

WEBVTT

1

00:00:02.690 --> 00:00:03.960

Elizabeth Chan: Thank you. Kevin.

2

00:00:09.710 --> 00:00:13.070

Steve Stowe: Um. Steve Stowe, President is here.

3

00:00:13.650 --> 00:00:15.470

Steve Stowe: Jennifer

4

00:00:15.810 --> 00:00:18.179

Steve Stowe: Hugh. First Vice President.

5

00:00:22.960 --> 00:00:24.510

Steve Stowe: Jen. Are you here?

6

00:00:27.040 --> 00:00:30.520

Steve Stowe: Okay, We'll come back. Elizabeth Chan, second vice President

7

00:00:33.460 --> 00:00:39.170

Steve Stowe: Vito, the Bella Recording secretary, is excused. Marie Bergeras treasurer is excused.

8

00:00:39.250 --> 00:00:41.400

Steve Stowe: Um leaping. Chang.

9

00:00:45.810 --> 00:00:48.120

Ghada Amin: Hi! How are you doing? Hey? Gotta

10

00:00:48.400 --> 00:00:49.360

Ghada Amin: Hi

11

00:00:49.790 --> 00:00:50.960

Steve Stowe: choice?

12

00:00:51.560 --> 00:00:54.320

Steve Stowe: Here? Got a I mean

13

00:00:55.100 --> 00:00:57.620

Ghada Amin: Here, Maya Rosenblot.

14

00:01:01.690 --> 00:01:04.420

Steve Stowe: Um, yona is Sufi

15

00:01:08.950 --> 00:01:10.770

Steve Stowe: yona. Can you hear me?

16

00:01:13.540 --> 00:01:14.979

Steve Stowe: I saw her just

17

00:01:16.470 --> 00:01:19.759

Steve Stowe: jump in. I see Yona is here. We'll give her a

18

00:01:19.890 --> 00:01:22.929

Steve Stowe: here. Kevin Zhao is going to be late,

19

00:01:26.140 --> 00:01:32.830

Steve Stowe: and that is it. And so we have. Hey, Jonah, We do have six, so we can start the meeting.

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00:01:39.360 --> 00:01:40.410

Steve Stowe: Okay,

21

00:01:42.100 --> 00:01:43.410

Okay.

22

00:01:43.660 --> 00:01:49.610

Steve Stowe: And I'm officially supposed to announce members that are participating remotely. So participating Remotely, we have

23

00:01:49.710 --> 00:01:50.920

Steve Stowe: Um,

24

00:01:51.100 --> 00:01:56.489

Steve Stowe: um. It looks like that, I mean is participating remotely, as is Yona. Is Sufi.

25

00:01:59.050 --> 00:02:02.450

Steve Stowe: So um Kevin, can you share the agenda for tonight, please.

26

00:02:30.150 --> 00:02:32.619

Steve Stowe: So the agenda for tonight's meeting

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00:02:32.640 --> 00:02:35.860

Steve Stowe: um approval of the minutes from last month.

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00:02:35.960 --> 00:02:39.850

Steve Stowe: Um report of uh Superintendent

29

00:02:40.380 --> 00:02:55.819

Steve Stowe: Um Council President, report um. Jonah Sufi will present some Iep Compliance data, and then we'll have our public speaking session, and then immediately following the calendar meeting, we will have the business meeting. Uh, we'll be approving the old minutes,

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00:02:56.060 --> 00:03:07.170

Steve Stowe: and then we'll have a discussion of the parent coordinator hiring process discussion of school liaison visits. Um, and we have a a budget item uh to add as well. Um, that will that will address.

31

00:03:07.880 --> 00:03:10.629

Steve Stowe: So thank you, Kevin.

