategies. For ensuring that, you know, as many candidates, especially in high needs license areas are available so anywhere from partnerships with colleges to different pipeline programs. Other like kind of recruitment efforts

Stephen Stowe: may 20.th Thank you. Yeah. How many numbers wise do we have a number in District one like of that portion I forget what it was. 3,700, I think it was. How many higher in the range of 150 additional teachers than we would in a typical year of attrition. In addition to the typical attrition,

Stephen Stowe: are the hiring standards staying the same

Stephen Stowe: principals and principals and their hiring committees hire teachers. So you know, nothing has changed from that standpoint. Right supply and demand, though, if there's a shortage of teachers. And now we're suddenly, in a very short time period being required by a law to hire a significant number. More.

Stephen Stowe: If you don't have the supply, then you'd have to lower the standards to get additional people to fill the positions if you're required to. By law.

Stephen Stowe: I understand the theory. I don't know how that's going to play out in practice. What I do know is that you know principals and their teams, you know, actively recruit the teachers and have a variety of methods at their disposal to be able to recruit and hire teachers. Yeah, in practice. By the way, in California, that's what undid the class size law in California. They had to bring in lower quality teachers, and that offset it. There's a bunch of published research on that. It offset the benefits which led to California, abandoning the law

Stephen Stowe: after a number of years. So

Stephen Stowe: it's my final comment, and you all won't have to hear this from me over and over again after tonight we're we're bound by law to adhere to the class size law. So we're gonna I'll go on record and saying, it's a bad law one last time.

Stephen Stowe: Any other, comments Cec. Members from on the on David's presentation so far, and he does have some more stuff to go. Yes.

Stephen Stowe: any any on this portion of it, though contract for excellence or classes.

Kevin Zhao: Understand the small class size, the benefit of it. We just worry about

Kevin Zhao: how feasible it is and how much you can help. And then the key thing is, the money doesn't come from anywhere. So just worry. That's my concern.

David Pretto: Understand me, too.

David Pretto: I I completely understand.

David Pretto: We are doing our best, and I have to say that the principals in District 20 have been very mindful of.

David Pretto: you know, doing what they can to the best interest of their kids and their schools to meet the class size mandate while still ensuring that programming quality of instruction and opportunities for all kids in their schools are high quality, and they're still able to offer them. So that's you know they're they're. It's a. It's a tough balancing act, but they're but you know, we're still currently doing it. And that's something.

David Pretto: So that money that 60 million.

Elizabeth Chan: Guarantee for us for the next 2 years, because a lot of people is worried about the budget and scared that

Elizabeth Chan: with this administration that the money will be suddenly taken away.

Elizabeth Chan: The the budgets are passed every year.

David Pretto: For the different budget processes. The city budget, state budget and the Federal budget are, you know, passed on a yearly brought basis. So you know, other than laws that mandate, that certain funding streams continue through. Those are the only things that are kind of like that you can hold to in terms of like a guarantee.

David Pretto: But

David Pretto: this and this budget is this is a budget proposal that still needs to be finalized. That's why we're in the public comment phase. So any aspects of the law that folks want to comment on because it hasn't been finalized. This is part of the process for finalizing that budget

David Pretto: of that is coming from Federal budget.

Kevin Zhao: This is.

David Pretto: About the one that we're talking about today.

David Pretto: Today's day.

David Pretto: Yeah, I see that 1 1 portion.

Elizabeth Chan: You were saying that they're they're really

Elizabeth Chan: looking towards people with like, you know, gift and talented program. It seems like in one portion that I was reading for the contracts for excellence. But also should we take an account like

Elizabeth Chan: like activities, physical activities for children to be part of that contract.

David Pretto: The the one I think that you might be referring to if on the slide around extending participation in advanced placement programs, I think that's specific. I think it's specific for Ap. For classes in high school that they would take for college credit. Oh, yeah, I'm sorry. That's an example. It also includes middle school restructuring.

Elizabeth Chan: Okay.

David Pretto: I'm gonna go to the out. Yeah, no problem. I'm gonna go to the allocation in District 20. I don't see any funds that were allocated for that particular category.

David Pretto: Thank you.

David Pretto: But the just you know, the gifted and talented program superintendent program. Algebra honors program. The geometry pilot include 2 20 is one of the schools that that's happening at will continue

David Pretto: irrespective of the the funding.

David Pretto: It doesn't necessarily this category.

David Pretto: Those

David Pretto: that's programming that we have. That's programming that we've designed at at the schools in the district. And it's not restricted to one not not restricted to one line of funding

David Pretto: no problem, any other questions on class size that concludes

David Pretto: class size and contracts for excellence presentation.

David Pretto: I'm now going to shift to the remainder of the district specific presentation.

David Pretto: So it's June. We definitely wanted to report out on some of our progress monitoring measures in the district around student achievement and some of our other district goals. So Iready, which is the the academic screener that we use to measure reading and math progress in the district, using the state exams ultimately as the final

David Pretto: as as the final measure. But we use this to progress. Monitor. So what I've done here is I've included a comparison between the overall

David Pretto: performance of students in District 20 in reading

David Pretto: compared to 2023, 24 last year. So the top bar is this year, and the bottom bar is last year.

David Pretto: and we measure by looking at students who are early on grade level or on grade level as a potential predictor of proficiency. So this year we're at 56% of students

David Pretto: early on grade level or out grade level, which is 3% higher than it was last year. So again hopeful that that translates to increased scores on the Ela exam. In the State. No guarantee, but it's it's 1 measure that we use. But I wanted to share that data.

David Pretto: The next is the math data same so we utilize this in

David Pretto: in all grades as well to measure math progress. So same layout. The top bar is this year's end of year progress, and the bottom bar is last year's end of year progress. You'll see that this year 60% of students were either early on grade level or at or above. And that's compared to 58% from last year. So an increase of 2%

David Pretto: of students this year. So again, hopeful that that translates to overall state out overall state scores. But we're we're pleased to see that there's an increase

David Pretto: top top bar is this year, top bar is this year?

David Pretto: Yeah.

Stephen Stowe: That's good, I mean,

Stephen Stowe: any patterns within it, David. I know you break it up by school and stuff and

Stephen Stowe: grade any patterns that you notice below the the overall positive numbers here. Not yet. What we have done is we we monitor progress for the overall goals. And so we look for district level for all students. But we will begin to start like digging in to schools definitely. And then grade levels. And we also look at subgroups so subgroups of priority English language learners, students with disabilities. And so we'll start to dig into some of that data. And we also.

Stephen Stowe: for, you know, kind of quality assurance. And you know, looking at this process for setting goals, we also always do. We? We kind of. We do comparison against the state exam results when they come out so that will be another piece of analysis. We do. But at the district level, something that we use as I've discussed before, to like to set goals to progress monitor and to identify areas that we want to provide support in development.

Stephen Stowe: schools, however, use this very much to also do the same level of goal setting and progress monitoring at the school level. And this that that will continue, and something that you know families can, you know, check in with their schools? Check in with the principal check in with slt around. You know how those school specific pieces have been going and and ask for you know that level of that level as well got it.

David Pretto: Next, I wanted to share this. The parent survey results. So in the spring I shared that in order to

David Pretto: get some larger kind of qualitative data from families around their their perceptions and feelings around the implementation of the curriculum, and also to really

David Pretto: prioritize the knowledge building, culminating task aspects of of the Hmh. Curriculum.

David Pretto: you know. I asked all schools this spring to leverage their different family engagement opportunities. So publishing parties, family Fridays, different parent events, where they typically invite parents in to share their children's work and share what children are learning in school and have celebrations of those this spring. I asked all schools to invite parents into the school, and specifically

David Pretto: engage their families and engage their children in 1. 1 of 3 categories of of the curriculum's

David Pretto: home, leading tasks that specifically leverage knowledge building. So the performance task or end of unit writing piece, the the inquiry projects, or the different student performances that are options for for teachers to use, including readers, theaters the most common in elementary school. But there's others. So we collected

David Pretto: of a

David Pretto: close to 4,600 responses from from parents across the district. This wheel just kind of represents all the schools in the district, and I want to thank the principals and all the teachers who really kind of use this structure and leverage this in order to engage families in a meaningful way, and get feedback from families on. You know what they saw.

David Pretto: We it's spread across the grades. The majority, you'll see, were in the elementary grades. We did have middle schools. But you'll see that the middle schools were, you know, a little smaller.

David Pretto: And then these are the different activities that we asked parents to say like, What did you see? So the writing piece is the performance task or the end of unit writing piece. The the inquiry projects were, it looks like was the grand majority of, or the the larger majority of work that parents were able to see. And then the student performances, the speeches, the readers Theater. Those are more of the the student performances. That kind of was a

David Pretto: quarter quarter and a and a half for this for the projects. This, this slide shows the percentage of type of

David Pretto: student work that parents got to see when they came into their child's classroom got it. So when the parent visited the school, the teacher, or the grade, in some cases kind of shared with families like what was it that the children were working on, and what did they learn, and the project, or whatever the work, was.

David Pretto: the way in which they showed that this is what this slide shows. So did they like read an essay that their kid read, wrote, or did they see a project that they created? Or did they see their child perform in some way either a speech or act out of play. There's different options in the curriculum. And that's what this represents.

David Pretto: And we wanted to do this because this is also data that we're going to share with schools individually, to kind of inform them about like, if there were any preferences or things that were more successful, that parents saw that that would be helpful in the design for next year?

