D20 CEC20: Do you want me to try it now?

D20 CEC20: Oh, yeah, he's just here.

D20 CEC20: Yes. Good.

D20 CEC20: Yeah. Okay. So good evening. Everyone.

D20 CEC20: Welcome to the Cec. 20, may 2025. Calendar meeting. I'm Dr. Alina Lewis, and I'm a Cec. Council member. I will be facilitating tonight's meeting.

D20 CEC20: We're very happy to be hosted here at Ms. 936, led by Principal Frank Proudfoot.

D20 CEC20: Vincent, you want to introduce yourself.

D20 CEC20: May I introduce our artist? Yeah. Do you want to do that before this.

Public Speaking: Sure. Hello, everyone welcome. My name is Frank Craftwood. I am the principal here at Ms. 936 arts off, 3rd in a couple of minutes you'll have an opportunity to see a little bit of what.

D20 CEC20: All about.

Public Speaking: As one of our students will be out to show off the incredible talent here at Ms. 936. But just a brief word about this community. If you're not familiar with us, we are District twenty's only audition-based middle school.

Public Speaking: and so all of our talented young scholar artists. They have majors in the building, whether it's dance or drama, visual arts, music, steam, and each and every day they get an opportunity to take their art as well as their academic courses. We are a school that believes that arts and academics work hand in hand.

Public Speaking: that the skills they're learning in the arts will help them in math and science and law, and any business that they go into eventually. So things like collaboration, things like things like creativity, things like time management. They're so important in the arts, and they're important in everything they do. And so we have some incredible, incredible, talented individuals here get to know our community if you haven't already. We have some open houses and Tours coming up.

Public Speaking: and in just a few minutes you're going to get to see really what we're all about when one of our amazing talented 6th graders come up. But I'll turn it back over now to our Cec. Thank you.

D20 CEC20: So our

D20 CEC20: recording secretary, Kevin Zhao, will now take attendance. Kevin, can you take attendance, please? Sure. Yep, all right, we are taking attendance for this meeting. Now President Steve Stoke here.

D20 CEC20: 1st Vice President, John, second Vice President, is at a 10.

D20 CEC20: She's gonna be late. She told me that recording Patrick Evan here.

D20 CEC20: Treasurer may function here.

D20 CEC20: Member Tamara stone.

D20 CEC20: Then the Maya wasn't both.

D20 CEC20: Maya

D20 CEC20: don't see her member. Wei ming Chen

D20 CEC20: member arena Lewis here, member Yanqing. Chen. Here, member screen.

D20 CEC20: where is that? Here? I don't see her perfect.

D20 CEC20: And February here, do you?

D20 CEC20: Great? Thank you, Kevin. Tonight we have interpretation in Arabic, mandarin, and Spanish. Could our Arabic interpreter please introduce yourself.

Arabic. Adel Osman.: Good evening, Adele Osman. Do you want me to do announcement, or just announcing myself.

D20 CEC20: Sorry.

Arabic. Adel Osman.: Hello!

D20 CEC20: You can go ahead.

Arabic. Adel Osman.: Okay, good evening. This is announced. This announcement is in Arabic language.

Arabic. Adel Osman.: Arabic announcement has just concluded, thank you.

D20 CEC20: You could our mandarin interpreter. Please introduce yourself.

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

Spanish Interpreter - Dora Dionyssiou: Yes, good afternoon. The following announcement will be in Spanish, muy buenastardes para accedera servicio de interpretacion por favores us telefonos Al numero tres cuatro siete nueves, ay seis cuatro uno uno cuatro repito el numero es el tres cuatro siete nueve sey seis cuatro uno uno cuatro ingresar el codigo de ocho tres tres cinco se estres

Spanish Interpreter - Dora Dionyssiou: cerro dos ocho simbolo numeral repito el codigo ingresares el ocho trestres cinco se estres cerro dos ochos telefonos in silencio con los mi crofunos apagados para sin no, interfederico el muchas gracias. Spanish announcement has concluded.

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

D20 CEC20: We're now going to go over the meeting agenda Kevin, can you please share the agenda?

D20 CEC20: As you can see in the agenda? There's 2 resolutions up for discussion

D20 CEC20: in order to encourage public participation? The text of both will be put into the chat for those of you who are on zoom. Members of the public are invited to use either of the 2 public speaking sessions to comment on either of the resolutions. I will put those in the chat in a second.

D20 CEC20: and we're really excited, as Principal Proudfoot said, before we are going to now have our student performance, so I will turn it back over to you. She's a pro, so she doesn't really need me. But so, as I mentioned in this school, when we talk about our students, we talk about scholar artists, and this student truly embodies this. Not only is she.

Public Speaking: Nurse student, but you're about to find out just how talented she is. So, without further ado, I present to you Sabrina.

Public Speaking: Good evening, superintendent Predto, and esteemed members of the Cbc. Thank you all for joining us today. My name is Sabrina Wu. I'm a 6th grade, theater major at Msn. Through 6, and I will be performing.

Cam: Don't tell me not so. Who lives to sleep coming around

Cam: need not to feel like someone takes us.

Cam: Yes, for that.

Cam: A nose.

Cam: Oh, it's not

Cam: try once, only you can tie one extra.

Cam: See, Julie. And you see, I gotta hop.

Cam: It's like, Stop

Cam: wanna live. And now get what I want. I don't have one robot the time you can play

Cam: one. Stop who wants unstuck, hey, mister?

Cam: It's me.

Cam: Guess I didn't make you get ready for me, I

Cam: bye. Bye.

D20 CEC20: Thank you so much. Barbara Streisand is also public school graduate, Erasmus Hall, 1959. So that's very cool to see one of our own singing her song. So we are going to proceed to introductions. There are elected officials and others that we like to acknowledge when we are at the meetings. So we have Superintendent, Dr. David Preto

D20 CEC20: we have is Dr. O'brien here? Okay, so we have Dr. Joseph O'brien. We have the executive director of the District office, Laura Kaiser, family leadership, Coordinator, Bill Chin, family support, Coordinator, Sylvia Jaczynski.

D20 CEC20: Csa. Representative Jane Caputanakis, Uft rep Arielle Arroyo President's Council Oh President Josephine can Galosi title one Dpac representative, Norma Arias

D20 CEC20: and face representative Ina Krasniki. I can never say your last name great. And then from and what office is this. Oh, okay. Great. From Alexa Aviles's offices office. We have Rob Aguila.

D20 CEC20: yes, sorry from Kalman Yeager. Oh, no! From Susan Swang's office we have Joyce, she, and from Justin Brandon's office we have Tony Crupchin.

D20 CEC20: and from Lester Chang's office we have Lester Chen awesome, and from Steve Chan's office we have Raymond Morales. So thank you to all the elected officials that are here, and that come to every meeting. We really appreciate that

D20 CEC20: we are now going to open our 1st public speaking session. And for this we prioritize in-person speakers. First, st you can sign up in person or online. So the in-person sheet is here. Should folks want to sign up. There's also a link to the online sheet.

D20 CEC20: Speakers will be limited to 3 min.

D20 CEC20: We'll start with anyone who's here in person, and just as a reminder for those of you who are speaking on the resolutions, there is a text to the resolutions linked in the chat. We're going to put Assemblyman Chang first.st Okay, 1st spot. And he's online. Okay? Cool. So yes. So we will start with any elected officials who wish to speak. And we have Assemblyman Lester Chang online. So he's going to go first.st Thank you.

Lester Chang: Well, thank you very much. Can you hear me?

Lester Chang: Can you hear me so far.

D20 CEC20: Yes, good.

Lester Chang: Thank you very much. Okay, good evening. I'm in Albany right now, and thank you very much for taking this. I just wanted to announce a very important information regarding about Ps. 176, about the air quality

Lester Chang: construction. I I'll be sending out press release.

Lester Chang: potential asbestos contamination in the air. We're trying to get better information about that. So that's I just got alert. It's only several weeks ago about the parents about this. So I just want to let it out to everybody. Know about Ps. 176. We're taking a stronger

Lester Chang: action to to secure. To make sure the kids have a safe environment to go to school, and we got about 6 weeks ago before summer school starts. But just give you a heads up on that for that information, and I do have staff on on hand to pass out the information as well, and any other questions. We'll we'll do that offline. But I just want to pass it out. This information. Thank you very much for for having me 1st on on the speaking term. Thank you very much.

D20 CEC20: Thank you, Speaker, so we'll now move. Unless there's any other elected officials. We'll move to the in-person sign-up sheet, and I have Rob Aguilar first, st and I'll where do you want people to go, Kevin, over here? And that way the people online will be able to hear you as well. So a reminder. You have 3 min, and I'll try to give you a signal.

Public Speaking: Good evening, everyone. My name is Rob Aguilar, district director with the office of Councilmember, Alexa Aviles. I've got 2 really quick announcements. We have a street co-naming ceremony taking place this Saturday, and we invite everyone in the community to come out. This is in honor of Don Lee.

Public Speaking: Don Lee was a champion of the Asian community. He was also at 1 point a director of Homecrest, and this is going to take place this Saturday at 11 am

Public Speaking: at the corner of 70th Street and 15th Avenue. So if you're in the area, come on by. This is a good way to honor a community leader that deserves this this recognition, and then also really quickly. Our office recently

Public Speaking: has been receiving some incoming emails and calls regarding some concerns around our neighboring schools. Most of these concerns are either around delayed constructions, or some of the things that were mentioned before by Senator Chang.

Public Speaking: And you know quality of life situations as well. So we wanted to touch really quickly and give the community an update on some of the things that our office has been working on, and some of the engagement that we have had with the principals and different community members.

Public Speaking: So just so that for everyone's awareness, the principals have direct lines of communications, not only to our office, but directly to the Council member, and all of them have her direct cell phone number. So you know, we. We have that constant communication open, so that if there are any concerns or issues when reaching out

Public Speaking: the different city agencies, they can reach out to us to help move that along if there are any delays. I know that recently there was an outage of the street lights over at 60th Street.

Public Speaking: and I know that Dot was notified, and also Nypd, and there were some delays in that. So we ask that you reach out directly to us so that we can lean on them and and put a little bit of pressure to help move things along.

Public Speaking: So you know, again, we we want to make sure that everyone has that.

Public Speaking: and, as always, we will continue to support the schools advocate for the schools. The council member is very adamant about making sure that our schools are fully funded, and you know, if anyone has any questions, they can talk to me on this side. But I also in particular want to thank the Cec.

Public Speaking: For their work, and I, years ago was a member of this Cec. And the work that they do is volunteer work. They do not get paid for their time. So it's very important that we recognize the work that they do. This is a volunteer group of advocates for a family, so we thank them. We thank the principals for their continued leadership.

Public Speaking: and we thank Superintendent Prado. Thank you very much. Thank you so much. Next, we are going to have Stephen Mahoney. So you have 3 min. If you want to come up over here

Public Speaking: and I'll repeat, yeah, there's a in-person sign up sheet here, so if there is anybody else in person.

Public Speaking: Good evening. My name is Stephen Mahoney. I'm a parent of a 9 year old child in a district 75, school

Public Speaking: within District 20

Public Speaking: for summer rising program. District 75 children were limited where they could apply. We live right next to Ps. 30, which does have a district 75 presence there, but the DOE decides

Public Speaking: that Caton Avenue would be the nearest one. All the other sites on the other side of Brooklyn.

Public Speaking: I found out about a week and a half ago, 2 weeks ago my son was assigned to Chester Street, which is all the way down to Brownsville. Think about it. He gets his day program till 2 30

Public Speaking: gets the bus. 18th and 47.th How long to get all the way down there

Public Speaking: program ends at 6 o'clock. He gets no bus service home. So the parents are responsible for picking them up, because our district 75 kids that get bus service

Public Speaking: are subjected to disparate treatment because they're not allowed the omnicard, that student Omnicard.

Public Speaking: I started sending out some emails I got excellent help from Andy Corso. She's the chief in school support, diversity, inclusive, accessible learning. That's a lot of words.

Public Speaking: So the bottom line they opened up a second site 1514 70, second K, 2, 31, which is inside. Ps. 4, 64.

Public Speaking: I got the email last night.

Public Speaking: and I applied the wait list because prior to that. There was no wait list. That school wasn't even on the map

Public Speaking: by banging the drum, blowing the whistle, holding the DOE accountable all of a sudden. There's a site in our own neighborhood, because the children and

Public Speaking: Sunset Park Bay Ridge, Dika Heights, Borough Park, Bensonhurst. There was No. District 75 site

Public Speaking: prior to this, the only other one I know of was up on Avenue West 229 Avenue West, so as a parent.

Public Speaking: all we all have to be the advocates, not just for my son. How many other children were affected by this, that hopefully they'll know, because this this offer closes on

Public Speaking: the 17th for my son, and I think that that new site is open until the 30.th So if you have family or friends with District 75 children in the neighborhood.

Public Speaking: There's a site for them if they want it, and the afternoon program is 2 30 to 6. Thank you. Thank you.

Public Speaking: The next speaker that we have in person.

Public Speaking: That's okay. Thank you, Kenneth Chu.

Public Speaking: Thank you. Members of the Council. I'm here on behalf of Assemblyman Lester Chang, who is attending. Virtually, we've heard from concerned families, teachers, and students at Ps. 176, and the conditions being described are extremely serious. Airborne hazards, rodents, and potential asbestos exposure.

Public Speaking: This isn't just a maintenance issue. It's a safety issue.

Public Speaking: Assemblyman Chang has submitted a formal letter demanding action.

Public Speaking: We expect the Council as well as the Department of Education to act on it, and we have lawyers ready if

Public Speaking: those questions and documentations are not submitted to the public. Thank you.