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00:03:13.640 --> 00:03:17.630

Steve Stowe: So, official. Good evening. Welcome everyone to the

33

00:03:18.560 --> 00:03:29.670

Steve Stowe: um. November, Cec. Twenty calendar meeting. We are delighted to be holding the meeting at Ps. Sixty-nine, the Vincent Grippo School. Uh, thanks to principal Cap tanakis for hosting us

34

00:03:29.690 --> 00:03:38.490

Steve Stowe: before we get started. There are a few important announcements I would like to make first. I just want to remind everyone that this is a public meeting. It is being recorded

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00:03:38.770 --> 00:03:42.999

Steve Stowe: for council members. Please keep yourself muted. Unless you are speaking

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00:03:43.180 --> 00:03:54.619

Steve Stowe: we will start um without using a mic. But if we need to, we have mics available. Um, If uh individuals online cannot hear us speaking

37

00:03:54.710 --> 00:04:02.499

Steve Stowe: for any members participating remotely. Please make sure your name is shown on your zoom screen, and that your camera is on

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00:04:02.560 --> 00:04:09.450

Steve Stowe: for members uh speaking here, please. Um, make sure your plat card is um available and visible.

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00:04:10.890 --> 00:04:22.400

Steve Stowe: Second, I want to announce that there are Spanish Arabic and mandarin interpreters here. Um! They are providing interpretation services only for virtual meeting participants.

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00:04:22.640 --> 00:04:31.969

Steve Stowe: You should see video of these interpreters. Thank you to them for being here and providing this important service to our Spanish, Arabic, and Mandarin-speaking community.

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00:04:32.150 --> 00:04:38.180

Steve Stowe: They will now announce instructions for any attendees who may wish to dial into the language lines at this time.

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00:04:38.880 --> 00:04:40.340

Steve Stowe: Could our

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00:04:40.480 --> 00:04:41.850

Steve Stowe: Arabic

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00:04:42.100 --> 00:04:45.470

Steve Stowe: interpreters Uh, please make their introduction?

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00:04:45.670 --> 00:04:56.749

Arabic- Abdallah: Yes, sir, thank you so much for having us today. So the following statement will be in the

46

00:05:56.500 --> 00:06:07.930

Ghada Amin: lang.

47

00:06:07.970 --> 00:06:08.810

Okay,

48

00:06:09.300 --> 00:06:13.860

Steve Stowe: Thank you so much. Could our mandarin interpreter please introduce themselves?

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00:06:26.640 --> 00:06:30.450

Steve Stowe: Can Mandarin interpreter, Max Chen?

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00:06:30.500 --> 00:06:31.780

Steve Stowe: Can you hear me?

51

00:06:37.660 --> 00:06:43.690

Steve Stowe: Well, we're waiting on that. Let's go on to our Spanish interpreter. Can our Spanish interpreters please introduce themselves,

52

00:07:14.530 --> 00:07:15.689

Steve Stowe: hey? Thank you.

53

00:07:17.320 --> 00:07:34.510

Mandarin-Max Chen: And is our uh, yeah. We're in a bone. Now, I'm: sorry. Okay, uh. My name is Aaron I'm a Max Max Chan. I'm the Chinese interpreter. I will speak to the uh Chinese right now. Okay, go with jazza uh Jan and Tami the uh

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00:08:25.040 --> 00:08:26.370

Steve Stowe: Great. Thank you.

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00:08:31.500 --> 00:08:39.489

Steve Stowe: Just a reminder, because we will have interpretations throughout the meeting. It is very important that everyone tries to speak slower than usual

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00:08:39.559 --> 00:08:41.950

Steve Stowe: to allow the interpreters to keep up.

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00:08:44.370 --> 00:08:54.720

Steve Stowe: Third. Later tonight we will hold a public comment session if you would like to sign up for public speaking. Please sign up on the form located online

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00:08:55.100 --> 00:08:58.779

Steve Stowe: at the Cec website in the meeting announcement.

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00:08:59.010 --> 00:09:04.680

Steve Stowe: You can also for anyone in person. There should be a sign-up form available at the table.

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00:09:04.950 --> 00:09:10.489

Steve Stowe: And um, if Kevin, can you also post the link to the form in the chat

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00:09:10.580 --> 00:09:12.410

Steve Stowe: periodically throughout the night.

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00:09:12.450 --> 00:09:13.470

Steve Stowe: Thank you.

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00:09:14.500 --> 00:09:15.530

Um.

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00:09:19.750 --> 00:09:20.630

Steve Stowe: Okay,

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00:09:21.760 --> 00:09:24.159

Steve Stowe: that's all for administrative items.