David Pretto: This is the 1st question. We tried to keep the the questions targeted towards the the purpose which was to get overall like satisfaction rates, but also target in this aspect of like student learning. We asked parents if they were satisfied with the knowledge that they showed during the presentation. The the the blue is very satisfied, the red is satisfied, and the orange was need improvement.

David Pretto: We were. We were pleased with the overall satisfaction levels of parents

David Pretto: talk to the ones that needs improvement and ask them why they thought that what we are doing is, and what we wanted to be very mindful of is that this survey was a focus on the the work that students were doing, and not a referendum on

David Pretto: teacher quality or other aspects. So we did include a constructed response piece at the end of each survey. So parents they wanted to share something they were able to do so, and we will be sharing those results with principals only for their information to help them make some decisions. And in that area principals will be able to view any positive or constructive feedback that parents, you know, wanted to give

David Pretto: around some of these responses so that it could be addressed at the school level is a small percentage. So we want we didn't want to. We wanted. It was something that could be addressed almost a case by case basis.

David Pretto: Then we asked parents just to rate their child's learning based on the activity. The the response rates were again high, but there were some. So again, you know those pieces of feedback

David Pretto: where mostly positive, but where there was. As for growth you know that opportunity will be there for the principal to be able to address.

David Pretto: And then, finally, we asked parents like what they'd like to see more of in the future, and this was targeted towards the teacher planning effort which I'm going to describe in next, because again, we felt like it would be helpful feedback based off of what you know. Parents saw if they would, and it was, and the the feedback was interesting. You know, the majority of parents saw up an inquiry project.

David Pretto: It looks like the majority of parents wanted to see more student performance. They want to see speech. They want to see more readers theater. They want to see more performance of their students at the end of the curriculum. So we felt like that was helpful. Feedback.

David Pretto: Help me out if if something is not a.

Stephen Stowe: Written piece, and it's not a spoken or performance piece.

Stephen Stowe: What's that 3rd category student project? It's a project. So the the projects are really wide ranging, and we could bring in some different examples of them at a meeting. But depending on the grade level. It's real. And frequently they're collaborative projects where students but sometimes they're individual. It depends on how the teacher structured it.

Stephen Stowe: they can be their presentations. Essentially so like, you can think you can think you can think from the very classic like I get a board. And I, you know, create a presentation on a board that in the very kind of traditional sense all the way to like multimedia presentations of the projects where students are creating websites. And and do you see why? I'm asking, because to me that stuff sounds like student performance speech

Stephen Stowe: readers, theater. No? Well, the student perform the the student performance. The projects aren't necessarily something that the student has to perform in in order to present. Okay, it's a typically a visual. Okay, right? But not a written piece. There is writing on them typically. But it's not solely a written piece.

Stephen Stowe: We can bring in examples that's cool.

Stephen Stowe: Can I just ask about, like, what was your overall purchase?

David Pretto: Multiple purposes

David Pretto: one was to, you know, kind of get parent feedback in as broad a way that we could on the

David Pretto: the prioritized components of the curriculum. You know, we wanted to make sure that the the knowledge building aspects of this curriculum were being prioritized, and that parents were given the opportunity to see them

David Pretto: and be able to give feedback on them, and we wanted to make sure that that was done in the kind of the broadest sense possible across the district, because we hadn't administered a district survey before in this way. So we wanted to make sure that, you know, as may all you know, every parent, as many parents possible were able to to respond to it. You know. Another purpose was to

David Pretto: kind of model for schools like ways in which they can get similar feedback from parents in their schools on an ongoing basis. You know, this is something that you know, is a practice that we feel like is very strong for schools to do on a regular basis to get feedback

David Pretto: something else. We also wanted to be able to do was we wanted to be able to

David Pretto: inform the planning that we engage teachers on which I'm gonna kind of go to the next slide in the design of the guidance from the district for the curriculum for the upcoming year. We wanted to make sure that parent voices were, you know included, and that teachers and schools were able to consider them. You know, from a

David Pretto: yeah, from a, from a kind of like as representative, a sample size as possible, like we wanted to get as many responses as possible.

David Pretto: that makes sense.

David Pretto: Not really. We don't do that. Sorry guys.

David Pretto: And the President's council asked us to do it, too. So

David Pretto: so I you know. So I we felt we felt we we felt like it was a good idea

David Pretto: and also and also for the opportunities where there were families that had, we wanted to say like positive, and you know, positive negative. Whatever the feedback was, we wanted to be able to have that be included in the

David Pretto: in how schools went about, you know, kind of implementing this. So it was, you know, and also ultimately, it was also a way to prioritize the knowledge building aspects of this curriculum, for all you know, not just for parents and kids, but also for teachers. We wanted to make sure that, you know, there's a lot of feedback that we got in addition to our own observations was that there was in large numbers of classrooms, like a focus on the skill

David Pretto: component of the curriculum, which is not something that we've you know big picture in terms of, you know, kind of implementing a curriculum to teach kids how to read. The skill wasn't something that we wanted to have kind of in the forefront, and something that we want to make sure that the the demonstration of students

David Pretto: showing what they've learned from what they've read, which is what these assignments are. We want to make sure that that was ultimately in the forefront, because that's ultimately the purpose. The purpose of the curriculum is for students to be able to learn how to read

David Pretto: and to be able to demonstrate what they've learned from what they've read. And you know you are best able to see that in these these assignments

David Pretto: push there, though, would be like if we don't know anything about the quality of any of these like, sure, maybe it is happening. But I don't know why you'd spend all that time doing a survey to find out if it's happening. If we don't also have any like criteria by which to judge the quality of these presentations so well, teachers are tasked with assessing how the students demonstrate their learning, in the, in the in the student work, that the purpose wasn't to assess whether or not the

David Pretto: the the tasks were high quality of. I think I understand what you're saying. The purpose was was to ensure that the kid that students were engaged in those.

David Pretto: and to get feedback on to what extent they felt like their children, learned what was intended to be learned through the the task, if that makes sense.

David Pretto: And we tried to craft the questions in that way. So that that was the that was the purpose, because ultimately the point is that students learn and that. And and parents are able to kind of see what they've learned. And you know whether or not they're happy with what they've seen, that they learned. And that's ultimately kind of why we kind of geared the survey in this way.

David Pretto: for for that, for that particular purpose that makes sense.

David Pretto: I, for one like the idea of doing these targeted surveys like, I don't know. Do you guys use the city.

Stephen Stowe: Citywide survey. Much in your planning. Okay, good, absolutely good. So. But anyway, but this is also kind of a more targeted for a

Stephen Stowe: a local issue. And I think in principle, that's a great idea. I'd like to see one on math in the future, too, because I know there's been some changes to the math curriculum over the not in District 20. Okay, that's good to hear. That's good to hear. Yeah. District 20 is not participating in the Nyc. Solves initiative. Okay, you know, schools are maintaining the curriculum that they've adopted. You know. And have you been using? And all right, I'm actually happy with that. Yeah.

Stephen Stowe: I think.

David Pretto: Thank you. And and with any other questions about the survey next piece. So I mentioned the teacher planning collaborative. So

David Pretto: one of the purposes of the survey was to, you know, support in part the design of the guidance from the district in the upcoming school year. So another strategy we took this spring in order to prepare for next year was to engage teachers from every school. So we had. This picture represents all the the great teachers and literacy coaches, and a couple of principals in here who worked with us at the district level to

David Pretto: design, based off of their experience of 2 years of the curriculum. You know what they felt like was information and guidance. That would be important in order to have, like a successful year, 3 leveraging all the experience that folks had. So we, you know, really appreciate all these teachers they took 4 days out of their year across April and May to work with all of us.

David Pretto: and they're and with each other we divide the divided them into teams of about

David Pretto: 5 to 8 per grade level. So 5 day kindergarten 5 day, 1st grade 5 day, second grade all the way up to 8th grade, and they work together in small teams. Many of them didn't know each other, but work together to design what they felt like was important guidance.

David Pretto: module by module for their colleagues in the district for the upcoming year, and we've captured all of their. We use a structured process and a planning framework that leverages knowledge building and standards.

David Pretto: And we and we're now. We've now captured all of that feedback and design that the teachers created. And we're finalizing that to push out to schools for them to utilize in in Year 3. We wanted to make sure that you know Teacher Voice was in there and they provided us a lot of great guidance and tips. They really able to kind of get into the weeds lesson by lesson, you know, unit by unit.

David Pretto: and they were also very pleased. We. We made a slight adjustment to the assessment plan so that students wouldn't be engaged in less assessments in response to the module assessment feedback that we got from parents.

David Pretto: So you know, moving forward, we're hopeful in year 3 that this can be a much more smooth process that was informed, and we shared the survey results with with the teachers just to kind of get a broad sense of how that could be captured in any way, and the the feedback that parents gave us on that survey aligned with the kind of the priorities, and you know direction we were going in.

David Pretto: We made a short video of the teachers.

David Pretto: I'll turn. I turn the music off

David Pretto: cause just, you know, to save us. But we wanna just kind of capture the all the work that they did.

David Pretto: and

David Pretto: just kind of the scopes. That was the principal advisory. We had a principal advisory as well, who kind of informed, informed the design of it, and we met with them in between each session to kind of give them updates and have them and give us feedback on. You know how that was going, and and it was also just a great opportunity. You know, a lot of the teachers kind of said like these are people I never met before.

David Pretto: So like, you know.

David Pretto: Friendships were made, and you know all that kind of thing in addition to the the design of the curriculum. So it was a great experience. So I'm I'm really. It was a big effort. But I'm I'm really happy that we did it. And again, I'm really appreciative of the principals who made their these teachers available

David Pretto: to to engage in this.