Public Speaking: Our next inclusive speaker is Raymond Morales.

Public Speaking: Good evening, everyone. My name is Ray Morales. I'm here on behalf of Senator Stephen Chan, district 17 State Senator.

Public Speaking: We're here to hear the concerns of the parents about Ps. 176. I want to give the parents our email address, which is Chan.

Public Speaking: the symbol@nysenate.gov. We need to hear from you in order for us to help you.

Public Speaking: Senator Chan has always been an advocate for our children's education. He served as a Pta President for many years for Christina Mcauliffe, and he takes that work up to Albany. So he's an advocate for our children. We need to hear from you so that we can. We're able to help you with these environmental concerns raised at Ps. 1, 76 to date. I don't think we've heard from many parents. So the people here, if you can please, spread the word email us, or call us at 7, 1, 8,

Public Speaking: 3, 3, 0 3, 1, 1, or please visit our district office at 6,605. Fort Hamilton Parkway.

Public Speaking: Thank you very much. To the members of the Council for the opportunity to speak. Thank you.

Public Speaking: Our next in person in-person Speaker is Andres Juarez.

Public Speaking: Good evening, everyone.

Public Speaking: My name is Andres Juarez. I'm the former title, one Pac. Chairperson for Ps. 176.

Public Speaking: Thank you for everyone for coming here today, both in person and virtually.

Public Speaking: and showing that we are united for the health.

shiling zheng: I'll see.

Public Speaking: Of our children and teachers. At Ps. 176,

Public Speaking: we are gathered here to support and improve. PS. 176,

Public Speaking: our PS. 176 teachers.

Public Speaking: our amazing people who who we dearly love and appreciate our children, thrive because of our teachers

Public Speaking: and our teachers should know that they have our unwavering support.

Public Speaking: and we will continue to fight for you. All you, our community, our parents, students, teachers.

Public Speaking: all have the right to voice your concerns.

Public Speaking: and you have the right to have all your questions answered in full.

Public Speaking: None of us should be made to fear any form of retaliation or discrimination.

Public Speaking: The entire situation at Ps. 176 could have been handled very differently from the start.

Public Speaking: Ms. Culkin could have been transparent and forthcoming with everyone about the school construction

Public Speaking: and all of its associated dangers.

Public Speaking: No parent should have to go through the great lengths

Public Speaking: that I did in order to get a response, many questions remain unanswered.

Public Speaking: As a result.

Public Speaking: many Ps. 176 parents are concerned that there is a correlation between their children's health related symptoms that they may, that may be attributed to the careless school construction work at Ps. 1, 76,

Public Speaking: as well as our PS. 176 teachers own health.

Public Speaking: Today, I say to everyone, to every Ps. 176, parent and teacher.

Public Speaking: don't be afraid and speak up the Chancellor.

Public Speaking: the superintendent, the New York City public schools, and the elected officials are listening to us now.

Public Speaking: Ms. Culkin's past and Present retaliatory behavior and authoritarian leadership is unacceptable, ineffective, unprofessional.

Public Speaking: and unbecoming. Of what a principle should stand for.

Public Speaking: Ms. Culkin has been the principal at Ps. 1 76 for 20 years.

Public Speaking: and she must be held to the highest standard

Public Speaking: to the highest of standards. Therefore

Public Speaking: we asked the school Chancellor, Melissa, Abelez, Ramos.

Public Speaking: and District 20 Superintendent, Dr. Pretto.

Public Speaking: to remove Elizabeth Culkin, as principal of Ps. 1, 76, and to appoint an interim principal, and to conduct an independent safety inspection assessment of Ps. 1, 76.

Public Speaking: Thank you. Everyone.

Public Speaking: Thank you.

Public Speaking: In-person speaker is Anthony Duran from Jumani Williams.

Public Speaking: Good evening, everyone. I'm just here last minute here. So I didn't get to introduce myself. But my name is Anthony Duran. I'm with the Public Advocates Office serving the community affairs for the borough of Brooklyn. We were

Public Speaking: made aware of the situation currently happening at Ps. 176, and

Public Speaking: I guess. In short, we do have some some of our liaisons working with the community directly to to monitor the situation. There isn't specifically any

Public Speaking: answers that we can give right now, but I urge everyone, if you have any issues or want to bring anything else up to the office. Please reach out to us at gethelp@advocate.nyc. Dot gov, or calling (212) 669-7250. I will repeat that (212) 669-7250.

Public Speaking: And that's gethelp@advocate.nyc.gov, or you can directly contact me. That is a Duran duran@advocate.nyc.gov. Thank you for having me here

Public Speaking: so much.

D20 CEC20: So thank you. To everybody who signed up and spoke in person. It is really important to participate in these meetings. We do have folks signed up online. And we will get to those people when we do our second public speaking session. So again, if you're online, yeah, go ahead, Steve.

D20 CEC20: Oh, yes, yes, no problem. So we do have one more elected official online. So we'll go to them. But again, if you're signed up online, we will get to you in the second public speaking session. Donovan, did you want to go ahead.

Donavan Swanson: Yes, Hi! Good evening.

D20 CEC20: For you.

Donavan Swanson: Everyone in CC. 20 apologies that can't be there in person, as you guys know, I do like to be in community with you all. But I am also co-facilitating another meeting virtual at the moment. I just want to say, from the office of the Brooklyn Borough President we have been in communication, and we have seen the dialogue regarding the school in question. And so I'm here both in solidarity

Donavan Swanson: and standing with our families, and really hearing more details and informal response

Donavan Swanson: from the Department of Education School Construction Authority. I will drop my information in the chat for folks, but Borough Hall is lockstep partner with our parents in our communities and making sure everyone is safe. And so, you know, I'm going to keep my remarks pretty brief today. Also, again, thank you. CC, 20, for the work you do. And I know you guys have a full show there today. So really want to send to our parents in that. So thank you all. And you know, looking forward to hearing from the rest of you tonight.

D20 CEC20: Thank you, Donovan, and again, thank you to everybody who already spoke, and to those of you who will speak in the second public speaking session. But that concludes our 1st public speaking session. We're now going to go to the office of food and nutrition services. We have an update, and we should have Andrew Goodman and Anisha Vergos shakes on. Zoom. Are you guys there.

Andrew Goodman: Yes, we are good.

Andrew Goodman: Can you? Can you hear me?

D20 CEC20: We can.

Andrew Goodman: Great. So good evening. My name is Andrew Goodman. I'm joined by my colleague, Miss Anisha Virgo shakes.

Andrew Goodman: I just want to give some updates from the office of food and nutrition services.

Andrew Goodman: So 1st thing we'd like to talk about is that also food nutrition is currently hiring who are some entry level positions.

Andrew Goodman: We have a higher event that our next hiring event will be on May 17th

Andrew Goodman: and June 14, th and also June 21, st

Andrew Goodman: they are, interviews are being taken place at our headquarters, which is 44, dash 36.

D20 CEC20: Brennan Boulevard, in Long Island City.

Andrew Goodman: I don't know if you could drop the flyers team into chat or not for that.

Andrew Goodman: Okay, anyone that is interested would have to. There's a flyer, and there's a QR. Code that to scan the QR. Code and schedule an appointment. There are no walk-ins

Andrew Goodman: interviews for these interviews. Again, people have to sign up.

Andrew Goodman: There is the the slides open very quickly, usually open up a week before.

Andrew Goodman: Also they go on to the Gui website and also search school food job and get that link. Also.

Andrew Goodman: in addition, we're also hiring for school food service managers. This is citywide position.

Andrew Goodman: The flyer is in the. I think it's in the chat, I believe.

Andrew Goodman: Okay, it's a citywide position. It's a civil service job. Also, the position is also available on the department education web website

Andrew Goodman: under careers. You scroll down to also food nutrition services, and there is a link for that position

Andrew Goodman: position to sit. Then it is a Civil Service Position. There are physicians throughout the city, so anybody is interested can apply. Again.

Andrew Goodman: please read the the qualifications. Recently the qualifications have changed for that position.

Andrew Goodman: Also we are. We are very happy to announce our summer meals program. So our summer meals program is right around the corner, and that starts on

Andrew Goodman: June 27, through August 29.th

Andrew Goodman: There's no registration required for a

Andrew Goodman: anybody under the age of 18 to walk into one of our community theater sites.

Andrew Goodman: Breakfast served from 8 to 9, 15, and lunch is served from 11 to 1 15. We are very happy to share. We have a list of schools

Andrew Goodman: right now. So so they're going to be is 30 Ps. 48 PS. 1 0, 5

Andrew Goodman: PS. 1, 63 PS. 1, 70, PS. 1, 82 PS. 1, 92,

Andrew Goodman: 2 0, 1, 2 0, 4, 2 of 5,

Andrew Goodman: 22223259264,

Andrew Goodman: and also 9, 3, 9. Now some of those sites will be closing when summer rising is over, but we will have various sites throughout the district open through the end. So we encourage everybody to please participate in our Southern meals program.

Andrew Goodman: In addition, we will be having a mobile truck in Prospect Park

Andrew Goodman: 7 days a week that will be available again. But for anyone under the age of 18 to come and get a meal there's no registration required, as they say, Come, one, come all.

Andrew Goodman: So, please, it's a great.

Andrew Goodman: perhaps it's a good, good, nutritious meal, so we encourage everybody to please participate in our program.

Andrew Goodman: Okay. Also, we have a survey that we sent down. I don't know if that's in the chat or not, Steve. Okay, we want to know

Andrew Goodman: what what you think, okay, we want to know the parents. Okay.

Andrew Goodman: okay, it takes about 30 seconds to do that survey. It's very, very important. Okay, that you complete that survey again. The students are our customers, so really value their opinion

Andrew Goodman: also myself and my colleagues, Virgo. We are available to the community to come out and speak at a Pta meeting or any type of community events.

Andrew Goodman: My email. It's Andrew g@schools.nyc, dot, Gov.

Andrew Goodman: And my partner, Miss Virgo is a Virgo shakes

Andrew Goodman: at schools.nrc.gov, I put that in the chat if you like.

Andrew Goodman: Thank you very much.

D20 CEC20: Thank you.

D20 CEC20: Great. Yeah. So got it.

D20 CEC20: Do any.

Stephen Stowe: Any council members. So, Steve, you said you had a question, and then I'll turn it over. If there are other council members with questions. Go ahead. And, Andrew, can you send that? Put that survey in the chat? I don't see it in the email that you sent me. I just see the flyer for the

Stephen Stowe: hiring that I'm about to post, but I don't see the survey link.

Andrew Goodman: Okay, I'll resend it to you in a few minutes. Okay.

Andrew Goodman: okay, give me that 5 min. I'll send it to you. Okay.

D20 CEC20: While he's looking for that. Do council members have questions for the office of

D20 CEC20: food and nutrition services. Any questions, you guys? Good.

Andrew Goodman: Okay.

Andrew Goodman: want to add very quickly. Just so we let everybody know we do have a hall site. Actually, a couple of Hal sites that will be open for summer, and they are going to be junior high School 2, 2, 3,

Andrew Goodman: and also public school 1 7 0.

Andrew Goodman: So our options will be available at both of those schools. So we have location.

D20 CEC20: Thank you any other questions. Okay, thank you so much. We appreciate you. So I'm now going to turn it over to Dr. David pretto for the superintendent's report.

D20 CEC20: Sure, thank you so much.

David Pretto: District 20. I'd also like to thank Principal Proudfoot, and also principal Georgia Mussarulis from Ps. 939, which is co-located in this campus for welcoming us for the Cec. Meeting this this evening.

David Pretto: You know, I'm gonna start off with just addressing the

David Pretto: the concerns around Ps. 176, and the issues and concerns that families and community members have raised. I want to note that now 2 meetings have been held at Ps. 176, coordinated by the principal as well as school construction, authority.

David Pretto: and the division of school facilities to specifically address the concerns that have been raised by families in the community, and to both describe the updates on the construction process, and also attempt to address concerns that have been raised from families. Additionally, in response to these concerns.

David Pretto: the school construction authority and the division of school facilities have released every single document that is related to the construction process and specifically asbestos abatement process at Ps. 176 that has been ongoing those documents have been posted on the Ps. 176 website, and have also been distributed to every family in the Ps. 176 community that is registered via the Gamma

David Pretto: website. So all families that have their email registered with the school under Gamma would have also directly received an email with a link to all those documents.

David Pretto: In addition, the Ahira management plan. Ahira is the law that governs the protocols that must be adhered to when related to asbestos management and abatement.

David Pretto: The here management plan for Ps. 176 as well as every single New York City school building is posted on the Department of Education website under the Facilities section. It's public information. Anyone can go and look at it. So I just wanted to share that information.

David Pretto: There were a couple updates I want to get before I post a presentation. First, st there was a resolution written by

David Pretto: District 20 CC. Early in the year around the geometry regions, and I have been engaged in a process examining the possibility for establishing geometry regions class in the middle school.

David Pretto: And

David Pretto: I did understand the potential benefits for students and families for potentially earning additional high school credit and being engaged in accelerated opportunities in middle school. The geometry regents is a 10th grade regents, and

David Pretto: in past year, and this. Actually, this year, we established the expansion of screened academic programs in District 20 with the superintendent program which engages in 3 regions courses and then in algebra Honors

David Pretto: program which engages students in the the algebra regions.