66

00:09:40.440 --> 00:09:46.079

Steve Stowe: So the first order of business is to approve the minutes from last Month's calendar meeting.

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00:09:47.150 --> 00:09:50.100

Steve Stowe: Um, Kevin, can you share those, please on the screen?

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00:10:01.790 --> 00:10:07.600

Steve Stowe: So Council members, please just review the meetings. Kevin will scroll through, and if there are any changes,

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00:10:07.840 --> 00:10:09.190

please speak up.

70

00:10:31.950 --> 00:10:34.270

Steve Stowe: Does anyone have any changes to the minutes?

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00:10:36.560 --> 00:10:37.470

Okay,

72

00:10:37.530 --> 00:10:40.230

Steve Stowe: hearing no changes, the minutes are approved.

73

00:10:43.740 --> 00:10:49.879

Steve Stowe: Can I just ask um, Max, Can you also post in the chat, the mandarin number,

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00:10:50.740 --> 00:10:54.679

Steve Stowe: same as the Spanish and Arabic. I done, please. Thank you.

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00:10:56.510 --> 00:11:03.190

Mandarin-Max Chen: Yes, but currently I tried to post the chat uh is stung in there.

76

00:11:03.210 --> 00:11:05.150

Mandarin-Max Chen: I'm not sure what's going on.

77

00:11:06.130 --> 00:11:14.130

Mandarin-Max Chen: Sorry. Can you say that again, Max?

78

00:11:14.310 --> 00:11:15.940

Mandarin-Max Chen: I take it a

79

00:11:16.150 --> 00:11:18.440

Mandarin-Max Chen: the chop didn't pop out?

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00:11:18.760 --> 00:11:20.790

Steve Stowe: Oh, it

81

00:11:21.390 --> 00:11:36.890

Steve Stowe: is the is the chat enabled for you? Are you able to? I? You won't be able to. Yeah to let me post it. You're good, Kevin Kevin's taking care of it here. Thank you. Okay. So no changes to the minutes. The minutes are approved. Um.

82

00:11:38.920 --> 00:11:50.000

Steve Stowe: Okay, first and then first uh speaking tonight since we're here at ps sixty-nine. I just wanted to give um the school uh Principal Captainakis, or any school representative a chance. To introduce

83

00:11:50.610 --> 00:11:52.289

Steve Stowe: Yeah. Sixty-nine so

84

00:12:27.200 --> 00:12:42.999

Steve Stowe: offices Thank you for this opportunity as we come together and the community to support our school. And

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00:12:48.950 --> 00:12:52.669

Steve Stowe: thank you so much, Jane. Um,

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00:12:53.610 --> 00:12:54.560

thanks.

87

00:12:56.830 --> 00:13:00.210

Lisa Fung-Fernandes: I'm: Sorry we couldn't hear anything

88

00:13:00.520 --> 00:13:01.700

Lisa Fung-Fernandes: on Zoom.

89

00:13:03.050 --> 00:13:05.629

Steve Stowe: Okay, that's good to know. So

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00:13:06.250 --> 00:13:11.199

Steve Stowe: um, this is good feedback. So we should have had, maybe a laptop

91

00:13:11.530 --> 00:13:15.679

Steve Stowe: closer to her unmuted was that laptop was muted

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00:13:16.850 --> 00:13:22.950

Steve Stowe: that one was muted. Mine was muted because I didn't want any feedback, but we we should have had like the closest laptop.

93

00:13:23.640 --> 00:13:25.030

Steve Stowe: Mine was muted

94

00:13:25.580 --> 00:13:27.229

Steve Stowe: when Jane is speaking.

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00:13:28.050 --> 00:13:43.349

Steve Stowe: Anyway, it's fine. Well, yeah, anyway, I was able to hear her, so maybe only some of the the viewers did not hear, but I was able to hear her. Okay, that's good to know again This This hybrid meeting stuff is a work in progress. So um, we're we're trying

96

00:13:44.710 --> 00:13:58.780

Steve Stowe: um. But she welcomed everyone to the school and and spoke about how important it is for us to be. Here is a community um supporting the school system of District twenty um, and paid credit through her assistant principals and um and parent Coordinator.