David Pretto: Yeah, I think it's a great idea to in contact.

Stephen Stowe: That's.

David Pretto: And

David Pretto: and then next we had spoken about bullying and school safety. So I just wanted to revisit, and I invited Russell, lieberman school, say our student services manager and Lauren Taccone, my school social, the district social worker, and Principal Sheldon Dempster, from 2 Junior High School, 220, John J. Pershing, also the site of one of the 3 geometry pilots

David Pretto: in the upcoming 3 years. But we wanted to speak to the work that we have been doing in school climate, and to address bullying. So these are our 2 goals in the Dcp. That are connected to priority. 2 physical and emotional safety of all students. And the most, you know, kind of direct goal that we have is a goal of reducing level 4 level 5 incidents. These are the highest level. Incidents usually.

D20 CEC20: That encompass bullying, and some of the more serious things that happen in schools specifically in 5 targeted middle schools to reduce that number.

D20 CEC20: And I share that, because that's connected to our key strategy in the Dcp. Which I'm going to kind of read. And then Russell is going to follow up with describing the work that he and Lauren did with principals in the middle schools, with the student voice collaborative as well as the assistant principal institutes around school culture. So the key strategy this year was that by the end of the year we would engage middle schools and student leaders to develop school-based plans to improve school environment

D20 CEC20: Aps. We actually engaged Aps from every school to participate in the Institute which aimed to improve school, climate, and culture. Under this, you know, under the guidance of district leadership as well as peer feedback.

D20 CEC20: and we facilitated 5 sessions and culminated in an action plan designed in partnership with the Ap. And informed by student feedback that was given during the process by the principal, and I've invited Principal Dempster to kind of share how that process went with us. But I'm going to ask Russell, lieberman from my team just to kind of come off mute and give a little bit more detail of how that work went in the district to support the improvement of school climate.

Russell Lieberman: Thank you.

Russell Lieberman: Can you guys hear me?

D20 CEC20: Yes.

Russell Lieberman: You can hear me all right. Great sorry about that. My computer was updating. So I'm on my phone now. But good evening, everyone. I'm happy to be here. I'm Russell Lieberman. I'm student service manager from District 20 just to follow up with what Dr. Predo said, looking at this Dcp. Goal. So initially, you know, even though we have these 5 targeted middle schools, we decided to involve all of our 16 K to 8 and middle schools in this Ap. Climate and Culture Institute.

Russell Lieberman: You know, we've been successful in the past with ap institutes in the district around the La and around Math, and so part of our strategy this year would be to, you know, was to do a climate and culture one. So the way that worked was the 16 middle schools and K to 8 schools. The principal identified an assistant principal who's in charge of safety, climate, culture, bullying things of that nature.

D20 CEC20: And Russell. Yes, can you? Can you just speak a little bit slower.

Russell Lieberman: Sure apologies.

D20 CEC20: Thank you.

Russell Lieberman: So as this is my slow, but I'll speak even slower, so.

D20 CEC20: I know it's natural. I got it.

Russell Lieberman: So each principal identified an assistant principal that was in charge of climate and culture. And Lauren and I worked. And really, you know, we're thoughtful, you know, around how we were to roll this out. And so it was. Multi sessions with all 16 of the assistant principals. And we looked at various data sets. We looked at Or's incident data, which, you know, looks at various incidents, anything from bullying to

Russell Lieberman: fighting anything of that nature. So schools looked at that, and then they also looked at their student surveys. A second piece that we developed was the Rfa. The respect for all student voice, collaborative right. And so we. We

Russell Lieberman: had a the principal and one student leader. From each one of these 16 middle schools sit and analyze their school surveys, and the results were really astounding. Like some of the feedback that we got from the students and in the conversations with the principals were really amazing. Really, you know they would see things that we didn't see right. And that's why student voice is really so important. And so then the culminating activity of the

Russell Lieberman: assistant principal Climate and Culture Institute was where these data identified assistant principal and the principal of the school sat. They went over the findings of the Rfa. Student voice collaborative as well as their findings of the Ors data, right? The incident data. And they were then tasked with coming up with 2 problems of practice, one that would focus on the actual data? Right? What's going on in their building? When are things happening?

Russell Lieberman: Who are the students involved? What types of incidents are they? So that was one problem that they had to focus on. And then the second problem was looking at the student survey data. Right? Are kids not feeling safe in a cafeteria. Are kids not feeling, you know, valued, or kids feeling that they're being bullied, whatever the case may be, and then come up with another problem of practice, and ultimately a plan of action for next year.

Russell Lieberman: And so the results, as you know, Principal Dempster will tell you. I'm sure, you know, were really great. It was really enlightened to see how the students worked with administration. It was really amazing to see how

Russell Lieberman: the assistant principals really got to analyze the data. And you know, a lot of it was like that. Aha! Moment like, Wow, you know, I didn't realize that it was really just my 6th grade. That's having a problem. Or it was really just, you know, these particular classrooms that are having problems. So the feedback was great. And we're looking forward to expanding this to more of our schools next year, and to taking these content, the 16 that we worked with and continuing this process for next year and building upon it.

Russell Lieberman: So I'm going to turn it over to Principal Dempster, who could speak more to to how it worked in his building.

D20 CEC20: If you could come down here.

Stephen Stowe: Hey? Russell, Russell.

Stephen Stowe: Yes.

D20 CEC20: Well.

Stephen Stowe: That sounds

Stephen Stowe: comes to the microphone. Can you just clarify for me? What's the time period we're talking about in terms of when you guys started

Stephen Stowe: this scenario should have.

D20 CEC20: So, so.

Russell Lieberman: It started.

Stephen Stowe: You sort of in your comments you you mentioned. There was sort of a start and a beginning, and you reviewed results and, etc. What was the timeframe on that? Again?

Russell Lieberman: It was over a few months. Lauren, do you know what month we started.

Lauren Tacconi: We fish.

Lauren Tacconi: She started in January, so it was the entire term that we went over.

Russell Lieberman: We started in January, and then the the final meeting was at our was it our May meeting or our.

D20 CEC20: Or is that the main thing.

Russell Lieberman: It was at the main meeting, right? So the main meeting was the final was the final meeting where the assistant principal and the principal met and went over that finding, and then came up with the 2 problems of practice.

D20 CEC20: Okay. And I'm I'm just curious in my mind. I'm thinking about, you know, results. And I think I heard you say, and maybe principal dumpster will share more, but, like

D20 CEC20: 6 months are, I mean, are we?

D20 CEC20: Do you think the results that have been demonstrated over 6 months are

D20 CEC20: sufficient enough in terms of sort of number and duration and longevity to declare, you know, success or not, or what. I I just wanted to make sure I heard the takeaway right on that. I think I heard you say it was successful, but I just wanna.

Russell Lieberman: It's successful in the sense of that. They were all able to develop a a you know, to identify the problems and come up with a plan for next year. Right? It wasn't. It's not that, I can tell you that. There, you know, they came up with a plan, and it was, you know, fixed right? They didn't solve the problem by by June 26.th Right?

Russell Lieberman: Really. Plan, you know, forward planning for next year. Essentially right, working, identifying things this year, and then planning for next year.

D20 CEC20: And we and we did have a goal this year of reducing these high level incidents in in middle schools. And that's something that our schools continue to work on as like build upon work from prior year, and we are seeing a reduction, something that we monitor in the.

Russell Lieberman: So.

D20 CEC20: And we'll look at at the end of the year, along with the other similar to like Iready for the Ela and the math goal. We'll look at or's data for Priority 2 to determine whether or not we were able to hit that overall goal. But I felt like it was very important that we engage the school leaders and students in kind of looking at best practices, looking at what each other do, and looking at

D20 CEC20: data to see what exactly are the issues that are coming up. And we really prioritize student data, we really prioritize student responses, not just the overall student survey, but also the student perception survey, which is a survey that's given in all middle schools

D20 CEC20: and high schools. So that's an additional data point that we engaged specifically the students and the principals in. And I appreciate Principal Denster coming to kind of share. You know how that work looked in his school because we felt like it was an exemplary model of how this work could result in. Like, you know, collaborative planning that we feel like is going to be like a real improvement. So

D20 CEC20: good evening, everybody. Just to Piggyback. The student perception surveys the deadline, for that was January the 17, th

D20 CEC20: when we met with Russell, Lieberman, and Lauren and one of my students and other students throughout the district. We really took a deep dive into the data to see where the problem areas are. But I wanted to look a little bit further to understand how I can best improve my school. So some of the questions wasn't that pertinent for improving my school, for example, in this class, how often do you see people of other races, ethnicities, religious or cultures reflected in a lesson?

D20 CEC20: Now, during that time, if it's a gym teacher, a Phys. Ed teacher, rather, you can't naturally see that all the time. Right? So I'm like, how can I really really use the data make it meaningful for my school for my students. So I decided to get a group of student leaders. I met with my assistant principals, with some teacher leaders, my guidance counselors to identify a group of students that can really give me meaningful feedback and come up with questions. Our own survey to kind of take the idea of the student perception survey, which is huge.

D20 CEC20: But to make it more specific to John J. Persian, my population, I have 1,312 students. 51% of my students are either a multi-language learner or a student with disability. So every question in the student perception survey might not be that pertinent to my population.

D20 CEC20: So I had a group of students, 5 honors students, 3 of them actually taking the Earth Science regions in 7th grade, 2 self-contained students, 2 ICT students, one student that's on the autism spectrum, and 3 general Ed students. So 6 6th graders and 6 7th graders, a little bit of background of some of the students. That was a part of my group, a member of the basketball team, theater club student, ais, 3 students that's taking the regents, 4 different nationalities, one student that was held over 2 students that's in temporary housing.