David Pretto: And we did see some some additional potential benefits for students, but also some some potential pitfalls and concerns that were things that we really took closely into consideration when thinking about the viability for establishing and piloting geometry regions, courses in the district. One of the potential pitfalls that we see that we were being very mindful of were

David Pretto: the

David Pretto: potential earning of high school credit while students could be engaged in geometry coursework. There's no guarantee that children engaging in geometry coursework would actually earn that high school credit that was one of the pitfalls that we were, you know concerned about. There's no guarantee that even though the children may take the course, pass the course and take the exam, they may not get the credit, and the other concern that we had was just around

David Pretto: some of the pressure that children may experience taking coursework. That was 2 grade levels above their expect their expectations. We're very firm believers in, you know, rigorous instruction in the district, and we want to provide children with every opportunity for those types of experiences. And we, you know, we did learn in our examination of the process how

David Pretto: there can be incredible pressure placed on young people when engaged in this level. Of coursework. And we're very concerned with ensuring that while providing students with this type of opportunity, it's also a responsibility to make sure that we're taking care of children and not putting them in positions that can place undue pressure on them and potentially have negative impacts on their schooling. Despite the best intentions that we may have for providing them with opportunities.

David Pretto: We. So we've been taking this into serious account when thinking about

David Pretto: how we would go about potentially establishing this program we have landed on. And I'm announcing today publicly that we will be establishing pilot geometry regions, courses in the district in 3 different middle schools.

David Pretto: and we will engage in a 3 year process

David Pretto: for establishing those pilots. They will live in 3 schools, and we have consulted very closely with a few other schools in New York City who have established geometry regions and really been thoughtful about the potential benefits for children that I mentioned, amongst others, that I noted, as well as potential pitfalls. You know, ones I named, and then others that are, you know, kind of

David Pretto: programmatic and challenges for schools in order to make sure that an opportunity like this, like all opportunities that we offer for children, that we make sure that they are high quality, and that we are dotting every I and crossing every T when we're thinking about how we're implementing these programs so that we when parents place their, you know, when parents place their children in these programs or children are identified as candidates for these programs

David Pretto: that they experience the best possible version of that of that program. So really, being thoughtful in rolling this out and piloting it. We will be piloting it at 3 schools at Madeleine Brennan School 20 k. 201 at William Mckinley, 20 K. 2, 59. And at John J. Pershing, 20 K. 2, 20. Those 3 schools.

David Pretto: There's gonna be more to come on that. But it will start at the 6th grade level just like we started the superintendent. Algebra honors programs at the 6th grade level as well.

David Pretto: and I'll continue to share more information about the details of that. But you know, just, for you know, kind of the highlights and main idea. We will be piloting this at these 3 schools. It will start at the 6th grades. That means that nobody will be taking the geometry regions for

David Pretto: 3 years, starting next year.

David Pretto: and I will continue to provide updates on the progress of that. And, you know, supporting the school leaders in those communities on establishing all the different foundations. For, you know, a successful pilot, and we'll and we'll go from there. So but I we definitely heard the resolution. We put a lot of thought into it, and we decided that it is viable to pilot the geometry regions in the district.

David Pretto: next, I had a request for information about the superintendent. Algebra honors programs. So I'm just gonna share my screen

David Pretto: quickly.

David Pretto: There we go.

David Pretto: So there is a request for enrollment data from the superintendent. Algebra honors programs for this year. So just for context for folks who aren't very familiar. There's been a dialogue amongst myself and CC. 20

David Pretto: around the establishment and expansion of screened middle school programs in District 20 this year. Last year we announced the formation of 2 programs, the superintendent program and the algebra Honors Program superintendent's program is an

David Pretto: all-encompassing screen program that utilizes the DOE screen criteria, middle school to engage students in accelerated programming. Beginning in the 6th grade in the 4 core content areas, Ela social studies, science and mathematics as well as language opportunities.

David Pretto: either dual language or foreign language pathway as well as enrichment, opportunities that are specific and unique to the different school communities in the district that are the decision of the principal, and the expectation that all students in the school

David Pretto: are provided access, opportunity to any number of variety or permutation of those enrichment opportunities in the school. It's not restricted to students in the superintendent program, but students in the superintendent program are required to engage in the enrichment pieces as well as the accelerated programming. And similarly, the algebra honors program for context is the same idea, except the accelerated program.

David Pretto: Pathway, culminating in the regents exam was only for the algebra subject, but also comes along with the opportunities for either dual language or foreign language. Instruction culminating in either our hope and plans around, culminating in a sealed by literacy on the diploma for students in high school or definitely for students engaging in the foreign language proficiency exam that lands in potential high school credit in the freshman year.

David Pretto: This was the 1st year of having students admitted and enrolled in schools in the district, beginning in the 6th grade, in either the superintendent program or the algebra Honors program, and the data that has been requested has been around. How many students were, how many seats were there.

David Pretto: and how many students applied.

David Pretto: All the information that I'm going to share is located on the my School's website. So it's you can search it by each school. And this is for the current year. So students who are sitting in this year's 6th grade, who applied through last year's enrollments admission cycle. That's what this data is. The data for

David Pretto: the current year's cycle for students to enter into 6th grade, beginning in the 2025, 2026 school year will be released later this June, I believe, when all admissions data and the DOE is released.

David Pretto: So this is a an overview of the algebra honors, 6th grade. There's a total of 390 seats in the district. Across these 1, 2, 3, 4, 5, 6, 7, 8.

David Pretto: Sorry. My! My vision's getting worse. 8 schools on the left, in the blue. You'll see the number of seats

David Pretto: that were offered through the admissions process and the number of applicants.

David Pretto: and then on the right, you'll see the number of speech designated for students with special needs and the number of applicants of students with special needs for these programs.

David Pretto: And just to note that when you see the applicants, these are

David Pretto: what are referred to as true. Excuse me, got a granola bar stuck on my nose throat.

David Pretto: This is the number of true applicants, and the true applicant number refers to the number of children who applied to this program, who did not receive an offer to a program that is, that they ranked higher on their application. If that makes sense.

David Pretto: and you'll notice that this does not include Krista Mcauliffe, because the all the seats at Krista Mcauliffe are considered superintendent program, as you'll see on the next slide

David Pretto: this slide. And then here's the slide for the superintendent program in 6th grade. There's a total of 805 seats in 6th grade. These are all the schools that

David Pretto: have those programs and those seats.

David Pretto: And you'll see on the left for students in the in general, education, for general education students, seats, and applicants.

David Pretto: and then on the right, not shaded

David Pretto: the number of seats for special students with special needs as well as the number of applicants of students with special needs for each of those programs

David Pretto: could be clarified.

Stephen Stowe: The previous slide was what again.

David Pretto: Program.

Stephen Stowe: That was algebra. Only. Okay.

David Pretto: This is.

Stephen Stowe: Superintendent.

David Pretto: The superintendent.

Stephen Stowe: This is all course. Yep, yep.

David Pretto: And just one thing to note, especially for Krista Mcauliffe. Just for context, I did. This slide wasn't gonna get too

David Pretto: expanded. So I didn't. Krista Mcauliffe has 3 different academies, and when children apply to Krista Mcauliffe, they can apply to that school

David Pretto: via each academy. So when you see the the seat, the total number of seats, and the total number of applicants, that is, that is, the total number of seats and applicants added together for the 3 different academies. If that makes sense.

David Pretto: I didn't list each academy separately.

David Pretto: I don't know if you have.

Stephen Stowe: Off the top of your head the the total, because I I would. The 1st thing I'll I'll do after the meeting, or whenever is total all this up, and just compare

Stephen Stowe: seats and applicants across the district. Do you happen to know what that is off the top of your head? It's fine.

David Pretto: In terms of like, in in what way.

Stephen Stowe: Just our total district, like across the district. How many seats we established, and then how many.

David Pretto: In here. Okay, you can't hear me.

David Pretto: Oh, I'm sorry.

David Pretto: I gotta use my. I gotta use my cafeteria voice. I'm sorry.

Stephen Stowe: You can also come closer if you want, because we don't have a microphone.

David Pretto: Can do it again. That's no problem.

David Pretto: Would you go to the button? Would you like me to go to the last slide.

Stephen Stowe: Just go ahead.

Stephen Stowe: just interested in the meeting. But.

David Pretto: So.

Stephen Stowe: It's fine, David. I was just. I'll do it later. I'm just because I always like to look at like across the district. You know any, any program that we offer like I'm always interested in, like, you know.

David Pretto: Programs that we offer.

David Pretto: But this doesn't include, I mean, the request was for the academic rescreen programs. It doesn't include the dual language programs that we expanded into middle school, which are also screen programs. We screen for language and it doesn't account. This is just the 6th grade. So it doesn't account for the existing 7th and 8th grade students who sit in. You know, the the previous iteration of screen programs in the district.

David Pretto: So this is, it is definitely an expansion, as you know, like this is an expansion from the previous structure.

David Pretto: and we have, as you all know, we've established criteria and framework for the academic program and opportunities that children engage in when you know, admitted and engaged in this program, as well as my expectation that all students in our schools particularly related to the language opportunities and the accelerated opportunities in Ela and Math.

David Pretto: and for their enrichment opportunities

David Pretto: that principles are making these opportunities available for children who may be interested and capable of engaging in that level, of coursework, or an interest in those enrichment opportunities, but may have not gone through the screen process for admission. There are children. Principals still make these opportunities available and accessible for children who didn't necessarily go through the process. So this isn't like a closed door thing. But what it is is

David Pretto: a way in which we can plan for and launch early in the middle school process opportunities for children to engage in advanced coursework when so we have a structure for that. But you know, I'm definitely open to hearing feedback on it. And we have engaged in that process again this year, and we will

David Pretto: move this program up to the 7th grade and then obviously welcome the 6th graders coming in for next year.

Stephen Stowe: Sort of reflecting on some of the comments you made earlier about the geometry pilot. And of course, thank you very much. By the way, how do you feel like the 1st year is gone of the the new superintendent program in terms of student learning, student readiness student, you know, student, social, emotional health in the program, and all the all of that.

David Pretto: We

David Pretto: we haven't seen, we haven't. We haven't seen it all the way through, and I think the regions is a piece where we won't see the impact on these children for the for another couple of years. But we over so far, I mean, as so far so good. I mean there really hasn't. I mean, a grand majority of the work in year one has been teacher training that we've been conducting district level in social studies, in science, in mathematics. And you know, obviously, we've you know, we've we've talked to literacy curriculum

David Pretto: to every different place we could. But we've done a lot of work in terms of teacher training and supporting them in kind of like.

David Pretto: really ensuring that the experience that children are having in the classroom when it comes to the academics is indeed accelerated. They're taking an approach and have a process for ensuring that there's not just a label on the door that they are indeed engaged in a rigorous pathway that will culminate in the regions, and one of the additional challenges that we will have in mathematics with the geometry regions program is ensuring that that pathway needs to be

David Pretto: almost double accelerated

David Pretto: with students taking the algebra regions in the 7th grade in order to take the geometry regions in the 8th grade, and ensuring that the 6th grade year

David Pretto: positions students, in order to be able to be in a good place to engage in that accelerated coursework, taking 9th grade, Worthing in second 7th grade, and not just academically like, I said, but also socially and emotionally, the feedback that we've gotten in the discussions that we've had is that there's a lot of pressure placed on kids

David Pretto: in these programs, and we don't find that children perform well under a lot of pressure. We don't find that it's good for them. We. We think that

David Pretto: we think that high expectations that that's coupled with high support really lands with a lot of success for kids. But when that high expectation turns into

David Pretto: undue pressure that it has extraordinarily negative impacts on students, so we really wanted to be, you know, that will be a component of the support that we provide to schools who are piloting these programs to ensure that that's a layer built into this program so that parents, teachers, students, all have, you know, the kind of the appropriate.

David Pretto: you know, pathways and supports in to ensure that. You know everyone's who's engaging in it is getting out of it what we all kind of intend for the children to get out of it. If that makes sense.

David Pretto: Yeah, so.

Stephen Stowe: I do have a quick follow up question.

David Pretto: I'll see if any of the.

D20 CEC20: The end of your I have one more slide about summarizing. There's a request around how children were admitted into the program. So I have.

D20 CEC20: Okay. So I'll ask mine now, because it's about this just very quickly. Does do these numbers represent an expansion of

D20 CEC20: screen programs for district 20 kids over years past.

David Pretto: Most definitely.

D20 CEC20: You any other questions?

D20 CEC20: Questions?

D20 CEC20: Okay, okay, so yeah, if you want to do the last part.

David Pretto: The other request I had was around summarizing application priorities, and I've posted what the process and rubric essentially is for students in summarizing in terms of how children land with a seat.

David Pretto: So the 1st priority group is promotion and doubt applicants. These are students who must attend summer school in order to be promoted to the next grade. And

David Pretto: so the 1st priority is for students whose promotion is in doubt, who are required to attend summer school, summarizing all of our district, 20 schools are affiliated to a summarizing site.

David Pretto: So if I attend a school, that where summarizing isn't being held, if my promotion is in doubt. My school that I attend during the school year is affiliated with one of the 13 summarizing sites in the district. I have priority to attend that school because I must attend in order to be promoted.

David Pretto: and if I have a sibling, if I have a little brother or a sister, and I'm in promotion. Doubt. My real brother or sister also has priority for admission into that summarizing site. That's the that's the 1st priority group.

David Pretto: The second priority group are are students in our extended year program, or students with 12 month ieps that are affiliated to that summarizing site. And this is designated by the Special Education Office and their siblings.

David Pretto: The 3, rd the 3rd group, are students in temporary housing and their siblings.

David Pretto: The 4th group are English language learners, students who qualify for free and reduced price. Lunch and students with disabilities who attend a Dycd. After school program affiliated to a summarizing site

David Pretto: and their siblings.

David Pretto: The next priority group are all other Dycd after school participants that are affiliated with a summarizing site and their siblings.

David Pretto: Then, after that, our students, English language learners, students who qualify for free and reduced price, lunch and or.

Elizabeth Chan: Is with.

David Pretto: An individualized education plan that are affiliated

David Pretto: to the summarizing site. And there's.