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00:13:58.940 --> 00:13:59.980

Steve Stowe: Um.

98

00:14:00.910 --> 00:14:05.449

Steve Stowe: So Superintendent Prado, Are you ready for your remarks? Okay, Great?

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00:14:06.230 --> 00:14:10.900

Dr. David Pretto: Okay, Good evening, Just for twenty uh

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00:14:11.530 --> 00:14:20.139

Dr. David Pretto: before anything. I just want to wish everybody a uh advance. Happy Thanksgiving, which is next week. Um, i'm going to share my screen.

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00:14:20.520 --> 00:14:21.410

Dr. David Pretto: Oh,

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00:14:21.810 --> 00:14:24.899

Dr. David Pretto: Kevin, could you enable me? Thanks.

103

00:14:26.180 --> 00:14:27.270

There we go,

104

00:14:31.320 --> 00:14:32.170

Sure.

105

00:14:44.300 --> 00:14:57.370

Dr. David Pretto: Okay. So today i'll touch upon uh four topics for the middle school screen admissions update. I'll do a presentation on the nicest slot data from the previous year, and do some comparisons to two thousand and twenty-one.

106

00:14:57.380 --> 00:15:10.480

Dr. David Pretto: We'll have a a brief uh presentation on the role of the parent coordinator by family leaders of coordinator. And then I will give it an overview on health education in uh, in the New York City Zoe.

107

00:15:11.350 --> 00:15:22.300

Dr. David Pretto: So just an update on the middle school screen program. So students who will apply to screen programs in the district

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00:15:26.910 --> 00:15:38.030

Dr. David Pretto: will they be admitted, based off of a composite score of their fourth grade core course grades, which is English language, arts, math, social studies, and science. And this is a citywide,

109

00:15:41.550 --> 00:15:43.940

Dr. David Pretto: and this is a city-wide screening tool

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00:15:44.190 --> 00:15:56.579

Dr. David Pretto: Uh, the application and admission will be based on a combination of where applicants ranked the school on their application, and the student composite score,

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00:15:56.810 --> 00:16:14.530

Dr. David Pretto: and in district twenty there are five total programs that children can apply to. Uh at is twenty-seven Krista Mccalliff There are three programs uh the Business and Law Academy, Arts and Humanities Academy, Science and Research Academy

112

00:16:14.740 --> 00:16:28.999

Dr. David Pretto: at I s two, one Madeleine Brennan. There is the at the law studies screen program, and then finally at Junior High School, two hundred and fifty-nine, William Mckinley There's the independent investigations method or double Im program.

113

00:16:34.120 --> 00:16:52.820

Dr. David Pretto: So the programs at Krista Mccalliff there are three academies, and the Academy structure at is one hundred and eighty-seven allows students to explore various career fields through core core core subjects which are Ela, social Science and math, and then a variety of choices within elected as I've

114

00:16:52.830 --> 00:17:11.289

Dr. David Pretto: for I I've I've I in a couple of examples of electives that children could explore through their three years within the Academy structure at Krista Mccalliff. So students who are admitted to the Academy of business and law. Uh could and likely will, experience electives, including debate,

115

00:17:11.300 --> 00:17:14.529

Dr. David Pretto: constitutional law, and business marketing.

116

00:17:14.849 --> 00:17:37.169

Dr. David Pretto: In the Academy of Science and Research. The electives include choices on sports, management, civic engineering, and science Olympiad, which is a a a new initiative in the district, but something that is happening at Christopher Calliff, and then, Finally, in the Academy of Arts and Humanities, electives include a theater, stagecraft, and digital design.