D20 CEC20: So I had a real diverse group. So when they were providing feedback, Dr. Predo stopped by one of our meetings, it was really meaningful. One of the questions that was really profound, that one of the students came up with was, How often do you feel alone in Persian?

D20 CEC20: Other questions the students came up with, Are you comfortable talking with your teachers about personal problems.

D20 CEC20: How do you feel? Your classmates? Misbehavior slows down the learning process? How often do you get help from social workers when needed?

D20 CEC20: So it was a myriad of questions that was really geared towards Persian. You know the 4th floor hallway, which tends to be a problematic area in the building. So we took all the questions, the Aps and I and we comply a survey. That's gonna we're going to distribute to the students. The students actually came to me and asked, we push back the survey because after state testing and a lot of online testing, they thought it would be kind of overkill and would be meaningful.

D20 CEC20: So I really really appreciate that during the meeting the students kept emphasizing have enough social, emotional support in the building.

D20 CEC20: I took that a step further and hired an additional social worker, and I have a social worker on each grade and a guidance counsel each grade so coming off the work that Lauren and Russell had the initiative with looking at the data meeting with students, seeing what are the problem areas in your building, what action plans to fix it. I made it more specific to my building, made the students take the leadership. The owner, the ownership in it, you know, provide meaningful feedback on what they go through day after day.

D20 CEC20: and had a diverse group of students from honors to autism, spectrum to ICT. And now I know that, moving forward. We can put systems and structures in place. That is, you know, geared to Persian because Persian is not diker. Diker is not Mckinley. Mckinley's not Mcauliffe. We're all different schools. We have to be specific and intentional to all the actions that we do for our buildings. And it should be rooted in data. One thing we discussed earlier in District 20 during our meeting. And my group I had earlier shameless plug is everything we do in this district is rooted in data.

D20 CEC20: As a former dean, I looked at a lot of oars data, so suspensions the discipline code was my thing. But that's not an approach to take as a principal, you know, providing the social, emotional supports. And the only way I'll know where the gaps are to listen to a diverse group of students, so I'm sorry for being long winded. But that's pretty much what I did, you know. Piggybacking off the district initiative.

D20 CEC20: Thank you.

D20 CEC20: Sorry. Go ahead, Russell. Go ahead, director.

Russell Lieberman: I just wanted. I just wanted to really shout out Sheldon, who really, you know, ran with this initiative, you know, above and beyond, and the shameless plug. Thank you. You know I'll take you to dinner for complimenting. But no, really, you guys did a great job.

D20 CEC20: Thank you.

Russell Lieberman: And all.

D20 CEC20: I guess.

Russell Lieberman: And all the principals did a great job. I don't want anyone feeling no hurt feelings. You all did great.

D20 CEC20: Yeah, no, thank. And thanks for being here too. Principal Dumpster, you know. Hopefully, the proof will be in the pudding, as they say, and you know I mean, every school is different, as you say, and

D20 CEC20: I think it makes sense to have kind of a tailored approach as you described. For sure.

D20 CEC20: You know ultimately it's about student safety, right? And like getting those oars, reports, numbers as low as is realistic. Do you have a specific goal in mind. Do you think like

D20 CEC20: setting a goal in mind for your data or the incident reports is is A is a you know. I'm just a parent. I just sit here from my seat. You're the administrator. But like, do you think that that's a.

D20 CEC20: you know, an effective data point to look at and manage toward

D20 CEC20: ors. Numbers is obviously something I look at every month at the safety meetings, but you know it's also what are you? Look at the ores numbers is what incidents that's transpiring. You know. For example, if you sit there, you have a high incident of B. 40 s. Which are bullying incidents that's based on someone's race sexual orientation, or what have you? You know? If you have a lot of that's a huge concern area versus if we have, you know.

D20 CEC20: using inappropriate language, a bunch of things like that we report. So it depends what exactly the infraction is. Another thing I look at is time of incidents, right? So if things are happening in the lunchroom, which is a few years ago, we saw there was incidents during lunch periods, so I made a professional activity where I had more teachers available. I had more school aids to have more bodies in place. Make sure the guidance counselors and the 1st social worker I hired made sure that she was free during the 8th grade lunch period to make sure that we have more

D20 CEC20: bodies and more resources available. So I do look at the auras data. But I can't say that I'm looking for specific drop, because it depends on what the incidents are.

D20 CEC20: Yeah, it's level 4 and

D20 CEC20: level 4 and 5 would be a level 4. And the inappropriate language would be more like a level 2 level 2. Yeah. Yeah. So that's why we target the the district level like the level 4 and 5,

D20 CEC20: are there? Are there any kind of like

D20 CEC20: like for your staff. Do you? Do you say to your staff like, Are? Is there any way of incentivizing staff to

D20 CEC20: to address the issue? However, they do it. I know there's a myriad of ways that you can address the issue. But is there any incentive at your school for your staff

D20 CEC20: that you use, either? You know.

D20 CEC20: Yeah.

D20 CEC20: yeah, that's that that I'll just say incentives. Is there anything you do to motivate them to? I mean, I constantly reiterate, reiterate the importance of them, you know, having.

D20 CEC20: I don't say open door policy, but making sure you're paying attention to, you know students to see if there's any areas of concern or any signs that there's an issue. I also have as a professional activity. I have teachers that do conflict resolution, because before it gets to a higher level infraction has to go to the Deans, or necessarily to sit down with a social worker at risk or or well, they won't see a counselor unless it's mandated. You know, those teachers could sit down and have the conversation and resolve the problems. Many of the problems are.

D20 CEC20: you know, it's amazing how students in 6th grade, for example, are very good friends. Every day after day after day they're hanging out with each other. Then all of a sudden they hang out with somebody new, and that person feels slighted, you know, it becomes an issue.

D20 CEC20: That's when I have my teachers that have conflict resolution as a professional activity. Sit down with students and try to make sure that it doesn't deal. It doesn't lead to, you know, a bullying situation or some type of altercation. So that's what I do have. The teachers try to monitor to see if there's any signs of issues that should be forward to my support. People and the people that do a conflict resolution. They'll step in before I get to a higher level. Yeah, we've talked about this at Cdc meetings before, and we've had

D20 CEC20: Chief rampersand here and talk about DOE discipline policy. Do you think changes in discipline policy at the school level are needed?

D20 CEC20: It's a it's a.

D20 CEC20: There are level 5 infractions. I will sit there and say, there's, you know, like A, B 54 is planning, participating, or instigating an act of group violence. If a group of students attack one student, I think that the

D20 CEC20: the consequence should warrant it. But when you get to lower level infractions, I think the guidance approach will always avoid that. So you know that's what I you know. I don't know if a wholesale switch, but I definitely I try to take the guidance approach to make sure that situations are isolated and make sure it doesn't, you know, expand further, so I can't say it should be an overall, you know.

D20 CEC20: change in the disciplinary policy. There are infractions for a reason. There are students that, unfortunately, throughout the city that try to bring a weapon to school. There are students that's affiliated with things they shouldn't, and there should be a level of accountability for that. But on a lower level of incidents. I think that you know, and I'm happy that I have enough people on my mental health team that can, you know, provide the support to make sure that situations are isolated and doesn't grow, and we sit there and provide that support, taking that guidance approach

D20 CEC20: before you know it becomes a recidous situation. Sure. Yeah. Do you feel like you have enough tools at your disposal with the existing policies? Yes, I think I do. The only

D20 CEC20: only I would say is that there's some changes in duration of suspension when it comes to the higher level. Infractions that you know. I wish, would you know, change? I said it directly to Gentleman Rapid said at a meeting, so it's not like I never said it before. But besides that, I have enough tools.

D20 CEC20: Did someone have anyone have a questions for Principal Dumpster?

D20 CEC20: Awesome. Alright. Have you guys asking the bullied kids if there's kids that are bullied.

D20 CEC20: how they felt through the process?

D20 CEC20: You're talking about the victim. Yeah, victims and their parents. Yes, of course, we always sit there and ask them about, you know, to basically give us their story. You know how they think that you implemented your model like, does it work.

D20 CEC20: and do they feel satisfied of what your school is doing?

D20 CEC20: according to the parent surveys that I have, and that's the only thing I can go off. You know. Parents are very comfortable and very happy at my school. I will sit there and say that I think no one's happy with everything. There's also a level of understanding what bullying is. For example, I remember I had a situation years ago where a girl was walking in the schoolyard, and this girl kept rolling her eyes at her. Nothing was said, but when she walked the schoolyard. She rolled her eyes at her.

D20 CEC20: The parent wanted me to suspend a student. Because bullying, I said, you know that's not polite, but that's not necessarily bullying, you know. We'll sit there and address. And I had, you know, staff members addressing, and, you know, get to the root of the problem. But it's understanding what is bullying now. That parent wasn't very happy about it, because they said, my child's being bullied.

D20 CEC20: because every time my child walks the girl rolls her eyes. That doesn't constitute bully, and I can't suspend them based on the discipline code, on that. So I would say that parent might not be happy. But you know, for the most part I have to go over the data. The parents are, you know, pretty happy and pleased with what we're trying to do at John J. Pershing

D20 CEC20: any other questions for Principal Dumpster.

D20 CEC20: It was great. I like having a principal show up at the meeting. It's really nice. Thank you. Thank you.

D20 CEC20: So we will. So we'll continue next year with the the.