Elizabeth Chan: Blink.

David Pretto: And after that is all other applicants that are affiliated to that summarizing site and their siblings.

David Pretto: and then all of their.

Elizabeth Chan: Sit down.

David Pretto: Language learners free to reduce price lunch students with Ips who apply

David Pretto: and their siblings. And then the last priority group is all other applicants. This is the priority group

David Pretto: to sequence for students who apply for summarizing sites for summarizing this year.

David Pretto: I'll leave this one up.

David Pretto: There's 1.

D20 CEC20: On the chat. How about students in private schools who have an Iep.

David Pretto: They would fall under all other applicants. I believe.

D20 CEC20: David. I'm sorry, I believe.

David Pretto: I have to get back to you. I want to. I want to confirm that.

D20 CEC20: This is really thorough, and I'm honestly, I'm not sure where this request would fall in. But what? And then, if is there a.

Stephen Stowe: Students who are with the

Stephen Stowe: after school program run by that cbo during the school year is that someone somewhere in here.

David Pretto: The Dycd. After school participants affiliated to the summarizing site.

Stephen Stowe: That's the 4th priority.

David Pretto: 15.th

Stephen Stowe: 4th and 5.th

David Pretto: Now, just to know there are after school programs in the district that are cited at schools that are not funded by Dycd.

David Pretto: And in those cases that can be a place where students may feel like they are entitled to a seat or fall into this priority list, but not necessarily a part of a Dycd funded or affiliated program. And Dycd, you know, in partnership with the DOE runs summarizing.

David Pretto: If it's not funded by the Dycd is it funded directly by the DOE, the the after school program. It depends.

David Pretto: It depends. It depends. I mean, we

David Pretto: we went up through the whole leaps thing.

David Pretto: You come from a variety of places.

Stephen Stowe: Thank you. This is helpful, because, like I said, there has been some complaints about.

Stephen Stowe: This is typical summarizing. But I'll I'll follow up with the this is very helpful. Thank you.

David Pretto: Another question in regards to the 12 month Iep applicants affiliated with some arrival.

John ricottone: So.

John ricottone: even if the person is not affiliated with some horizon or cbo, shouldn't it be that if they have a 12 month Iep that they should be able to get

John ricottone: first.st Come first.st Serve because it's the person has a disability.

David Pretto: Thank you.

John ricottone: So if you have a disability, you should be able to go in front of the other applicants. Am I right.

David Pretto: Oh, are you saying that it should be like that?

John ricottone: If you have a disability.

David Pretto: Should be the 1st priority.

John ricottone: Correct, and especially if you have a disability, you should be able to get in.

John ricottone: not over somebody that gets

John ricottone: food for free. If you have a disability, you should be able to get into a summer rising class. If you have a 12 month, Iep applicant, and you're part of you're not part of summer rising, or you're not part of Cbo

John ricottone: you're taking off from the 12 month Iep for that child.

David Pretto: The only, the only priority.

John ricottone: Be revamped.

David Pretto: The only priority group that comes before the 12 month Iep. Applicants on here are students whose promotion is in doubt.

John ricottone: Number 2 would be 12 months.

David Pretto: Could be.

John ricottone: They're number 9, and they're on a wait list of 4.

David Pretto: No, no, no, no! 12 month. Iep. Applicants that are affiliated with the summarizing site are the.

John ricottone: And they never got in there on a wait list, John, you're saying a parent. Yes, correct.

David Pretto: So. Ca, I mean, we could talk offline around.

John ricottone: The specific.

David Pretto: Specifics of that parents you know.

David Pretto: case or application. But just according to the priority groups that I've been provided by the summarizing team students with 12 month ieps that are affiliated to a summarizing site. So I have a 12 month. Iep, and summarizing is being held either in my school or the site that my school is affiliated with. I you know I'm sorry summarizing site designated by the Special Ed office, and I'm going to like kind of note here that 12 month ieps sometimes

David Pretto: are located in community schools, but not typically typically students with 12 month ieps attend school in the district 75 school. So it does happen. There are. There are cases where it does happen in community school, but not typically. So that's why, on here the summarizing site designated

David Pretto: by Special Education Office, the Special Education Office. And I think this was kind of touched on before, also

David Pretto: runs summarizing programs. In addition to community school districts like myself.

David Pretto: And they identify sites specifically for District 75 students. And you know the majority, not all, but the majority of 12 month. Iep students are, gonna you know, get admitted to the site designated by

David Pretto: that by the Special Education Office. And there are 2 sites in the district. One was referenced by a speaker earlier. And then there's another site that is cited for students with 12 month ieps in District 20. If I don't know if this person is applying for a different site, and is wait listed for a different site. But I would talk offline about what that would be

David Pretto: not just.

John ricottone: 75, and they also have a disability.

David Pretto: Yeah. At that point I'd want to kind of talk off on. I want to talk about an individual's like specific case in a public meeting.

David Pretto: Other questions.

Stephen Stowe: For Dr. Predto Kevin. Just a quick question.

Kevin Zhao: How many seats are offered this year.

David Pretto: Don't have that number off the top of my head, but we do. They.

Kevin Zhao: Yeah.

David Pretto: We can. I can get that number for you, but I just don't have it off the top of my head.

Kevin Zhao: Okay. Yep. Thank you.

Stephen Stowe: Yeah. So, superintendent, I just wanted to.

Stephen Stowe: just sort of come back to the the Ps. 176 issue and appreciate your comments appreciate what you've said. I also, you know, of course, I'm gonna try to get parents to sort of have their say and and get their questions, answered.

Stephen Stowe: the 2 things that I've been I mean, the the one is sort of the school construction authority.

Stephen Stowe: their process what they did, the steps they took do you mind just reiterating sort of your position on that and then touch on the school itself and sort of their response, Google Construction authority.

Stephen Stowe: Yeah, do you mind just going back over.

David Pretto: So the construction specifically the asbestos abatement. But the entire school construction process is managed by the school construction, authority and in partnership with division.

Stephen Stowe: Vision is.

David Pretto: And in response to the concerns raised by the Ps. 176, community, the school construction, authority, and division of school facilities have been the folks responding to the concerns, both an email and also in meetings that have been held at the school, particularly a meeting that was held last week to address specific issues, including parents being taken on a walkthrough of the building. So

David Pretto: there have been continued follow ups from elected officials and other folks asking the same questions. And the Sca has provided the same response. And you know, so like that has.

David Pretto: That's ultimately like my, it's not really a position I have. It's just what's happened.

David Pretto: you know, we really want to be responsive to concerns that parents raise around the safety and the response from Sca and Dsf. Is that those things have been

David Pretto: addressed, and the documentation that has been requested to back that up has been provided in exhaustive detail, like every single document that's related to the construction project at 1 76 asbestos, related or not, has been posted publicly on the Ps. 176 website and sent out. And if there's any families who haven't received it, you know we can direct them to there if they have a hard time, you know, accessing the link, we can give it to them. It's not easy to read. It's a lot of documentation between contractors and the school construction authority.

David Pretto: but it's that. That's the documentation. So that you know, that's

David Pretto: and that's on the school website. Among other places, you said it was on the school website. It's been posted on the school website. And it's also been emailed to parents via Gamma. Not all parents have an email address associated with Gamma. But we also wanted to, you know, push it out as much as possible. It was. It was communicated to me to make sure that this documentation was made available to the school community. See this right here.

Stephen Stowe: Action documents.

Stephen Stowe: I think this is it. I just want to put it in the chat. Yeah, just a request in the chat. That's what I was saying. Yeah, thank you. And then, superintendent, as far as the school's messaging throughout this. That's 1 thing I've I've heard is the school wasn't as responsive, wasn't as communicative as some parents would have liked. What's your response to that?

David Pretto: I've taken the feedback, and I've met with parents, and I've heard the concerns around the communication from the school, and I'm working with the school to ensure that the communication issues are addressed, and

David Pretto: in the case of my understanding is, there's there were like.

Stephen Stowe: I think the Sca said they did something like 18 remediations, and I might have that number wrong. But let's call it 18 abatements in the school

Stephen Stowe: abatement actions did. Did the principal notify school community when each of those actions were taken.

David Pretto: The dss and sca.

Stephen Stowe: About.

David Pretto: Communicated with the school.

Stephen Stowe: Community around.

David Pretto: How the process for communicating on this topic happens. And you know I'm not the I'm not the resident expert for how this goes. Be honest with you. I'm not a like.

David Pretto: I have been a principal, and I've been a superintendent, but we do really partner with Sca and Dsf. To support principals and making sure that these things happen that's in their that's in their purview. So we've made sure that Sca and Dsf have been present these meetings to to address the concerns and answer these types of specific questions around

David Pretto: the the aherent management plan ultimately, which includes communication about the projects

David Pretto: and those things come from sc and dsf, but it's not necessarily.

Stephen Stowe: No, no, no. I was telling them that we yeah go ahead. Yeah, I just, you know. But as far as so, it sounds like. Essentially, it's I understand what you're saying. It's discretion at the on the part of the principal, if they want to. Sort of

Stephen Stowe: go above and beyond the usual communication channels, just to make sure that the message is out there. It's it's at their discretion. Essentially.

Stephen Stowe: the school construction authority communicates with principals around the ongoing.

David Pretto: Of, you know, construction projects in their schools

David Pretto: when there is a when there's a legal responsibility to communicate to parents in the community around.

David Pretto: You know a condition in a building it is always going to be when it's unsafe, and it will be coming from the Sca or the Dsf. To the principal that they must communicate something. And that's part of the document that would be part of the documentation that would be contained in this construction report from my to my knowledge.

Stephen Stowe: John, did you have something you wanted to.

John ricottone: And so numerous children and teachers been sick, whether they have asthma or dust particles, and

John ricottone: in the in the room. So what happened with that like, what is gonna go on?

John ricottone: Did you guys notify anything.

David Pretto: All the folks who are involved in the construction project that ultimately can speak to all those pieces have been made available to the school community twice, and will be made available to the school community once more.

John ricottone: Do you know how many rooms are closed right now? That's not being utilized?

John ricottone: The children and teachers, if there's any.

David Pretto: None with the weather off the top of my head.

John ricottone: There's a lot of floods inside there, with the ceiling, and the roof leaks with the rain.

David Pretto: I'm going to listen.

David Pretto: I hear that you're saying these things are happening. I'm gonna defer to the facilities folks to confirm whether or not these. The the things that you're saying are indeed happening?

David Pretto: And that's why we've made those folks available and released all these documents.

David Pretto: Mr President, Steve, so

David Pretto: may I address you? No sorry we we do have to stick to the the the

David Pretto: sort of agenda but I I will say, but on the chat.

Stephen Stowe: You guys want? Put it in the chat.

David Pretto: Say, one.

Stephen Stowe: Okay, that you just asked about.

David Pretto: That's fine fine. If you don't mind, keep the minute

David Pretto: I I will say just 1 1 thing, and I.

Stephen Stowe: Don't know anything about.

David Pretto: Looking at the chat. And I understand what you're saying, Dr. Prado, that you're not the facilities person, but it does sound like just as an outsider looking at the situation. There's also some leadership.

D20 CEC20: Issues in terms of like the principal and communication. And so I would just

D20 CEC20: make a plug for that that is in your wheelhouse, you know, trying to get in there and figuring out where those gaps are. If there's some sort of communication issue or leadership issue, that's I don't know. I'm just saying what I'm seeing here. So follow on to that. We learned recently that with any construction project there's the monthly I can't remember the name of it, but it's an sca you're supposed to give a monthly reporting

D20 CEC20: between the school staff and the and the sca.

D20 CEC20: It is optional on the part of the principal to have parents there, but I think in this situation it would make a lot of sense if Principal Culkin would start inviting parents to those monthly meetings because I'm assuming that's where a lot of the discussion was taking place around abatement actions. And potentially, if you'd had parents sitting at the table, things could have been worked out.

D20 CEC20: I've I'm.

David Pretto: Do you have the feedback? And I see the comments in the chat. I'm going to be honest. I'm not going to discuss like a specific personal matter, or like my discussions with a with a leader in the school in a public meeting. But I have heard the feedback, and I appreciate it.

D20 CEC20: So any other questions from council members on this? Yeah, go ahead.

Tamara Stern: Think you know, whoever put the information on online for the parents to access?

Tamara Stern: What I think is not right, because, like

Tamara Stern: many of the families in our community

Tamara Stern: might not be able to read it if they, if they speak a different language. So the fact that this information is not translated in a format where they could understand it.

Tamara Stern: It's kind of unfair, because, like, they really want to know what's going on, and they want to be able to read this information, and even at the the other meetings there was no translators

Tamara Stern: there for the for the parents, and I think that's, you know need to be. Something needs to be done about that, because if you want to communicate with the parents, you have to communicate in a way where they could, they could understand. And if you know, you have a like a

Tamara Stern: a language barrier for your school, you should

Tamara Stern: make translations available. It's only right.

Tamara Stern: you know. So like, that's something that I want to put out there, too, because, because, like the parents are really, they want to know, you know, and if they don't understand English, they should. There should be somebody there speaking in a language where they could can understand. So then they could ask their questions in that language, and then you could translate it

Tamara Stern: because all of that information needs to be accessible to everybody. So I just, I just wanted to say that. And I just want to say, Dr. That I'm going to continue to talk to the parents that organize and I'm going to. I'm hearing their concerns, and this is coming from from a parent who has.

Fabiola Mendieta-Cuapio: Kid with asthma. This is dangerous, and it's concerning and and the miscommunication from leadership. It it's not right.

Fabiola Mendieta-Cuapio: And I think that you know if I know you have a busy agenda, but, if possible, I will request, just, you know, to follow up with with all parties involved.