117

00:17:41.340 --> 00:17:51.839

Dr. David Pretto: The screen program at the Mel. And Bread in the school is a law studies program. So this program seeks to uh build student understanding of the law and legal concepts,

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00:17:52.560 --> 00:17:59.699

Dr. David Pretto: basic skills and the use of law, enhance understanding of justice and analyze implications for public policy. The

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00:17:59.710 --> 00:18:18.949

Dr. David Pretto: uh, the program will use an interdisciplinary approach to connect social studies with key texts that are studied in English language, arts, and science, and then students will expect to engage in debate competitions, analyze landmark trials, and supreme Court decisions, and then write and conduct actual mock trials over the course of the three years in the program,

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00:18:22.350 --> 00:18:35.629

Dr. David Pretto: and then at uh the screened program at twenty K. Two hundred and fifty-nine, William Mckinley, which is an independent investigations method or double im. This is a program that utilizes an inquiry based process that involves students in their own learning

121

00:18:35.640 --> 00:18:42.850

Dr. David Pretto: empowers them to access information with the goal of fostering, independent, responsible, confident, and excited researchers

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00:18:42.860 --> 00:19:00.149

Dr. David Pretto: uh students expect to learn research skills and the double Im process through a focus on social studies content primarily, especially in the first year or in sixth grade, and through seventh and eighth grade. This grows into applying the research process to scientific concepts, such as stem cells and forensics, just as some examples.

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00:19:00.160 --> 00:19:16.820

Dr. David Pretto: And then in eighth grade uh students in this program can touch one year long Independent Research Project and topics can't include, but don't necessarily include, but can't include social justice, stem business. Long government journalism, media and the arts. Some examples

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00:19:21.650 --> 00:19:26.350

Dr. David Pretto: uh as an additional follow up. And I've mentioned this prior to uh

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00:19:26.410 --> 00:19:43.090

Dr. David Pretto: the announcement of the programs that will be screened in the upcoming year. I am coordinating a task force on what's known as the superintendent program in District Twenty District Twenty has a long history of screened programs in middle school,

126

00:19:43.100 --> 00:19:59.109

Dr. David Pretto: and which was called previously the Superintendent gifted program, and through this process it's become, you know, abundantly clear to me that it's really important to explore the development of a potential program that carries this name, and uh

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00:19:59.790 --> 00:20:09.679

Dr. David Pretto: is focused on accelerated and uh advanced opportunities for students across the district So i'm beginning in December of two thousand and twenty-two. So next month

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00:20:09.690 --> 00:20:23.960

Dr. David Pretto: i'm going to be seeking out uh principals and parent leaders from the cc as well as from President's Council to explore uh pro potential programming possibilities for a district wide to uh superintendent program.

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00:20:24.510 --> 00:20:38.719

Dr. David Pretto: So I in. So after Thanksgiving, I will be sending out invitations to Cc. As well as a President's Council to uh engage in conversations and explore different programming possibilities

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00:20:38.730 --> 00:20:54.220

Dr. David Pretto: uh both between things that currently exist in some district schools, as well as some potential possibilities that Don't yet exist in district schools. Uh, and to gain feedback, explore the potential possibility of of forming a a district wide program to implement in the future.

131

00:20:58.390 --> 00:21:12.889

Dr. David Pretto: Next one I just want to cover the uh. The nice slot results. So in previous meetings I did cover the state results for Ela and math. So I've uh I've compiled a presentation on the nicest slide Results we did

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00:21:13.090 --> 00:21:15.689

Dr. David Pretto: for the State exam. We compared

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00:21:16.050 --> 00:21:20.689

Dr. David Pretto: results between the years of two thousand and nineteen and two thousand and twenty two

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00:21:21.450 --> 00:21:31.789

Dr. David Pretto: for a variety of reasons, but namely, in two thousand and twenty, no exam being given in two thousand and twenty-one, a very low number of students participating in the Exam.

135

00:21:31.800 --> 00:21:57.820

Dr. David Pretto: Uh in twenty twenty-one there was a lower number of students participating in the nicest lot, but a larger proportion of students uh uh participating and in. So we decided to uh to comparison between twenty twenty one and twenty-two. You'll notice the participation rates at the top. So we have about eight thousand students who are who take the nicest lot in the district, seven thousand nine hundred and fourteen

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00:21:57.830 --> 00:22:16.350

Dr. David Pretto: we took it last year, compared to two thousand and twenty-one, which was a number of four thousand six hundred and eighty-three. Uh So it is it is, it is a it is less students. It was a lower participation rate due to the pandemic. But these are the numbers that we was. I decided to to do the comparison for um at the in the bar graph,