David Pretto: Action plans.

David Pretto: and that will be a part of the you know the the updated Dcp. In the second year of the cycle. But we'll continue to focus on reducing, bullying and overall

David Pretto: and and overall high level incidents in schools.

David Pretto: And then, finally, I just like a celebratory piece. District 20 was proud to have the citywide Arts big apple award winner. Every year the Central DOE acknowledges one arts teacher across the city as the big apple award winner specifically in the arts this year. We're really proud

David Pretto: to have Amanda Mendez, who is the theater teacher from Psis 163 Bath Beach be the winner, and, as you can see from the the picture, we always work to surprise the teachers when we award them, because we award them the award in front of their kids. So we didn't have the kids in the picture there in the classroom to the left. But we did. We did totally surprise her, and she started crying, but we're really proud. So I just wanted to recognize

David Pretto: Ms. Mendez and thank Principal Shapiro, assistant principal Primana assistant Principal Brandwein, who are standing there with Miss Mendez. But just you know, we were happy to be acknowledged. You know, obviously District 20, we really focus on and celebrate the arts. And we felt like this was like a nice recognition of that with like, we have great teachers across the district in including Miss Mendez, so really proud of her and just the recognition. So I want

David Pretto: to say again, David, how was the award decided? So every year the Central DOE specifically the Arts office. And you see Peter Avery on the left, and I can't remember the guy on the rights name. There. They work in the Central Arts office every year they observe teachers

David Pretto: and make recommendations of teachers and specific arts, disciplines that they feel like meet the criteria for winning the big Apple Award, which is the city's recognition of like the best teachers in the city that year. So winning the big apple Award is like a big deal. It includes a fellowship in the upcoming year where the Chancellor meets with the big apple fellows, and they get to like, you know, they get to meet with Chancellor. They get to share their ideas and thoughts around

David Pretto: teaching and things that are happening in the city. And in general, it's a huge honor. And yeah, so and every year we recognize one teacher for actually, for the last 2 years, we've recognized one teacher in the district. But we've never had the arts teacher.

David Pretto: and it was like kind of a special honor this year that we were able to have the arts teacher so just big, big big kudos to Ms. Mendez.

David Pretto: And then, so that concludes my report. The last thing I want to say is, as I said at the beginning, like this is the last meeting for this CC. And I want to thank everybody. There's a lot of folks on the Cec. Who've been, you know, several years on with me since I've been superintendent, but I specifically want to point out President Steve Stowe.

David Pretto: Steve, I've worked with you since I've come on as superintendent. You've been the Prince. You've been the president of the Cec. So I just want to like thank you for your years of service. I know this is a volunteer job I know this is, and but I want to. You know, I want to recognize and publicly, that you've always taken it incredibly, seriously, like you've really put the time in the research

David Pretto: to definitely compile thorough lists of questions for me during CC. Meetings and otherwise, and and also really advocated on the part of all parents, you know, from a district. Perspective is not easy thing to do, and I want to recognize that. And you know, thank you for your service and and the partnership over these 4 and a half years. So yeah, no, thank you.

David Pretto: And I'm gonna now pass it to Alina. For the next part of the CC meeting.

David Pretto: Yeah, yeah, we have.

Alina Lewis: Some parent leaders here who do want to say something on behalf of Steven Stowe. So Josephine and Karen.

Alina Lewis: okay, and.

D20 CEC20: I stand here you can come here.

D20 CEC20: Oh, we're gonna sit! Oh, fancy! Feel so special right now.

D20 CEC20: Should have run for Cdc. See how much fun this is! Well, it is fun, all right. Sorry we're on a tight ship. Good evening, everyone. My name is Josephine Cangelosi, and I serve as the President of President's Council. I'm joined with this evening by our Vice President Karen Rizak, and Norma Arias, who is online. She's from Dpac. She is the chair for Dpac

D20 CEC20: on behalf of the President's Council. I would like to extend our heartfelt thanks to Steve Stowe for his outstanding services as our Cec. Leader since 2021. Don't cry, Steve Steven. Your collaboration with the district and parent leaders throughout your tenure has been nothing short of exceptional. What we do as parent leaders is purely voluntary. And yet you took on the role of leading the Cec. A full-time commitment with unwavering energy and dedication

D20 CEC20: in recognition of your incredible efforts, and on behalf of both the Cec. The President's Council and Dpac. We are honored to present you with this plaque as a token of our appreciation for your dedication and hard work.

D20 CEC20: you will be truly missed.

D20 CEC20: and shout out to Newtricht High School for making the plaque for us. That's amazing. Thank you. That's really nice, really, really nice. Yeah, thank you so much. Yeah, thank you.

D20 CEC20: Thank you. Karen, yeah, thank you. Guys that was really thoughtful.

D20 CEC20: Thank you. And I wait. I think Norma wants to say yes, go ahead. You have, Norma. Do you want to say something?

Norma Arias: Aha!

Norma Arias: Hey? Good evening, everyone.

D20 CEC20: What's up, Steve.

Norma Arias: It's been a true, truly been a pleasure working alongside you. I really appreciated the way you brought parent leaders together.

Norma Arias: and especially how you took the time to educate and empower our title. I shares.

Norma Arias: So I'm wishing you all the best in what's ahead, Steve. All right. Congratulations! Good luck!

D20 CEC20: Thank you, Norma.

D20 CEC20: You got it.

D20 CEC20: I had invited. If there is anyone on the Council that wants to make a comment, and I can just start with mine. But I 1st met Steve 2 years ago.

Alina Lewis: When I came to a scene

Alina Lewis: to speak as a concerned parent, and then, in subsequent meetings, I showed up with a large number of 5th and 6th graders, and Steve, always from that 1st meeting, met myself and the students with the utmost respect and also fairness, and made sure that our voices were heard in the meetings, and I really appreciated that from day one. And, as Dr. Predo said, I also just appreciate how thorough organized and professional. He is

Alina Lewis: his attention to detail with the policies. Yeah, sometimes my eyes are glazing over. But Steve is paying attention to a lot of very small details which is great to have in a president and and just a very fair person with a lot of integrity. And I think that's

Alina Lewis: scarce these days. So I really do appreciate that Steve and I disagree often on a lot of issues, and that does not prevent him ever from talking to me or being kind to me or being respectful. So thank you so much, Steve. I really appreciate you and your leadership.

D20 CEC20: And when I say something.

D20 CEC20: Yeah, Steve, I really appreciate the time and dedication.

Elizabeth Chan: You've given to this district with all your numbers and analytics, and you know we still need somebody like you in this district that's keep fighting for what the district wants, and I also feel like

Elizabeth Chan: it's gonna be scary when I don't see you next year if I'm still voted in.

Elizabeth Chan: So you know you raise the bar high. So thank you.

Elizabeth Chan: Bye.

D20 CEC20: All the, and come back.

Kevin Zhao: To visit, of course. Thank you.

Elizabeth Chan: But when I wanted to add, like the public.

Elizabeth Chan: you were one of the 1st proponents to, you know. Let everyone speak, and you're the one that separated into the 1st half and the second half. So thank you.

Elizabeth Chan: Okay, yes, thank you. Well, under your leadership.

Elizabeth Chan: So if there's no other comments. I'll turn it back to you.

Stephen Stowe: I guess I might as well go comments. I'm extremely honored.

Stephen Stowe: It's been an incredible personal growth experience. I definitely came in

Stephen Stowe: very different from the person I am today, and I thank all the people I met along the way for that. David, really appreciate. I I think this is what I've always wanted to sort of when I imagine this speech it would be. Of course we disagree on times, but you're always really committed to maintaining the working relationship which I really really appreciate. It's never been like, you know, ignore me. Blow me off. And you also take this seriously, even though it's a body that's.

Stephen Stowe: you know, advisory power. Only I can tell you. Take it seriously. You show up here you're prepared, and and that factors into the evaluation that we'll talk about later. But but yeah, personally, I really appreciate the

Stephen Stowe: the relationship that you've sought to ensure. And I do have faith in you as a superintendent, as administrator and and I'll miss working with you to all my colleagues. I love you guys. I could talk all about all of you a lot. But let's keep the meeting going. I also really appreciate the time I've had to meet principals, principals, and and teachers and staff.

Stephen Stowe: They're all very dedicated. I really do believe that the vast majority are very good at what they do, and very committed, and it's been an honor to serve them. And you know, most importantly, it's many of whom are not even here tonight are the parents I've interacted with over the years. That's the reason I did this. There's 1 little story that is very fitting, which is

Stephen Stowe: about 2 weeks ago I got a text from a parent, and thanking me for how I had helped them with an admission issue about a year or so ago, and it worked out for the parent and their kids and thanking me for and saying how well their kids are doing in the school. And, by the way, when I 1st started working on this issue with this particular parent.

Stephen Stowe: I wasn't able to give them the answer they wanted right away, and they responded, and very

Stephen Stowe: harsh manner. And you know my initial instinct is, you know, or anyone's initial instinct is to like, push back and be like, what are you talking about like? But I didn't. And and that's what I've sort of learned over the years is the service role. You just have to sort of take the the you know the community. The public comes to you

Stephen Stowe: and and sort of you know, I said, I'll do what I can, and so you know to have the situation work out after the initial parent was very upset with me personally, and actually have it work out in the end, I think, is the essence of public service, and it was. It was nice and unexpected for the parent to come back a year later and and say, Thank you, and hear the kids are doing well, which is sort of the perfect story for me, at least in this role.

Stephen Stowe: So so that's it. That's it for the touchy, feely stuff.