David Pretto: Yes, it's right.

D20 CEC20: And I do think there are some folks signed up for the online public speaking session that are also waiting to comment on this. So I'm going to move us to that. So our second public speaking session is now open. We do have 2 folks here in person right now. So I saw Ken Lee and sheiling zhang. So Ken, do you want to come up first? st

D20 CEC20: Yeah, alright.

D20 CEC20: If you come over here, the people who are on Zoom will be able to hear you.

Public Speaking: Okay. Hi, everyone. I'm a Kenny. I'm here. I'm here today to support, like

Public Speaking: all the patterns come from. Ps. 1, 76,

Public Speaking: because we had an issue in the school.

Public Speaking: So all about you already know.

Public Speaking: our parent is strongly opposed. We need an independent inspector to the school to check about the.

Public Speaking: You know the problem. If you agree, can you help up so we can send the people go inside a school. Ps. 1, 1, 76.

Public Speaking: Superintendent Derry, are you agree for that?

Public Speaking: We don't. We don't. We don't typically have back and forth. You can speak. But it's not typically a back and forth. Oh, okay, okay, I just want to say that, you know, because all the parent is so worried about that because we care about our kid. And also the 150,

Public Speaking: you know Staff, who work in the school, everybody

Public Speaking: but the principal. She don't care about nothing. She don't know anything about us, she just say, Oh, just start work. What's going on?

Public Speaking: So I believe you know she is. You know she's not responsibility about the school problem.

Public Speaking: She don't care about the parent and the kid.

Public Speaking: So we we we don't like that. So we the one, you know, this is a big problem for us.

Public Speaking: So please, you know, pay attention

Public Speaking: because it's really simple. We just need to send an inspector, go to school and get the result, get a report. That's it.

Public Speaking: and then make people safety, you know. Make make the parents and the kid to the school be feeling. Oh, this is a good place, you know. Everybody care about our kid.

Public Speaking: This this principle is losing a job. Totally.

Public Speaking: Nobody like that. Today we are here. It's that day. Well, whatever.

Public Speaking: So helping you guys help this problem. Okay, especially for the pattern. I'm sorry. What's your name?

Public Speaking: Okay, he wants to speak about Moore. Can you give the time to him?

Public Speaking: We're gonna go to everyone that we have who hasn't spoken yet. And then if we do have time, we can. But we may not.

Public Speaking: Thank you. Okay, thank you. Thank you so much.

Public Speaking: Our next influence shiling Zheng Shi Ling, are you here?

Public Speaking: Yeah.

Public Speaking: Is she lay here for you?

Public Speaking: Yeah. Okay, come on up, please, if you have a gun.

Public Speaking: Okay. Hi, everyone. Good evening. So anyway, I can, I get a temperature in temperature? Oh, yes, of course, he requested. I be his interpreter, could I? Yeah.

Public Speaking: okay. Tonight I'm here. I just wanna, oh, okay. I'm sorry. Okay.

Mandarin Interpreter - Gladys Chow: So today I'm here.

Public Speaking: Tonight. I'm here to express my concern, which I think I believe are shared by many parents. Which is regarding Iep

Public Speaking: students. Yeah, yeah, you click that tiny. Okay,

Public Speaking: water. Hydrozide is 1, 87.

Public Speaking: Now, hold, okay.

Public Speaking: Tian, email.

Public Speaking: ER.

Public Speaking: New York City Health Department.

Public Speaking: So my my child is a 6th grader at Ms. 187, and in the one year that he's been enrolled in the school every month I get called 2 to 3 times by the principal into the school, because they have, they find issues with my child, and then we have been forced to get 3

Public Speaking: psychological evaluation for him twice at the er and once done by the New York City Health Department and all 3 times they didn't find anything wrong with him.

Public Speaking: Okay.

Public Speaking: just a Santi

Public Speaking: Chung Park.

Public Speaking: So today I was called by the principal because my kid had an emotional

Public Speaking: temper tantrum in class. He was doing the map, you know. He was frustrated over certain homework colors, and then he he had a look. He had a temper tantrum, where he picked up a chair, but he did not hurt anybody, so I was called in by the principal, and I was told by the principal that we have to. My child has to receive 2 levels of punitive

Public Speaking: measurement.

Public Speaking: have to say something before you proceed. I don't feel like this is the information that's shared at a public meeting. If you want to contact my office afterwards, and you know, kind of share some of this personal information, I'd be happy. My office would be happy to kind of like.

Public Speaking: let me eat there and take a

Public Speaking: okay. Yeah. He's happy to meet with you afterwards, to share his personal, to work on the personal case with you guys, but he's taking a stand to express that. How immigrant parents who don't, who have language barrier he feels that

Public Speaking: do not get serviced adequately by school. Too often administrators brush off, parents concern, do not offer them enough.

Public Speaking: immigrant parents just do not, and immigrant children alike. If your parents are not articulate, they tend to be punished more, they tend to be called in more. That's the concern that he wants to express. It's not just for his son. He wants to talk about the situation in general

Public Speaking: that he wants to stand up for all vulnerable parents.

Public Speaking: Yeah, that would be the last. Yeah, yeah, that's why he yeah, he's happy. He really appreciates the offer to work with him, and he will. He'll get down and discuss his personal details.

Public Speaking: Yeah, yeah, he's not. He just wants to talk. He just wants to talk about. He wants to call attention to the fact that Iep students lack resources, and then immigrant. And then, particularly Iep parents with students, with immigrant parents, with language barrier. They are the most vulnerable in terms of getting those resources. He understands that sometimes it's not, and sometimes it's because the system.

Public Speaking: you know. Maybe the teachers, they're overwhelmed. There's not enough resources in general in the school. So the you know, the weaker, the more vulnerable ones tend to be, you know. Brush off and get the shorter end of the stick. He just wants to call to the situation and get more resources. Thank you. Thank you, speaker, I appreciate that. Thank you for translating.

Public Speaking: Our next speaker is in person. Michael dang is Michael here? Great! Thank you. 3 min. I did give them extra time because we were translated. So people know.

Public Speaking: So I appreciate it. Thank you?

Public Speaking: I'm also a parent, a concerned parent of Ps. 1, 76. I didn't plan to speak today because we're, I think I represent a lot of the silent majority of the parents at Ps. 1, 76.

Public Speaking: I know, Mr. Prado, you're not kind of aware of the specific information happening in the school. I know. Sca! Dsf, they're taking care of kind of the day-to-day activities. I just wanted to address that

Public Speaking: what you had mentioned earlier. You know, you were clearly saying that, and I know this is not a debate floor. You had said previously that you know the Sca and Dsf. Have, you know, sent out held meetings, sent out information they uploaded yesterday, you know all the documents there I combed through them, and in my professional understanding, and I think, though those those items are not addressed. Those are not solutions. And I think

Public Speaking: you know, if we didn't speak out against this, and you know, due to the efforts of other people in the

Public Speaking: in the in the school and the parents. This wouldn't have come up. Come up, and my son is in the kindergarten, and I haven't been made aware of since. You know, my son joining the school of any abatement work that was to occur, and that is still occurring, and I think the statement that you made were not kind of

Public Speaking: alluding to that they're actively working and being proactive about it. I think this is like a reactive way that they're working about it. And I think

Public Speaking: the situation still persists because of the shortcomings I think due to the means and methods of how they boarded up the windows, and that's related to, you know, the scheduling issues of the windows not arriving on time, you know, happens all the time in construction. We understand. However, it's it's these things are causing

Public Speaking: issues with, you know, weather, damage and penetration through the border windows. And there is, like.

Public Speaking: I think, areas of improvement in the means and methods to make sure that the seals are caulked and re-inspected. And there's area for improvement. So we can make sure that doesn't keep happening. The weather damages, you know. It's raining for the past 3 days, right? So

Public Speaking: the issue here is, it's gonna continue to happen until we look at those critical issues in terms of the weather protection and the scheduling issues with the new windows. And I just want to make sure that we understand that instead of being reactive to you know things that our parents are bringing up, I want to make sure the school

Public Speaking: and Sc. And Dsf. Are being proactive

Public Speaking: in kind of preparing and say, protecting our kids and the children inside the school as well as the faculty.

Public Speaking: Thank you. Thank you, Stephen, we're going to move to folks online. And so first.st

David Pretto: Thing that he said, is it?

David Pretto: Yeah, I want to acknowledge one thing, an issue that you brought up because it was separate. I appreciate you bringing it up, and I just want to reiterate that it was something that was also brought up at the parent meetings that were held at 1 76, particularly around the windows. It was something that the division school facilities acknowledged that it's the Sca's contract work that they're doing with the windows and the windows were removed

David Pretto: prior to and the wind, they were boarded up prior to the the new windows being delivered something that the school facilities rep acknowledged, and was something that was definitely taken back. That was something that was a piece that was reported to me as something that, you know 100% heard. So I want to make sure that you know that that was heard and that they are definitely working on that. So I just want to validate that. So thank you for sharing it. Yeah.

D20 CEC20: Thank you. So our next speaker is online. Karina Delvasto, are you there online.

D20 CEC20: Karina Delvasto? If you're online and still wishing to speak, can you come off mute, please.

D20 CEC20: with a K. Del Basto? I see her online.

D20 CEC20: I can also come back to her.

D20 CEC20: Hang on.

Karina Del Vasto: Yeah.

D20 CEC20: I did anyone.

D20 CEC20: You can. Okay, yeah, we will move to the next online speaker and we will come back to you if you can figure out the audio. Robert Merthold, are you still there?

Robert Murtfeld: I am.

D20 CEC20: You see Robert.

Karina Del Vasto: Okay.

Karina Del Vasto: Can you hear me?

D20 CEC20: Do you see a.

Robert Murtfeld: Oh, wait! Can you hear me?

D20 CEC20: Keep going down, and I'll circle back to the.

Robert Murtfeld: Right here.

D20 CEC20: Thank you. Thank you.

D20 CEC20: Okay.

D20 CEC20: One second. Robert.

Karina Del Vasto: House, barbecue, sauce.

D20 CEC20: You know.

Karina Del Vasto: When okay.

D20 CEC20: Okay, Karina. I think it was us, not you.

D20 CEC20: Alright. So let's try, Robert, and then we'll go back to her.

Karina Del Vasto: It works.

D20 CEC20: But Kevin.

D20 CEC20: Hello, Robert!

Karina Del Vasto: Amazing.

D20 CEC20: He was speaking, but I can't hear.

Robert Murtfeld: There's a lot of background noise.

D20 CEC20: Go down one more and see what happens. Who's next?

Karina Del Vasto: Lucas.

Karina Del Vasto: Thank you.

D20 CEC20: Oh, okay, I need to click on that. I'll put it down here.

Robert Murtfeld: So just bear with us. We're having some. Yeah, Robert, do you want to try speaking again?

D20 CEC20: Sure. Can you hear me?

D20 CEC20: Yes, we have the signal. Okay, great. Go ahead, Robert. You have 3 min.

Robert Murtfeld: Wonderful. My name is Robert Murtfeld. I'm actually a parent from District one.

Robert Murtfeld: Who's dialing into the District 20 meeting, because both District one and District 20 are advancing a resolution tonight around the Cec elections and the future of face.

Robert Murtfeld: And yeah, Dr. Alina, Luis kindly, you know, suggested that I should share some comments with all of you

Robert Murtfeld: due to the fact that you will be voting on this resolution a little later on, just how district one will be voting on it, and I believe the Citywide Council for the High schools has a resolution as well, and

Robert Murtfeld: both resolution. All 3 resolutions have similar text. They're obviously upset with what has happened over the course of the elections recently, with all the many faults. But they're calling for 2 things. Number one is, they're calling for face to be dissolved.

Robert Murtfeld: and, secondly, for the elections to be moved to the Board of Elections, just like the mayoral election or any other election in the United States so to be administered by a State entity. And I just wanted to caution everyone around these 2 propositions, because just how you know, critics of mayoral control from the left want often a new system that is different from what we currently have

Robert Murtfeld: to dissolve. Phase most likely will never happen, and the Board of Elections has refused to take on the election, because

Robert Murtfeld: the New York City public school system, with its 1 million students, and then maybe 2 million parents is a unique voting body, and they cannot have any. Everyone just identify themselves as parent to vote as if it's a mayoral election. So it is a quite idiosyncratic specific process to us, and whilst we have to acknowledge the faults that we're in the election process, and why I think these resolutions to go to the table to be voted on are justified.

Robert Murtfeld: I just wanted to caution, you know, some idealistic scenarios. That face would be

Robert Murtfeld: abolished, and that this gets moved to the Board of Elections, and that we have to deal with the constraints still accepting that face will be around, and that we have to do the next election ourselves, and the renewal of mayoral control will be an excellent opportunity in 2026 to sort through some of these issues

Robert Murtfeld: how they should be addressed. So this was my contribution to you guys tonight in District 20, so that you have some food for thought when you come in to the point to vote on the resolution. Thank you.

D20 CEC20: Thank you. Speaker. Karina, we're going to come back to you, can we? Can we try to see if we can hear her?

D20 CEC20: Karina, can you come off mute, and see if you can speak?

D20 CEC20: I'll keep going down the list and we'll come back. See? Jiang online?

D20 CEC20: Cji Yang online? Do you still want to speak?

D20 CEC20: All right, I'm going to keep going down, and I'll come circle back.

D20 CEC20: Ying Ying Jiang.

D20 CEC20: These may be folks that signed up earlier, and they're still here, none of them. They're just not responding. Okay, okay, well, we'll come back. Anna Quirino.

D20 CEC20: Anna, are you there?

D20 CEC20: She's also here.