Stephen Stowe: I do see, Yang has her hand up. I don't want okay.

Stephen Stowe: And did you want to make a comment.

Yan Qing Chen: Yes, yes, I really wanted to appreciate you leadership since I joined the CC. 20, your ability to get and the support and the advice has make a huge difference in my growth. I really appreciate it in the new communication, and the mentorship has helped me to challenge a lot of confidence. I was kind of shy, but you make me more confidently.

Yan Qing Chen: and then I really appreciate that you've been such strong a sporting leader. I tried to be joining the meeting today. But my 5th grade girls have been a senior trip. I didn't know until 6 o'clock, so when we back the trip I kind of lost my voice and the meeting. So I don't want to intend the leading. So I'll be online here. Thank you, Steve, thank you for all your supporting.

D20 CEC20: Thanks, Yan Chan.

D20 CEC20: I guess we should go. We'll go to the approval of the annual superintendent. We have the second public speaking.

D20 CEC20: Oh, okay, yeah. Do the do. The evaluation don't happen again.

D20 CEC20: We'll go on the agenda. Whatever's on the agenda. We have the evaluation at last. Go for it. Yeah, that's 2 people that asked to speak for online. But is there anyone in person.

Alina Lewis: Okay. So I, yes, where? Oh, yeah. So we'll we'll yeah, Steve, you can. We'll prioritize the In person speakers first.st So Joyce

Alina Lewis: and then Cameron was waiting.

Public Speaking: Okay. Hi, everyone. My name is Joyce. I'm presenting for City Council Susan Zhan's office today, and thanks for Cec. Born me back. And as everyone knows, I'm growing from Cec. 20. I appreciate. Cec. 20. So dedicate to our community may know one of the best history in our citywide.

Public Speaking: So 1st thing I need to share the resource for ours. For our office. We do have training every Sunday partnership with some community community group. So every Sunday last last Sunday we did partnership with some organization already. So next following, not every every Sunday on June we are doing the clean out on A Avenue.

Public Speaking: It's like it's great. For on the youth, on the teenager kids or volunteer kids. 9, they they learn from it, not just cleaning. And the other thing we do have the movie night on June 20, on the for him on on the end

Public Speaking: located at 53rd Street for Hamilton Parkway. So the other thing is now we do have. I know this month is men's. It's father's day is coming, so also congratulate night. Happy father's day to honor fathers. Don't forget you are the man, too. Not only we know women have manpower too, but this month is built to honor men. Without a man we cannot be success.

Public Speaking: So the other, since we know this, this meeting is the last meeting for CC. 20 for this term. So

Public Speaking: everyone give the comment to only give to the Steve. I think everyone need to give yourself a round applause because you are the parent leader. You dedicate the time. Not only Steve, we know under Steve have good leadership. But we other guys that's no team.

Public Speaking: So 1st as a present for Steve Stoke.

Public Speaking: Thank you. We'll continue to be happy to.

D20 CEC20: Thank you. Thank you for being a system we noticed. A lot of blood will skip. Steve give you very hard time.

D20 CEC20: but I do appreciate for superintendent. Without your leadership we cannot be here and thank you for providing all the resource. Make our district really more stressful to find all the resource. Then the other thing I want to request as a part of your family, our technical teacher.

D20 CEC20: I'm a good picture, for

D20 CEC20: no, I've made no request, you know. Oh, I did need a sense to our prison council on a parameter, too.

D20 CEC20: Goodbye.

D20 CEC20: Yeah. Yeah. I know.

D20 CEC20: All right. Grab your citations.

D20 CEC20: Have a good.

D20 CEC20: Oh, he's right here, right?

D20 CEC20: Yeah, you have to switch.

D20 CEC20: Thank you. Thank you. Thank you.

D20 CEC20: Our community. See on you guys coming back.

D20 CEC20: So we do have another in-person speaker, and then I'm going to move just to give the people online a warning. I put your names in the chat, but we have 3 folks signed up online. So just be ready to unmute if you're going to speak online. And just a reminder that you have 3 min. So, Stephen, do you want to come up.

Public Speaking: In the district 75. School

Public Speaking: within the confines of Cec. 20.

Public Speaking: I want to take the moment for our dais for the volunteers, you know. Without you all putting your time and effort into it. It just wouldn't work.

Public Speaking: I want to thank Dr. Predo, you know, because

Public Speaking: he's held accountable. And he explains things. He takes questions, and that's just something that I appreciate. I learn a lot. You sit and you listen, and you kind of get a rudimentary understanding.

Public Speaking: You know, as a district 75, parent. I'm a little disappointed because we're at a Cec. Community Education Council and on the day is, there may be a parent member.

Public Speaking: but there's no one from the DOE up there but our children do live in this Cec.

Public Speaking: so I understand, there's a different chain of command. I kind of look at it. It's like a Plessy V. Ferguson. It's separate, but equal. But there's really not too much equal about it from my perspective. As a district 75 parent.

Public Speaking: And I think that.

Public Speaking: you know, hopefully, I'll get a better understanding of why isn't there someone else up here?

Public Speaking: For that? But for the time and effort that you all put in? You spoke a little bit today on

Public Speaking: with the smaller class sizes. They have to offer non-cash incentives to higher performing teachers.

Public Speaking: I guess, in these hotter areas. And I just wonder why that is, you know,

Public Speaking: Steve mentioned. They may have to hire teachers that may not be fully qualified, and, as some of you may be aware, the New York City Police Department had to lower its standards

Public Speaking: to get enough recruits.

Public Speaking: because with the standards they have, and now the new recruits, they can no longer laterally transfer to other cities in New York State.

Public Speaking: because they don't have meet their criteria.

Public Speaking: So it just seems almost like an oxymoron. If you're going to get lower standards.

Public Speaking: Where will these teachers go in these very same areas that need the help.

Public Speaking: So it's just, you know. But like you, said

Public Speaking: Dr. Predo. It's it's the law.

Public Speaking: you know, and like, Steve said.

Public Speaking: they finally changed it a few years later, in another state, so hopefully, New York will have more success. Thank you.

Public Speaking: So we are.

D20 CEC20: The online folks and tam R. You had signed up in the 1st slot, and so we wanted to come back to you first.st Are you ready.

Tam R.: Hi apologies. I'm outside now, so it's a little bit noisy. But thank you for coming back to me.

Tam R.: I just wanted to speak about the last month's meeting and the issues at Ps. 1, 76,

Tam R.: I came as an advocate for Ccse. As a parent of a of a middle schooler in New York City public schools, and as

Tam R.: someone who's lost a dear friend to asbestos related ovarian cancer at a very young age.

Tam R.: this issue is serious. I was appalled at the dismissiveness of parental concerns.

Tam R.: I couldn't believe what I was hearing.

Tam R.: I immediately reached out to everyone who spoke at the meeting.

Tam R.: got that document dump have been working on this case, nonstop, and it just gets sicker the more that you actually look at it. The noncompliance with Akira at that school is out of control. But what is really unsettling is the leadership at that school. I have never seen such a botched cover up job in my life. It's not a matter of if those students, especially in the 500 classes, were exposed to asbestos. It's how long.

Tam R.: how long were they exposed. It was a construction on the windows that caused the water infiltration which caused the asbestos to be disrupted in those rooms, and there was a lack

Tam R.: between when that was discovered and when it was announced to parents which it really wasn't. And then when the actual abatement took place. So what I'm talking about is massive discrimination like it made me sick to realize the student population, the parent population, most of the parents English is not their 1st language.

Tam R.: If you

Tam R.: into Nixa when they ask, What's your home language, those students, those parents. They speak in mandarin. They speak in Chinese, but some of them speak Spanish. Those 2 Slt meetings were not publicly announced. They were not posted to the community, nobody knew they were even happening. They were lucky to hear by word of mouth, or to have that translation happen outside of there to know that there was a meeting happening in the 1st place.

Tam R.: and that Sda was going to be there, and that facilities was going to be there at those Slt meetings. I watched them over a dozen times, each one of them no translation.

Tam R.: none. No questions were answered. It was just passing the buck. It was Sca facilities, and the and the principal trying to get out of taking responsibility for what happened in that building.

Tam R.: I'm sorry you don't gamble with your community's safety and health. You don't gamble you prioritize it, instead of trying to protect your reputation, trying to protect your friend's job, trying to protect yourself from being fined for violating Federal regulations. I mean, this is a civil rights case. It's discrimination based on, you know, language based on the barriers. I mean, there is no way

Tam R.: that this is not

Tam R.: not a massive discrimination case, and then you have the medical side of it. You have the Ada of violations. You have kids not going to school because they have chronic medical disabilities. They're having a hard time breathing. They're going to the er they're taking steroids now. If they have asthma, they're staying home. They've missed special education, related services. They've missed school time. They need academic recovery.

Tam R.: They need it to be now they need it to be free. I don't understand why there hasn't been an independent investigation that is not led by the DOE that is not led by FDA or anyone related to them. I would implore you to make that happen

Tam R.: before anyone steps foot in that building in the fall. It's obviously too late now. I hope to God there's nobody in that building during the summer that there's no programming, that there's no staff there, because just what I've seen in those documents.

Tam R.: this is an ongoing issue. There has been abatement happening emergency abatement since 2020. I mean, I'm just going back in time in those same classrooms

Tam R.: in the same classroom.

Tam R.: You have to do something about this. I mean, it's literally mind boggling to me.

Tam R.: I mean, legal action is coming, and the parties that covered this up are going to be held responsible. That's the long game. But just to stress it to those parents that are listening. Now get the documentation in your child's records on their transcripts. When they attended the school which classroom they were in, and that they were exposed to asbestos.