D20 CEC20: She's in the meeting. Okay. If folks who are online are friends with any of these people, let them know that we're calling their name to speak. I'm going to move to Cindy Lopez. Cindy, are you there?

Sindy Lopez: Yes, I am.

D20 CEC20: Awesome. So go ahead, Cindy. You have 3 min.

Sindy Lopez: Sure. So I've never done this before, so I don't know if this is allowed, but I just have a lot of questions that have still left been left unanswered.

Sindy Lopez: So, since Dr. Predo is at this meeting, I would like to ask him if he has viewed the these 2 meetings that he keeps referring to. I made the links available. They've been posted on Youtube.

Sindy Lopez: It doesn't seem like he has viewed them since he is saying that our questions were answered when they clearly weren't

Sindy Lopez: so I I would like to know that if he does have a chance to answer. I would. I also like to know his thoughts on those meetings. Because they don't seem to be coinciding with what the parents actually walked away from those meetings thinking.

Sindy Lopez: so I would like to know why were parents not notified about hazardous conditions and potential asbestos exposure? Did Miss Culkin inform Dsf. Regarding hazardous classroom conditions, because that was a back and forth between them, while Dsf

Sindy Lopez: had to be the one to make the decision. But then, who would be the one to notify them that was left completely unclear? It was just a constant passing of the buck between Sca Dsf and Ms. Culkin complete waste of time also, did you were you aware that at neither of these meetings were translators made available? And the second meeting actually where Dsf finally showed up.

Sindy Lopez: It was scheduled at 2 o'clock, which is right at the time when parents are waiting to pick up their children. There were a lot of complaints posted on this, and it was just completely irresponsible and unfair.

Sindy Lopez: so back to my question, did Miss Culkin inform Dsf. Regarding hazardous classroom conditions? If not, why not? If yes, why were children allowed to remain in classrooms when remote learning and mobile classrooms are an option also, I'd personally, like an investigation done into Miss Chin, the Ps. 176, parent Coordinator, and Mrs. Chrysanthe Giannapoulos, the slt uft

Sindy Lopez: for their complicity in Ms Culkin's attempts at deception and withholding of important information regarding student teachers, Staff safety

Sindy Lopez: as well as Mrs. Giannopoulos's completely unprofessional behavior at the May 5th 2025 slt meeting, and I'm also another parent who would like an independent inspector to come into the school, because at this point we cannot trust the sea or Dsf, they've made that apparently clear, and we definitely cannot trust Ms. Culkin to provide accurate information.

Sindy Lopez: Thank you.

D20 CEC20: Perfect timing. That is, 3 min

D20 CEC20: and then I'm just going to check back one more time if either C. Jiang or Anna Carinho is online and still wishes to speak. Are either of you there and wish to speak?

D20 CEC20: Does anyone? Yeah, do you see them in the? They're on Anna's there. Okay,

D20 CEC20: but you can. Okay. So I'm just going to do. We had a request for one more. I can do 3 min. Oh, and you would like to speak. Okay, so 3 min, and then, Andres, you can have 3 more minutes, and then.

Public Speaking: Good evening.

Public Speaking: Good evening, everyone. My name is Ling Yi. I'm here to talk about safety, the safety of students. 1st of all, let me start by, you know, by thanking the you know

Public Speaking: the Ps. 176 parents who are here today because you're talking about the physical safety of the students. I'm in support. We need to guarantee the safety of our I'm a Ps. 20. I'm a Cec. 20 parent myself, but I'm here to talk about safety, no anti

Public Speaking: the safety of our children from bullying anti-bullying measure. It's always recently I myself was experienced a very terrible incident, because I was helping a friend's child who was beaten up

Public Speaking: at a playground by a gang of teenagers.

Public Speaking: Some of them are 15. They range from 15 to 17 year old. This happened outside the school, but it's an extension of the school. Bully bullies start in school and bully, grow bully, take it outside the school and take it out in the playground. Our children are not safe when bully issues are not dealt with.

Public Speaking: and of course school isn't the, you know school isn't the only place where we deal with

Public Speaking: bullies. We also our society, need to step up and allocate resources to protect our children. May it be the police officer responses. May it be, you know, Acs protections! But school is also a very important place where we can deal with bullies. We've seen it a lot last year, 2 years ago at is 201,

Public Speaking: the horrendous incident of school bully, and and now I 2 weeks ago I saw I personally witnessed it in Rainbow playground, where I saw a child beaten by a gang of

Public Speaking: 10 other kids, all teenagers, and they all attended neighborhood schools. Cec. Mostly CC. 20 schools. And I just want to. You know.

Public Speaking: I just want to raise this, raise the awareness of Bully, and how we need to address the mental health of our, you know, of our youth, and how we need to step up education, both for the use to, you know, to for them, not to bully, not not to behave, not to bully fellow classmates and kids, and also to protect our children with education. How should they act in the case when they are bullied.

Public Speaking: And thank you. Thank you so much. Speaker.

Public Speaking: So, Andres, you have 3 min, and then we'll conclude the second public speaking session unless we are able to get either of the 2 folks that had signed up before. But there were messages put in the chat for all of them. Yeah, okay, go ahead. There's 3 min.

Public Speaking: as you all know. My name is Andre Suarez, former title, one Pac. Chairperson for Ps. 176. I just want to quickly address a couple of the items that Dr. Predo has mentioned. Number one documentation has been provided. However, this very morning I have emailed Dr. Preto and many other members of the

Public Speaking: Sca. Dsf.

Public Speaking: Telling them the documentation is incomplete. So again, this whole mentioning about the documentation that has been provided well, in fact, it's incomplete. We're missing the photographs from the day that that actually reflects the water infiltration, deterioration and the boarded up windows when the windows were missing in the classrooms, and that the children

Public Speaking: remained in these classrooms with the teachers. No notification was provided to the teachers, to the parents of the children that were in these classrooms.

Public Speaking: We don't know for how long they were in these classrooms. Under these conditions, part of the email that I included notifying that the documentation was incomplete. I provided an internal email that was given to me by Principal culkin, where the Genesis

Public Speaking: Genesis Sanchez, part of Dsf actually says to the other folks of the construction authority and the contract, and says, this is an uninhabitable, unsafe conditions. The children should not be going to these classrooms, so they were aware

Public Speaking: of uninhabitable, unsafe conditions. Yet parents and teachers were not notified. So this whole presentation about documentation has been given to us. Yes, a document dump was provided. But it's incomplete, and it's not fair for us to be told, hey? The Sca and Dsf says that

Public Speaking: the information's been given, so I just want to clarify on that point. I want to clarify on another point.

Public Speaking: That is correct, that on the 2 meetings where Dsf and Sca have come to our school. And, Michael, you, you put it correctly. It's all being reactive, because if it had not been for me, none of the parents or the teachers would know of the situation again. I'm the former title, one Pac. Chairperson. I sat on the slt. I've been a member of the Slt for 3 years and 2 years as the title, one Pac. Chairperson, and

Public Speaking: the principal, Miss Elizabeth Culkin, wanted to keep this internally, and not release the information to the parents. She willingly wanted to keep it a secret.

Public Speaking: I could not be complicit with that I resigned from my position, and I made it my job to blow the whistle on this whole situation, and I'm the person I've been dealing with this situation since March 7.th That was the Slt meeting. So we're now going on to 2 months into the situation, and I have plenty of more information. I'm willing to share it with everyone here, including the CC.

Public Speaking: And President Steve, still to answer your question about the 18 emergency asbestos abatement notifications.

Public Speaking: We did not know about them whatsoever until Sca mentioned them on May second. During that 1st meeting. Thank you for giving me the time.

D20 CEC20: There's 1 last person I saw asking to speak online, and that was Nicole. Nicole. Do you still still wish, Nicole Palma? Do you still wish to speak.

D20 CEC20: Nicole.

D20 CEC20: Yes, I do. I do.

D20 CEC20: Okay. You have 3 min, Nicole.

Nicole Palma: Thank you. My son is a student at Ps. 176. A few months ago he was missing a lot of school because he has asthma due to his breathing. I did address it to Ms. Culkin. I had a walkthrough in the school in regards to this, because the windows could not be open, due to the dust. The air conditioner could not go on because of the construction that was going on. The radiators. They couldn't turn the heat off in the classroom.

Nicole Palma: Her. Her suggestion was to move my son out of the class

Nicole Palma: that makes no sense to do I feel like these things should have been fixed. I said to her that I took my son to the doctor, and he was prescribed a steroid which he's never had before for his asthma.

Nicole Palma: We never knew about the asbestos issue. It was not brought up to us. So it's it's a shame that this is happening. And I'm really worried about my son's asthma now. Because, was he exposed to the asbestos like

Nicole Palma: what was actually going on in the school?

Nicole Palma: And then, when I did address it with Miss Culkin, she basically tried to say that the teacher was going through menopause, and that my son and her concerns were not basically valid.

Nicole Palma: I don't see how that is. Okay.

Nicole Palma: They've been working on the school windows for a very, very long time. The playgrounds are disgusting because of the scaffolding. They let them play out there. It's it's not okay. It's not okay. What's been going on with that school.

Nicole Palma: and I don't know whether I should just keep my son from going to school or sent him at this point.

Nicole Palma: like none of us are really sure what to do. Like what is the best option for our kids at that school.

Nicole Palma: and that's all I have to say.

D20 CEC20: Thank you, Nicole. Everybody who spoke either in person or online. We appreciate hearing from all of you. We are going to move to the discussion of the resolutions. We have 2 resolutions on the agenda tonight. Resolution 5 is about the office of family and community engagement and the Cec elections. We're now going to open discussion of the resolution. Can I ask the sponsor to introduce the resolution?

D20 CEC20: Sure.

D20 CEC20: can you hear? Can I am? I heard, if I met this one, I'm audible. Right? So this resolution, resolution 5. Resolution to demand reform of the Education Council elections and the office of family and community engagement known as face.

D20 CEC20: The Community Education Council elections concluded yesterday.

D20 CEC20: These happen every 2 years. They're a really important opportunity for parents to participate in governance of the school system.

D20 CEC20: The Education Councils. What we do is the closest thing in New York City to parent elected body to hold school, the Department of education accountable to represent parent voices with the Department of Education. So these elections are an extremely critical

D20 CEC20: mechanism for for parent voice the Department of Education face runs the elections. They have a budget that was 3.6 million in 2021 and 4.3 million in 2023.

D20 CEC20: There have been many problems with the elections, and this year was the worst of all 3 elections. That face has run. It starts with very poor planning. They had a working group to discuss improvements to the process. That working group only launched in December, one month before the application period started.

D20 CEC20: There were a number of problems with the candidate forum videos. Some were not posted online, the forums, others were posted and taken off in ways that were unfair to other candidates who didn't have as much exposure.

D20 CEC20: There was a candidate who was allowed to participate in in the Forum twice

D20 CEC20: one of the big problems, and I heard this from a lot of parents is the way names were listed on the ballots. Names were listed last, name first, st and often they cut out parts of applicants, names as well.

D20 CEC20: things got really bad. The day voting started they had to suspend voting immediately after opening up the the voting period, because there were so many errors on ballots. Candidates were missing. Some candidates were on ballots for councils that they weren't even running, for

D20 CEC20: they suspended voting the 1st day it took I don't know how many hours, 8, or 9 h, there was no communication about whether people who had already voted would have to revote

D20 CEC20: The worst, however, came about a week after about a week of voting, when Face had to cancel the district. One election up to that point, because they had left a candidate off the ballot. They sent an email to all parents in District one telling them they had to revote. There's obvious problems with that, because there's no guarantee. Everyone got to revote. And a big problem is those parents that district one has had one week less of voting than the rest of the city.

D20 CEC20: There's the face has a bunch of campaign guidelines. Anyone who's talked to me knows that these guidelines, for, in my opinion, are attempting to be more than they are. They are supposed to be based on Chancellor's regulation, d. 130. In reality they are things Face wrote on a website that may or may not be legal

D20 CEC20: face has oh, well, in in the recent

D20 CEC20: last week, leading up to the end of the election Face started calling candidates who had not voted yet to ask them to vote

D20 CEC20: this. Obviously, if you have someone overseeing the election to maintain an integrity of the election, you should not have access to who has voted and who has not, because then you can see who's voting for, who and who's not voting for who. So it's obviously an infringement on the privacy of parents who are voting to be calling people directly and telling them, why haven't you voted

D20 CEC20: so? And then, a final, really important point. Here is the purpose of Cecs and in Education Councils is to provide some measure of parent governance in the system, and I think a really important example of that is here tonight. We've had.

D20 CEC20: you know, a school, a lot of parents from one school. It gives an opportunity, a platform to communicate with the school district and engage in a structured dialogue and and work through issues. And so it's really important that the Education Councils and what they represent is a strong parent voice, a strong governance voice in the system.

D20 CEC20: There's an inherent conflict of interest. If you have the Department of education overseeing the election for these councils.

D20 CEC20: and that ultimately is the main driver for the 1st recommendation which is.

D20 CEC20: move the elections out of the Department of education away from face, and have it be run by the New York City Board of Elections. I'm under no illusions that the Board of Elections is perfect, but you will remove that major conflict of interest, having the Department of Education oversee the election for a body that's supposed to provide some measure of accountability for them.

D20 CEC20: and then some secondary recommendations in this resolution, if the elections stay with face in the department of Ed.

D20 CEC20: we need leadership change in face. We need individuals leading face who frankly have demonstrated skill and experience at managing organizations and conducting elections.

D20 CEC20: We'd ask that the Department of Education audit the votes this year given all the irregularities that have occurred. We also ask the Department of Education to review the prior 2 elections in 2021 and 2023 when considering reforms of the process. And we'd like this resolution to be sent to all of our elected officials. This is a State law that governs all this. So we will need action at the state level. If that's to change. We're hoping that, combined with other Cecs

D20 CEC20: both tonight and in the future, that we can get a a strong wave of support for this this reform. So that's the resolution, and I hope you will all support it.