Tam R.: So 8, 1012 years from now, if your child does get sick, which God I hope they don't, or their teachers get sick or their parent gets sick, they can sue the DOE's ass. Thank you.

D20 CEC20: Thank you, Speaker, and just I know you had wanted to speak in the 1st session. So we did give you an extra 2 min. Thank you. So I'm going to move to Andres Juarez next

D20 CEC20: Andres, are you there?

Andres Juarez: Yes, thank you. Good evening, everyone. My name is Andres Juarez. I am the former Slt. Member for 3 years, and I'm the former title, I chair. For 2 years I was present at the prior Cec. Meeting, and

Andres Juarez: I, I and other parents and advocates are here present today to continue to advocate.

D20 CEC20: For.

Andres Juarez: For the children and the teachers at Ps. 176.

Andres Juarez: I will briefly, just for the people that are new to this topic on on March 7, th 2025, during the Slt meeting, Principal Culkin revealed to the Slt members that there was an asbestos, disturbance and exposure in various classrooms resulting from missing

Andres Juarez: windows on the 5th floor classrooms. She additionally revealed to us that the asbestos, disturbance and exposure was not limited to those classrooms, but it was also within the kitchen, the cafeteria, the auditorium. Eventually, through my advocacy we've been able to get some documentation, but the documentation is incomplete.

Andres Juarez: The incomplete documentation is more concerning, because it further supports that at some point there was asbestos, disturbance and exposure within the school

Andres Juarez: currently we have a petition seeking the removal of principal culkin. It has more than 600 signatures now that parents are talking amongst each other, and now that teachers are also talking and sharing their own, revealing their own history with Ms. Koken. What we have learned is that for many years, if not decades, Ms. Koken has subjected parents and teachers

Andres Juarez: to a toxic and hostile school environment, abuse, misconduct, mistreatment, unethical behavior, illegal actions, and retaliation. All of these issues, most of them are probably things that the DOE is familiar with. On May 9, th 2025, I had a meeting with Dr. Predto, the superintendent for District 20. This meeting went on for almost

Andres Juarez: 3 HI presented many of these issues to him. At the end of our meeting. He said he understood, and that he was listening to me loud and clear, and that he was going to take action. Well, we are here today because we are still waiting for him to take action. We are asking him to investigate and to remove Miss Culkin. We are asking for a 3rd party asbestos inspection of our school.

Andres Juarez: the feedback that we want him to take and to provide in connection with Principal culkin is that we have no confidence. We do not trust her leadership. Given the events and issues that have come to light, we continue to demand her immediate removal.

Andres Juarez: We asked for the 3rd party inspection of our school, and currently there is a C. 30 committee that is going to take place this month on June 16.th

Andres Juarez: Given the depending the many pending investigations surrounding principal coking, we ask that the C. 30 committee for the

Andres Juarez: for selecting the assistant, the new assistant principal for that to not go forward. I think this would be in the benefit of all the candidates, including the the current interminate assistant principal. We want to preserve the integrity of that process. Ms. Culkin should not be a part of it. This C. 30 should not go forward. So I just want for everyone

Andres Juarez: to know this, we, the community and the Ps. 176 parents object. And

Andres Juarez: we want Dr. Predto and the Chancellor to take action on our petition. Thank you. Everyone.

D20 CEC20: Thank you, Andres, and then the last speaker that we have is Sydney. So, Sydney? You're you're up 3 min.

Sindy L.: Okay, Superintendent David Predto, I'd like to make it known that I have made multiple complaints to your office regarding Elizabeth Culkin, the current principal of Ps. 176, and have not received a clear response regarding what will be done to address her blatant, illegal, and unprofessional actions which include her attempts to block me from holding a title. I position last year by asking the title I chairperson.

Sindy L.: to purposely limit and fill seats, admit that she would ask parents to fill seats in order to block me and demand that teachers not vote for me, even though they were not supposed to vote in the 1st place, which they did. Anyway, she also broke a Federal law. Ferpa.

D20 CEC20: It wasn't.

Sindy L.: By sharing personal information regarding my nephew unnecessarily with a parent.

D20 CEC20: Hang on a second.

Sindy L.: She also disgustingly discussed deeply personal information about my sister and my nephew's father.

Sindy L.: With said parents

Sindy L.: there was. There has also been, no answer as to why she did not notify parents of the asbestos abatement as required by law.

Sindy L.: To make it known publicly. I sent Sylvia a list of document requests yesterday which the DOE and Dsf. Failed to provide, as was previously promised, and for anyone who didn't attend the last Zoom Meeting with Aramis Rodriguez. On May 16th it was a complete travesty. Many parents questions were left unanswered as seen in the Q. And a box and zoom chat which I recorded, speaking of which where is the extremely important?

Sindy L.: An answer Hermis was supposed to provide. Regarding asbestos exposure from water leakage through asbestos containing material Aka ceiling, plaster, and the students were still in the classroom and allowed to be.

Sindy L.: while there was water leakage. I also want to make it publicly known that after reviewing the documents extremely carefully, that were provided, we have decided to take my nephew out of Ps. 176 for the remainder of the school year, as his pulmonologist has strongly recommended.

Sindy L.: Lastly, I'd like to let you know that the summer break is soon approaching, but we will not forget. I personally will continue to attend CC. And Pep. Meetings until our questions requests are answered and granted, and that those responsible for the gross neglect are held accountable, I look forward to continuing

Sindy L.: new seeing you.

Sindy L.: and hopefully real action that you finally take for the students parents, teachers, and staff of Ps. 176. Thank you.

D20 CEC20: Thank you, speaker.

D20 CEC20: that's it for speakers that are signed up. Okay, the

D20 CEC20: yeah. This is David. Is there any response you have, and you know I know the situation is complex. I would like to ask you if there's any response you can make or anything to share with us right now, because it clearly is an issue that's affected.

D20 CEC20: Certain parents in district feel very strongly about it. And I I do want parent voices to be heard and concerns raised. But I know it's

D20 CEC20: complicated on a number of fronts. So the 2 issues, there's the yet there's construction issues. And then there's the issues with with the administration at the school.

D20 CEC20: Can you update us on where things stand? With that? I mean, I can't. I can't discuss personal matters. What I can say, and I've been asked this at the last CC. Meeting, the New York State Department of Labor and the United States Environmental Protection Agency conducted an audit of Ps. 176. And they're here.

D20 CEC20: Their adherence to it, the adher laws that happened on May 28.th We're awaiting the results of that audit. That was one thing that was called for by parents. So that did happen.

D20 CEC20: And we're, you know, continuing to, you know, investigate this matter. Okay, that's interesting. That's interesting information. About the May 28th audits on the call.

D20 CEC20: Are aware of that. That was announced at the the May meeting with Aramis Rodriguez that the last speaker referenced, and we also announced it during the CC. Meeting. But okay.

D20 CEC20: and and and are there other as far as the construction part goes, that the work that's been done and and whatnot are there other

D20 CEC20: Are there? Are there other open items either from the parents have raised, or that the sca I'm not up to speed on sort of where the status of construction is. I think it's concluding right. It's like in the final stages. It's in the final stages. There haven't been any additional issues raised to my attention since last month's meeting. Okay, okay.

D20 CEC20: that are related to the construction. Right? That's what it said.

D20 CEC20: Can I also follow up Steve about the leadership issue, is there? I know you can't comment on the personal issues. But is there a process like, I know this does happen in schools where their you know, parents and principals are not seen. Is there some kind of process. How does the DOE typically handle that? Is there a process for that? I can't really comment on it.

D20 CEC20: There's no. So there's nothing in like the handbook that's like this is.

D20 CEC20: it would fall under the it would fall under the personnel matters that I can't really discuss. Unfortunately, can we have someone at the meeting next meeting to sort of answer questions about that DOE policy, DOE Central. Someone's got to be the one to take the questions on this kind of stuff right? Like I get it. If I if I if I hear the question correctly, the question is, you know what processes are in place to.

D20 CEC20: I'm not even asking for. I'm just saying I mean, this happens in schools, I imagine, all over the city where there is a difference. You know, parent parents maybe lose faith in leadership, and I'm just wondering what processes exist

D20 CEC20: to

D20 CEC20: to address. I mean, it's not good, obviously, for the school and for the kids. That's just a bad situation, agreed. So I'm just curious.

D20 CEC20: you know. Obviously, it's happened before lots of schools over the city. So I'm wondering. Yeah, I mean, I think the I think the best answer to give is, I'm a superintendent, and my primary role is to supervise, hire, and evaluate principles. So personal matters that are related to principals falls to me. And I think that's I think that's like the best way to answer the question without

D20 CEC20: kind of divulging anything that's specific to this particular case, because it's it's important that that

D20 CEC20: that that it's adhered to.

D20 CEC20: yeah, I and I I hear you loud and clear like it is not good. When parents in the school don't feel

D20 CEC20: don't feel good about the leadership in the school. I agree. That's something that we we all like strive to maintain. So I'm I am definitely aware of this issue, for sure

D20 CEC20: I don't take the I don't take the comments, or having to say that it's a personal matter lightly. I know that people want answers, and just unfortunately, I can't get more specific than that, and I hope the Council understands that. But I am very well the situation, and there are investigations ongoing right, I mean, and I understand, too, there has to be a due process. We can't just walk around.

D20 CEC20: you know.