D20 CEC20: Thank you, Steve. And just to remind folks online, the text of the resolution is in the chat. So I'm going to open it up for council members. Do folks want to comment on the resolution

D20 CEC20: actually.

Tamara Stern: Go ahead. Tamara

Tamara Stern: comments already on it, the part where it says that you know, they were calling people about voting. I voted, and they were calling me. So I was still getting calls, even after I vote. So I don't. I don't think that's accurate.

Tamara Stern: because I know other parents that voted, and they were getting calls, too. So I just think that that

Tamara Stern: statement is not accurate, and I don't think it should be here, because it's misinformation a little bit, because it doesn't represent everybody that was.

Tamara Stern: you know, getting contacted about voting. Me and my husband were both we, and we voted like weeks ago.

Tamara Stern: You know what I mean. So.

D20 CEC20: And Tamara, let me just I just want to. The people who got called that hadn't voted.

D20 CEC20: They were being asked, why haven't you voted. So they were actively looking at their votes and then speaking to them on the phone and saying, Why haven't you voted so? What you're saying is true, they might have been calling other people too.

Tamara Stern: The point is, they know.

Tamara Stern: Who had voted?

Tamara Stern: Were they from? Were they targeting specific districts in general, or like like? How was that?

Tamara Stern: That makes no sense like, how would they know who voted?

Tamara Stern: What's up?

Tamara Stern: Then?

Tamara Stern: That's okay. That's weird.

D20 CEC20: Really important.

Tamara Stern: That's it.

D20 CEC20: The faces overseeing the election. They shouldn't be.

Tamara Stern: Going and looking at who's voted for? What? Before the election's over.

Tamara Stern: It's.

D20 CEC20: Yeah, I think it's very inappropriate.

Tamara Stern: Like. I do agree that something needs to be done. There is definitely a better way to do it.

Tamara Stern: I do also agree that there needs to be somebody that's not part of face doing it like an independent person and not part of do we doing it because we need somebody, some bias just in general, because there's a lot of rules that we're giving when it came to being a candidate that

Tamara Stern: a lot of people weren't following. And there were people last year that were going in front of schools and getting and handing out flyers, and they weren't allowed on school grounds. And when we when face was notified, they weren't disqualified, and it literally said that they should have been disqualified. None of that happened, and I think they need to be clear cut guidelines. That's fair for everybody across the board

Tamara Stern: in general, because you can't have where one group gets to do whatever they want, and everybody else is paying the price for that. That's a little bit unfair. And there does need to be change. I, 100% agree with that.

Tamara Stern: And it needs to be better than

Tamara Stern: what's happening, because, as of now, we don't know if the.

D20 CEC20: Amount of.

Tamara Stern: People. If there was an increase in voting this year from last year, it was a decrease. And that's something that needs to be done, because the just everything that goes around with this process

Tamara Stern: is done to last minute. You shouldn't be doing this stuff

Tamara Stern: the year that you're supposed to vote the year that you got to have Canada. This should. This should be done the year before.

Tamara Stern: You need to get

Tamara Stern: the momentum. You need to explain to parents why these elections are important, and they don't understand. Because, as you can see, there's not many people that are coming to these meetings, they're mostly online. And we need to do a better job, especially for our immigrant community, because they don't know what these elections do. They don't know the voice that they can have in these elections, and they need to know, because they need to be running too

Tamara Stern: alongside everybody else.

D20 CEC20: So I there's a couple things I want to say. Can I make one comment? It was something Tamara raised earlier and something Robert raised. I just want to point out this resolution.

D20 CEC20: I removed the line about dissolving face. You had said that, Tamara. And then Robert said, that, too. That's not in our resolution. So, yeah, I think this is a really important conversation. I think that all of this reveals like very deep flaws in the school governance structure, and

D20 CEC20: in the case of New York City, a very deep lack of regard for actual parent involvement and parent power, and there are no other districts that I know of, where the school system runs its own elections, so the Cecs and School Boards in general are supposed to serve as a check on the power of the school system. So we have a case here where the system is running its own election

D20 CEC20: to me. That shows just how little they care about. You know, parents having actual power, and even the constitution of the Cec. Itself, which was supposed to be a bone to parent power is very limited. This body is extremely limited in what it can do. Tamara is totally right about the unclear guidelines. A lot of us on this Council were candidates, or I guess are candidates.

D20 CEC20: and it is incredibly confusing. I was texting people all the time. Am I allowed to do this? Am I not allowed to do that like that is just not a way to manage an election. And so yeah, I think it's really important. And to Tamara's point also just in terms of

D20 CEC20: having more parents participate. Seeing these as as an important elections, all of that it should be part of municipal elections. There is no world in which the DOE should be running the elections for the School Board that's supposed to provide oversight on what they're doing. So I definitely support this, and I hope that we send a message

D20 CEC20: to the DOE that this has to be done better in the future.

D20 CEC20: Yeah, Kevin, go ahead. Well, before the meeting I was more like, Oh.

Kevin Zhao: Issues with this election. But now.

Kevin Zhao: as you guys mentioned, a DOE is running its own election, which is new in a conflicting.

Kevin Zhao: It's a conflict of interest, and it make more sense. Now it should be moved to the

Kevin Zhao: election board rather than by face.

D20 CEC20: Thank you.

D20 CEC20: Yeah, go ahead. I like this resolution, but I don't feel like the port of elections should be taking over because of the parents that do try to run for Cec. We're not politicians, and I really feel like the politics should be kept out of Cec voting.

D20 CEC20: and I don't like face arbitrarily disqualifying people that they they don't like

D20 CEC20: or or you know, they feel like, Oh, they're they're more liberal, or they're more conservative. I feel like we should just

D20 CEC20: keep faith, but try to make.

Elizabeth Chan: On them, so that they'll be able to

Elizabeth Chan: like be a separate branch of the DOE without listening to them.

Elizabeth Chan: So we'll have

Elizabeth Chan: more parental, like involvement because the parents that do it, we, we do it because we

Elizabeth Chan: we really believe in the work we do.

Elizabeth Chan: Thanks.

D20 CEC20: Any other comments on the resolution or

D20 CEC20: motion to vote, then I'll make a motion to vote. Okay, so then, what do we do next

D20 CEC20: great. So we are going to take a vote

D20 CEC20: great. So we will now hold a vote on the resolution itself. So this is Resolution 5. Kevin, can you take a roll call? Vote, please. Sure.

D20 CEC20: right, without taking a roll call when they're we're both on those.

Kevin Zhao: 5, Steve stuff.

D20 CEC20: I vote yes, approve the resolution.

Kevin Zhao: Okay, Josh, I'm sorry.

Kevin Zhao: Okay.

D20 CEC20: Elizabeth.

D20 CEC20: Yes.

Kevin Zhao: Kevin. Yes, may fund. Yes, Wei mean, yes, okay.

Kevin Zhao: Yan Ching. Yes, arena.

D20 CEC20: Yes.

Kevin Zhao: Split.

Kevin Zhao: Sabrina.

Kevin Zhao: Is she here?

D20 CEC20: I'm not sure if she's here.

Kevin Zhao: Okay.

Kevin Zhao: Absent.

Kevin Zhao: Maya.

Maya Rozenblat: Yes.

D20 CEC20: She says, yes.

Kevin Zhao: So. Yes, okay, yes, thank you.

Kevin Zhao: Kamara.

Kevin Zhao: Yes, okay. Thank you. Fabiora.

D20 CEC20: As long. Yes.

Kevin Zhao: Thank you. So we have 167-89-1011, yes, one absent.

Kevin Zhao: Thank you.

D20 CEC20: Thank you. Great. So we're going to move on to the discussion of the

D20 CEC20: other resolution. The second one, which is title Resolution 6. And that is a resolution urging the inclusion of State test scores in admissions for screened. Well, this, says New York City, but this is District 20, is it not? This is saying for the whole city. Okay, so can the sponsor please introduce the

D20 CEC20: yep, okay.

Kevin Zhao: Actually, I bring up this resolution just because

Kevin Zhao: further, it was in the past. We have been always considering State test in a middle school and admission, especially for a screened program.

Kevin Zhao: But now, since the Covid, due to the Covid, it was dropped off.

Kevin Zhao: and now the Covid is now gone, I think we should bring it back. I mean, more importantly, we see that most of the

Kevin Zhao: I mean

Kevin Zhao: we in the past few years we have realized what is missing when we don't consider the standard test scores.

Kevin Zhao: And then the students also did not receive the appropriate education because he just is not aware of their

Kevin Zhao: where they are in their academic.

Kevin Zhao: So that's why I would like to think to print this out, to print this back.

D20 CEC20: Okay, so I'll invite people for comments on this resolution.

D20 CEC20: Can I speak?

D20 CEC20: Yeah, go ahead. Yeah. I support this resolution. And I think it's really

D20 CEC20: pretty striking what what's happened, and I want to encourage everyone on the Council to support it, and and especially everyone who might

D20 CEC20: in the past not have been aligned with this kind of resolution just to hear what's I think it's really important to hear what's coming out of our colleges and universities in the last few years. And there's a section in this resolution that

D20 CEC20: takes direct quotes from these institutions, and these are just 3. But there's dozens of them that have started to go back to including standardized tests like the Acc. And their admissions, like the sat or the act in their admissions process. For example, at Yale.

D20 CEC20: you know, it's the part of the quote from the Yale University. We found that standardized tests are especially valuable for students attending high schools with fewer academic resources and fewer college prep courses at Mit. They said that standardized exams are most helpful for assisting the Admissions office in identifying socioeconomically disadvantaged students

D20 CEC20: at Dartmouth, they said, test scores aren't

D20 CEC20: a specially valuable tool to identify high achieving applicants from low and middle income backgrounds who are 1st generation college bound as well as students from urban and rural backgrounds.

D20 CEC20: So I just want to, you know, in addition to those of us who are generally supportive of using using tests and admissions. I just want to make a, you know, a kind of a direct appeal to those who might be more cautious on it, and sort of, you know, appreciate what's being said about the ability of a standardized assessment to to cut across, you know, challenges in life.

D20 CEC20: and and different different backgrounds, different pathways, and add a consistent

D20 CEC20: type of indicator in the admission process, and I strongly believe we should, as a city, we should incorporate that into the middle school for screened middle schools. And that's an important point here is that this is only

D20 CEC20: for the screen middle schools. We'll continue to have our, you know, a whole host of schools, zoned and and otherwise. So that's that's the point I'll just make on the resolution. Okay, I have a lot of thoughts. But I think that there's a lot of sort of some flawed logic in here. And

D20 CEC20: 1st of all, I don't understand why, without having any data. This only. So if you think about District 20, we just heard the data from Superintendent Preto about the screen program.

D20 CEC20: If we don't know how middle schools have been working with a different screen. And we haven't collected data to see how many kids have gotten access. How are they doing? I don't understand why we would change course without collecting a lot of data to see if it's going. Well, I think in a place like 20, we heard Dr. Predo say before that.

D20 CEC20: not having the test has increased access to screen middle schools for our kids in 20. And if I am correct, that is what a lot of people seem to want in the district. So I'm confused. Why, then, we'd be advocating for a policy that might reduce access to the very programs that, as far as I understand, 2 years ago everyone on this panel fought to bring back. So I think there's just there's so many more questions that would need to be answered about this before

D20 CEC20: before we said, this is a good idea, and there's just like no data to support that.

D20 CEC20: This would be a good thing for the kids. I think this assumption in here about the helping low ses kids, you can find all kinds of data that shows how it also

D20 CEC20: decreases access for those same kids. And the examples that Steve shared are assuming the kids compared to that's assuming that you're taking low ses kids compared to kids of higher ses. But again, if you took a district like 20, I think instituting this would decrease access to screens. And again, the numbers we saw before show that we have more kids in screen programs now in District 20. So I would be really cautious. And I do think

D20 CEC20: that from what I gather from everyone here, and what I have heard that parents want access to screen programs. So I'm confused by the same parents

D20 CEC20: who would want. That would also potentially institute an admission policy that would decrease the access that everyone just fought to get back. So it really doesn't make a lot of sense. To me it also needs a lot more data. I also would urge all of us to say, why don't we collect that data? We do not need to vote on that right now. We could take some time and look and see

D20 CEC20: how this acceptance is going without the test before we make any changes to something that may not be a problem in the 1st place. So that's what I think. Yes, Kevin, go ahead. And then, oh, yeah, Kevin. And then Fabiola.

Kevin Zhao: Okay? 1st of all, I do not think we have

Kevin Zhao: suggesting to decrease the assets to the screen program.

Kevin Zhao: Well, what we are asking over here is when we are doing today, we are doing a not right on the screen program.

Kevin Zhao: And what I'm asking over here is to consider this

Kevin Zhao: status score as part of the

Kevin Zhao: grading for the students. Because today we are taking this, one of the big drawback from the current system is we are taking this, the grade from the report card from the given by the teacher, and we see that there is a 2 problem over there. One is each school. Each teacher.

Kevin Zhao: then, let's say, in the 90 19, they gave out to a students that means very different amount of different school and different teachers.

Kevin Zhao: And it's very subjective, and there's no way to say if the 90 means the same thing.

Kevin Zhao: And the second thing is

Kevin Zhao: just one second, I kind of forgot.

Kevin Zhao: I should have taken notes before.

Kevin Zhao: hmm!

Kevin Zhao: Oh, I'll forget it. I'll come back later. Yeah.