D20 CEC20: removing principals because a group parent gets angry like, I totally get that. But we do want to know that there's a process in place to address issues that come up. And I haven't been close enough to the actual issues at the school to hear the specific. I hear them at the meetings. But

D20 CEC20: You know, lots of stuff gets said in the public discourse, and what it boils down to are. You know what? What's the fact pattern and

D20 CEC20: what's actionable? And what's the parameters that govern the situation like this? And so I just anyway, we'll

D20 CEC20: it sounds like the parents are going to be following up. So keeping, you know. I think that's what's important. As Alina knows. You know, you just have to have a platform for parents to share these concerns and drive action. So for sure. And that's, I think that that's 1 that's happening here. But we also have official

D20 CEC20: structures that are in place for parents to raise, and anybody parents, staff anybody to raise complaints like this. So there is the investigative bodies of the DOE. So the Special Commission on Investigation, which is an agency, a city agency that's independent of New York city public schools that investigates

D20 CEC20: Criminal criminal complaints against DOE staff.

D20 CEC20: nycsci.org. And then the office of special investigations, which is an internal DOE. Investigative body

D20 CEC20: also has. They both have online complaint forms where parents staff. Anybody who feels like there's something going on. A crime or a violation of the Chancellor's regulations can use these online complaint forms to submit official complaints, and they go through the processes that are in place in order to investigate these matters and come to conclusions of whether or not those allegations are substantiated or unsubstantiated, or

D20 CEC20: contain any information. So that process does exist for principals and all all New York City postal staff.

D20 CEC20: David, there's there's 1 question. I don't want to get into every single question in the chat. That's not my goal. But there's 1 here that I'm I'm interested in just getting your feedback on. There was a document documents provided, or that I think the office your office was going to provide

D20 CEC20: and someone's asking some of the documents were not were missing. The Dsf document dump was missing many vital documents. Do you know what that's so? What? The so the division of school facilities and school construction authority, which are 2, and they're 2 different entities.

D20 CEC20: When it comes to matters of school construction. There's a lot of documentation that goes along with that process, and how that process kind of makes sure that it's adhered to the laws, and that the different

D20 CEC20: how do I say this, like the different agencies understand when different actions can be taken based off of the work. So, for example, in asbestos abatement, what I have understood is that the school construction. Authority works with contractors who conduct the abatement

D20 CEC20: in schools. They also work with contractors who conduct the air, quality. Assurance after abatement occurs, and that they ultimately work with those contractors to ensure that when the spaces in the building that undergo abatement

D20 CEC20: are safe to reoccupy, and when that

D20 CEC20: that safe to reoccupy piece happens, they issue a reoccupancy letter to the division of school facilities, notifying school facilities that the room or the space in the school in that case is safe to reoccupy after the abatement has been conducted.

D20 CEC20: That's an example of a document that was included in this. The document dump that you're referring to. This is part of the process that the Sca and and Dsf. Have in monitoring these construction projects. This is one example, and all of the documents that were related to the construction project at Ps. 176 were released. They're not documents that are, from what I understand, typically.

D20 CEC20: it's just part of the their processes. But in this case, because there was so much parent outcry and concern around this particular project, they decided to release all the documents that they had that pertain to this project. So the

D20 CEC20: there, to my knowledge.

D20 CEC20: every single document was released claims that there were additional documents connected to it that were not released is not something I can really speak to. Okay, can we follow up with, or can we

D20 CEC20: someone at Dsf, is there someone we can someone we can follow up with, just to verify that everything that was associated with the project was. In fact, I'm happy to do that. Yeah, absolutely. And I mean Aramis Rodriguez is the. He's the director of facilities for all Brooklyn South districts, including District 20, and he's the rep who spoke to parents on May 16, th I'll reach out to him. Yeah.

D20 CEC20: okay, I'll follow up on alright.

D20 CEC20: and it's good. And I know a number of Cec members have been in touch with the parents, and I think that's great. I think that's how this body should work is. We are the representatives. So we'll continue to represent those parents as we would any parents in the district.

D20 CEC20: Are we? Where are we now? Go ahead, Alina. No, it's actually you're up to the evaluation. Okay.

D20 CEC20: so we'll now do our annual vote on the annual superintendent evaluation. One of the things that Cecs perform as written in the law, is an annual evaluation of the superintendent.

D20 CEC20: And we're just gonna vote on that

D20 CEC20: evaluation. At this time. Cec members. You've all seen the evaluation. We've had a shared feedback with Superintendent Pretto.

D20 CEC20: And the final form has been shared with all of you. So hopefully, everyone's actually 1, 2, 3,

D20 CEC20: 4, 5.

D20 CEC20: Does this need quorum. We're not going to vote on it because we don't have quorum. We can. Honestly, I think it's something we can. Just. Anyway, we'll we'll cross this bridge later. I don't. I don't know that there's

D20 CEC20: yeah. We don't have quorum, so we can't take a vote on it. But

D20 CEC20: We'll figure out if what implications that has later on?

D20 CEC20: So one former, yeah, can we have 7?

D20 CEC20: We need 7, even if my phone comes back. Yeah, I know. But that's not enough. 1, 2, 3, 4, 5, 6. Yeah. Yeah.

D20 CEC20: So I don't know all good.

D20 CEC20: Let's Alina, what's next?

D20 CEC20: That's that's it. That's May calendar meeting minutes.

D20 CEC20: Kevin, can we share the minutes?

D20 CEC20: So everyone, please review the minutes from the last meeting, and if anyone would like to make any changes. Please say so.

D20 CEC20: Anyone have any changes to the May Calendar meeting minutes.

D20 CEC20: All right. The minutes are approved

D20 CEC20: and we will, is there? We'll conduct the business meeting immediately following this calendar meeting.

D20 CEC20: Is there a motion to adjourn the June calendar meeting motion a second second, all in favor. Aye, aye.

D20 CEC20: alrighty! The June Cec. 20 calendar meeting is adjourned.

D20 CEC20: Anyone wanna just should just go right to the business meeting. I don't think there's gonna be a

D20 CEC20: whatever you, what do you guys think? Break anyone need a break? Let's do it, please. All right.

D20 CEC20: Power through business meeting time. Thank you. Everyone for joining the Cec. 20, June 2025. Business meeting.

D20 CEC20: Kevin, can you take attendance? Yep.

D20 CEC20: Taking attendance for June business meeting, Steve. Stuff there, John Wisconsin.

D20 CEC20: Don't stay all night.

D20 CEC20: Okay, let's go online.

D20 CEC20: Elizabeth. Yes, Kevin, here may come.

D20 CEC20: Make one time

D20 CEC20: Kamara.

Tamara Stern: Present.

D20 CEC20: Okay.

D20 CEC20: Maya Rosenberg, Maya, are you? If you are you online?

D20 CEC20: What do you mean? Yes.

D20 CEC20: Are, you know here, Yan Ching? No.

Yan Qing Chen: How do you cheers?

D20 CEC20: Okay, I see you, too. Thank you.

D20 CEC20: Screener. Here.

D20 CEC20: Okay, Steviota.

Fabiola Mendieta-Cuapio: Yes, and.

D20 CEC20: Okay. Yep.

D20 CEC20: Okay. Interpreters. Can you please introduce yourselves for the business meeting?

D20 CEC20: Could our Arabic interpreter please introduce yourself.

Arabic - Selwa Abdallah: Hi, good evening. This is Selwa Abdullah, Arabic interpreter.

D20 CEC20: Can you give your instructions, interpreter, for anyone who wants to join the business meeting?

Arabic - Selwa Abdallah: Sure sefer Sita sefer it.

Arabic - Selwa Abdallah: Ramshiba hashtag.

D20 CEC20: Did that suffer?

Arabic - Selwa Abdallah: And then Arbara hashtag.

D20 CEC20: Hello!

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

D20 CEC20: Great. Thank you. Could our mandarin interpreter please make your announcement.

Mandarin - Melanie Qu: So the following will be made in announcement has been made. You may not proceed.

D20 CEC20: The business meeting is nothing, thank you. And last, could our Spanish interpreter please make your announcement.

Spanish Interpreter - Henry Meger: Siente codigo de conferencia

Spanish Interpreter - Henry Meger: oso tres tres cinco seis tres cero dos ocho singblo numeral repito para escuchar la a la espanyol por telefuno

Spanish Interpreter - Henry Meger: end of a Spanish announcement. Thank you.

D20 CEC20: Like.

D20 CEC20: Thank you.

D20 CEC20: That concludes our interpretation announcements.

D20 CEC20: Let's start the business meeting. Any business at the business meeting.

D20 CEC20: anyone. Review the let's do the minutes from last. Yes, approved. Okay, okay, we'll be up.

D20 CEC20: Yeah, yeah, we'll be right on. I don't even think I need to submit this. Oh, yeah, yeah, put your signature on it just just because there's no reason not to.

D20 CEC20: Okay. Any changes to the business meeting minutes.

D20 CEC20: No, no, the minutes are approved any new business? No.

D20 CEC20: Is there a motion to adjourn the business meeting motion? Is there a second

D20 CEC20: second? All in favor interpreters? Thank you. Thank you. Everyone who's still on the next

D20 CEC20: Cec. Meeting will be the new term for anyone who's still listening. What's the date of that? It'll be July 9.th So anyone who's still on the next meeting for the new Cec. Term will be July 9th and

D20 CEC20: Good night. Good night, interpreters. Thank you. Thank you.

Arabic - Mina Elias: Thank you.

D20 CEC20: So bye-bye.

Spanish Interpreter - Henry Meger: Pleasure, have a good night.

Arabic - Selwa Abdallah: Oh, good night!

D20 CEC20: Really number? Did you see that.