Fabiola Mendieta-Cuapio: That we need. This was brought to us in a short period of time. We need to do our own research. We need more time, and we have, we need better numbers before we create something else, that it might not be beneficial for our students in District 20, and also to be to give parents to understand this language and and the data here.

Fabiola Mendieta-Cuapio: and this resolution.

Maya Rozenblat: And as a parent that has been in this district.

Tamara Stern: For a number of years. The fact that we have more, better understanding how superintendents program works now under Dr. Curto than before makes a big difference, because before every school was doing their own thing, they were doing their own thing so like, and a lot of times it didn't make sense to the many parents that went to that were part of these school communities. So the fact that we actually have something more comprehensive

Tamara Stern: that is explained, and the parents understand is way better now. So, and the fact that we actually have more programs says something. You know what I mean. And you're right. We don't. We don't have the data to back any of this up. Unlike hearing from Mit. That's great. But like we need to find out the data in our own district to

Tamara Stern: figure out what works for our kids

Tamara Stern: and our students here, so that we could better prepare them for when they get to high school, and when they get to college. And until we have that data, I don't think

Tamara Stern: this information in this resolution has what we need to even put this forth right now. I'm sorry, but I don't.

Tamara Stern: so I will have to agree with you. We need more data.

Maya Rozenblat: Sorry may I speak? Do you hear?

D20 CEC20: That Maya Rosenblatt from the Council wants to speak and she's online. Maya, go ahead.

Maya Rozenblat: There you go!

D20 CEC20: We can hear you just fine.

Maya Rozenblat: Okay, thank you. So

Maya Rozenblat: Tamara, you mentioned preparing children for school, for for college and high school. I have a high. I have a college graduate, and I have a high schooler in my family. So not

Maya Rozenblat: having standardized testing, and

Maya Rozenblat: you should understand, if the standardized testing is one of the requirements. I'm not saying it. As Kevin mentioned, it could be part of the formula, as it was before pandemic, and all the you know, stuff that happened to us during these years, so if it at least part of the formula, it will prompt parents

Maya Rozenblat: not to opt children out of the standardized testing. It's optional, a lot of parents. If it's not required, they will. Opt out of standardized testing, they will not

Maya Rozenblat: have their children take tests. Because why? Why would you bother? Why would you prepare if it's not required? So if you do not teach children standardized testing early, if you're not introducing them, they will suffer greatly in high school and more in college. I see that New York kids who are subject to standardized testing are doing better in college. They're doing better in other multiple choice situations. They're more stressed.

Maya Rozenblat: you know. I see Tamara disagreeing. They're less, you know, prompt to have stress when they are tested. So I do not see it as an evil. Also we have a situation of great inflation in New York, and the data is all over the media, and it's well known. And it was actually apparent during the high school.

Maya Rozenblat: High school admission times when everyone is in nineties everyone is a student. And how come.

Maya Rozenblat: you know, how do we make decisions for the High school admission? So it was a problem that was noted on all the levels. So I would like to support the resolution as a great chance for kids to learn the standardized testing early on, and also to avoid situation when one school is generous, greater. And the other school is not as generous. And also, you know, when.

Maya Rozenblat: because of the great inflation, the level of participants of the screen programs are going down. And then we are talking about kids not being able to do geometry because that's too stressed. Well, maybe we should be more careful in accepting them to the programs and to your point, Alina.

Maya Rozenblat: the number of seats are not changing this. If the screening is more rigorous, there are just more qualified students who are going to be accepted to the programs. So the access is not changing. It's just criteria is better. So kids are on the same level. They are, you know, more capable, and the more the level is more even so, the teachers can be more rigorous with the programs. Thank you.

D20 CEC20: Thank you, Maya. Is there someone from the Council who has not spoken yet? That wants to speak?

D20 CEC20: Yeah, go ahead.

D20 CEC20: Actually, someone that support any solutions.

Elizabeth Chan: Right now.

Elizabeth Chan: for this one. Most of people in a school or sports, I think, but it's unfair, because

Elizabeth Chan: all my office.

Kevin Zhao: She's got a Bella doesn't do it in the screen. And then whole 6 years she was depressed because

Kevin Zhao: she's learning nothing. She say she was sleeping whole year, but that she still got a principal certificate from a good student.

D20 CEC20: And then.

Kevin Zhao: Think about now to add in at least some status on it. It's just not, you know, 5th account.

Kevin Zhao: it is adding some like after Superman, for this

Kevin Zhao: students have more staff, adding, and not just in the school schools.

D20 CEC20: And.

Kevin Zhao: Make a more equal pricing.

Kevin Zhao: So that's why I think so. I like to support this solution. Thank you.

D20 CEC20: Elizabeth, did you want to speak.

Kevin Zhao: Yeah.

D20 CEC20: I just feel like it's just.

Elizabeth Chan: Another tool for the missions for the school. I mean.

Elizabeth Chan: it's not saying, because, like a lot of students were complaining about like the lottery numbers like people. Their lottery numbers will be higher, and they will get in or or they'll have a bad lottery, and they can't get in, even though their grades are good. So I just feel like

Elizabeth Chan: just adding, the standardized test will be just another option to just let the school see how a student is more more balanced, and it also tells us, is the students meeting the standards? Are they able to keep up with the coursework in such a harder school.

Elizabeth Chan: and you know we don't want to go back to like where colleges have to give their students remedial courses before they could, you know, get into a very harder learning.

Elizabeth Chan: So I'm just saying, I believe, that we should add the standardized testing just as another tool. Another addition to supplement a mission process of who you choose.

D20 CEC20: Go ahead!

Fabiola Mendieta-Cuapio: I bet for me personally, and

Fabiola Mendieta-Cuapio: I'm talking in behalf of my kid, too. I'm not saying that I oppose right because we I'm talking about my son, who got a good grades, and that got into the school. He wants right, and but he's doing great when when it comes to the state test.

Fabiola Mendieta-Cuapio: We're talking about great grades. I'm not saying it's bad. And as a proud auntie of 2, you know, graduates of these 2 schools that is mentioned. I'm just saying that we need better numbers. We need more research. I just want to clarify, then people to understand, because Maya may, you know, make some comments I'm not opposing. I'm not saying this is not a good tool.

Fabiola Mendieta-Cuapio: I'm just saying that we need more research and more time.

Fabiola Mendieta-Cuapio: Yeah, I mean, I would just reiterate solution.

D20 CEC20: For a problem like the screen process changed. If we have not yet looked at the data that says how everyone's talking about kids not being prepared. We don't know anything. We don't know how kids are doing in the screen programs. We don't know how many got in. We don't know what the access is like. We don't know who they are. I don't understand why we'd be talking about fixing something

D20 CEC20: that we haven't even diagnosed has a problem. So the logic behind this just does not make sense to me, and I will go back to its effect on District 20. And I'll say that again. Very clearly, this to me, looks like a district that wants more screen programs. Kids are interested in screen programs. So our parents go back to the numbers that the superintendent shared before

D20 CEC20: the change to the admissions represented, he said, more access to screen programs for families. So I would want everyone on here to be aware that this could lead to less access to programs, and

D20 CEC20: that does not seem to be in the interest of the community. I speak.

Maya Rozenblat: Elena. I'm a little bit confused.

D20 CEC20: Hasn't gone.

Maya Rozenblat: Sorry, Alina, when you said less access. I mean, the number of seats are not changing. When you say less access

Maya Rozenblat: gonna be what do you mean by that.

D20 CEC20: So, because in my in my past 2 years I heard so many parents say, that is like a gamble, you know, because if the kids have the

D20 CEC20: we. We like a good student. But in the

D20 CEC20: don't know, I said, you have to talk to school.

D20 CEC20: Yes, so so that is no means that if the data to support this this.

D20 CEC20: they have to go up the environment. And then the you know the this, just add this one to. If we fire, it'd be if we

D20 CEC20: it been like, Oh, can I speak, mandarin? Yeah. And then someone can translate. Karen can translate for me.

D20 CEC20: Ging.

D20 CEC20: do it because it's negative.

Kevin Zhao: It's based you a more fair and

Kevin Zhao: most subjective way for Ss students.

Kevin Zhao: So in a student school can better help in that case.

Kevin Zhao: Yeah.

Kevin Zhao: So we want to create

Kevin Zhao: Xinguan, Xinguan Taijiang.

Kevin Zhao: So

Kevin Zhao: The question over here is not itself is not a reasonable way, because the students with I mean are good on study is, I mean they should be able to take it.

Kevin Zhao: More courses.

D20 CEC20: Yeah.

Kevin Zhao: It's not really, basically, it's like a game boarding and dismissed. The students need.

Kevin Zhao: So this is like a basic restate what we did before, and it is right to assess the students from different as perspective. But this does not, I mean

Kevin Zhao: to. As a student from different perspective. It does not require the more data to say, what's the outcome of that.

Kevin Zhao: So it's basically to give the

Kevin Zhao: to make the emission prices more trustful to the parents.

Kevin Zhao: So that's why she's supporting it.

Kevin Zhao: Thank you. Thanks, Kevin, for connecting.

D20 CEC20: To vote on the resolution.

D20 CEC20: So, Kevin, can you do a roll call? Vote, then, and just to be clear, Elena, are we voting? And if and if

D20 CEC20: I'm making a motion to stop the debate, or we can go right to a motion to vote on the resolution. Oh, I'm sorry. What did you just say? I mean, maybe I misunderstood. I'd like to make a motion to vote on the resolution right away, right? And then somebody. And if you guys are.

Allyson Seeman: I'm sorry. Can I just ask if there's any possibility of there being a

D20 CEC20: Well, didn't somebody already? Second, doesn't that mean we have to?

D20 CEC20: I guess I'm confused about how that. Yeah, there's a distinction between like ending debate and holding a vote and then holding the vote itself. But

D20 CEC20: okay.

Allyson Seeman: Can I ask a question.

D20 CEC20: I thought you just did both of those. Yeah, you can do. It's it's a little tough. Sometimes. I just want to give you guys a chance. If you guys wanted to.

Allyson Seeman: Can you hear me? Am I able to.

D20 CEC20: Everybody.

Allyson Seeman: Option.

D20 CEC20: Someone always has a question, but it's like a public member.

Allyson Seeman: Sorry. Can you hear me? I just wanted to know. Is it? Is it unorthodox to postpone a resolution.

D20 CEC20: Hold a vote on this. I'm proposing holding a vote on the resolution.

D20 CEC20: Is there a second?

D20 CEC20: Yep, okay. Okay. So, Kevin, can you do the roll call vote, then, yep.

D20 CEC20: okay. We are taking a roll on.

Allyson Seeman: I guess not.

D20 CEC20: Number 6.

D20 CEC20: Steve Stoke about. Yes, John, correct Elizabeth. Yes.

D20 CEC20: Kevin. Yes, Mayfa, yes. Wei Ming. Yes, Yan Ching. Yes, arena no screen now.

D20 CEC20: She's not here.

D20 CEC20: Maya.

Maya Rozenblat: Yes.

D20 CEC20: That's no, no.

D20 CEC20: Okay, so we have 6, 7, 8, yes, 3 rows, one absent.

D20 CEC20: Thank you. Kevin.

D20 CEC20: Thank you. So

D20 CEC20: that concludes the resolutions. We're just going to move to the approval of minutes from the previous calendar meeting. So we're now going to approve the minutes from our April calendar meeting. Kevin has already shared those with us. I believe so. Can the Council just quickly review them?

D20 CEC20: Yeah, great. So we don't need to spend too much time on this.

D20 CEC20: Any changes to the minutes over there changes to the minutes.

D20 CEC20: Okay, if there are no changes, then the minutes are approved.

D20 CEC20: This concludes the May 2025 calendar meeting. Can I get a motion to adjourn emotion?

D20 CEC20: Can I get a second? Thank you. All in favor? Say, aye, aye, great meeting adjourned. That was long. So let's take a quick break before the business meeting. Thank you all so much. Thank you. Everybody for staying so late. Have a good night. Get home safely, stay dry.

cathy Chen: 5 years cool.

cathy Chen: Yeah, I'm in

cathy Chen: there. It is.

D20 CEC20: Good evening. Everyone. Welcome to Cec. 20 business meeting. Kevin. Can you take attendance?

D20 CEC20: Yeah. Steve Stoke here, John

D20 CEC20: Kevin, here, Weimi Yangjing, here arena here. Sabrina.

Maya Rozenblat: Dear.

D20 CEC20: Maya, are you there? Yeah, Maya's here. I see her. Her tile.

Maya Rozenblat: Thank you.

D20 CEC20: Okay, cool, cool. So we're gonna go over the agenda for tonight's meeting. Kevin, can you share the business meeting agenda?

D20 CEC20: Okay, we're going to? Does everyone have that

D20 CEC20: great? We'll now approve the minutes from our previous business meeting. Kevin, can you share those minutes?

D20 CEC20: So if everyone can review the minutes.

D20 CEC20: Any changes to the business meeting minutes doesn't mind

D20 CEC20: if there's no further changes to the minutes. The minutes for the February business meeting are approved.

D20 CEC20: Sorry I'm reading an old script whatever month was last, which would have been April. Thank you. Autopilot. I'm an AI bot. Any changes.

D20 CEC20: No, okay, this concludes the seat. So and then, do we ask, do I usually just ask people, is there are there any new business from Cec members?

D20 CEC20: No.

D20 CEC20: okay, no. Everybody's good. Okay, thank you, Kevin. So the next meeting date is June 11, th at Ps. 69.

D20 CEC20: This concludes the Cec. 20,

D20 CEC20: May business meeting. Is there a motion to adjourn the meeting motion. Thank you. Is there a second? Thank you. All in favor? Aye, okay. Meeting is adjourned. Thank you so much. Interpreters, thank you. Interpreters.