137

00:22:16.360 --> 00:22:26.130

Dr. David Pretto: as well as at the top. You'll see this: the number of students scoring at the five different levels that the nicest slot measures student

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00:22:26.500 --> 00:22:39.910

Dr. David Pretto: progress towards becoming uh English proficient. So the the the five levels are entering, emerging, transitioning, expanding, and commanding

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00:22:40.030 --> 00:22:52.979

Dr. David Pretto: and commanding. Is this the the level at which students are no longer considered? English language learners, and transition to boot what we consider uh or call former else, and former L's. For two years

140

00:22:52.990 --> 00:23:20.660

Dr. David Pretto: after they score commanding on the nicest lot, continue to re receive uh English as a new language services just for a reduced number of minutes per week. So students who are transitioning and expanding, receive one hundred and eighty minutes per week, and entering emergence, students receive three hundred and sixty minutes per week. Former O's received ninety minutes of, you know, support and instruction per week uh for the two years following, achieving, commanding on the nicest l,

141

00:23:20.670 --> 00:23:23.179

Dr. David Pretto: and you'll see that across the district

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00:23:23.660 --> 00:23:41.449

Dr. David Pretto: we had uh in two thousand and twenty-two we had uh about six percent scoring at entering thirteen percent scoring at transitioning uh thirty, almost thirty-seven percent scoring at commanding Oh, sorry, expanding, and

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00:23:41.460 --> 00:23:52.870

Dr. David Pretto: twenty-five percent scoring at commanding, and compared to an at similar rates to two thousand and twenty-one less test takers, but at similar rates,

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00:23:59.860 --> 00:24:20.260

Dr. David Pretto: then something that's important to note about the nicest lot is that it is given every year to students who are English language learners, and the test levels are giving at a great band. So kindergarteners and first graders take the same exam. Second and third graders. Take the same exam, fourth and fit, take the same exam, and so on, and so forth.

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00:24:21.190 --> 00:24:32.310

Dr. David Pretto: It comes in different parts. There is a speaking component, a speaking and listing component, a reading component and a writing component. So it's given over the course of

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00:24:33.740 --> 00:24:35.570

Dr. David Pretto: there's some there are.

147

00:24:35.850 --> 00:24:44.280

Dr. David Pretto: They're for there's four different parts, and it's given in a a variety of uh, one on one individual components and then a a class component for the for the reading and the writing,

148

00:24:52.110 --> 00:25:11.379

Dr. David Pretto: and this is the the nice step progress by level. This is getting a sense of how many students maintain the percentage of students who stay at the same level. The percentage of students who move the level up uh the the percentage of students who move two levels up uh three levels up. And then uh, how many

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00:25:11.650 --> 00:25:21.159

Dr. David Pretto: actually moved one level back or even two levels back. So the blue bar represents the number of student, the percentage of students who stayed at the same level as the previous year,

150

00:25:21.540 --> 00:25:24.460

Dr. David Pretto: which is about thirty-seven percent, say the same level.

151

00:25:24.690 --> 00:25:36.810

Dr. David Pretto: Forty-three percent of students went up one level, so move from entering to emerging or from transition to commanding uh transition to expanding. Ten percent of students went up two levels

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00:25:37.990 --> 00:25:42.600

Dr. David Pretto: uh four percent of students went up three levels.

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00:25:43.530 --> 00:25:50.599

Dr. David Pretto: A very small percentage went up four levels, and then we had a small percentage of students who went one level back,

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00:25:52.670 --> 00:25:58.280

Dr. David Pretto: and you can see the actual percentages at the very bottom of that. That very bottom chart gives the actual percentage.

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00:26:08.650 --> 00:26:20.379

Dr. David Pretto: Should I jump into questions? Sure as we're going. Um, you know me. I love to compare this, and the the data looks great individually. If if you can go back one side, And then how does this compared to the city? That's sort of always my favorite question.

156

00:26:20.980 --> 00:26:26.119

Dr. David Pretto: Um, I don't know. Like I could. I could look into that. The

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00:26:26.280 --> 00:26:32.770

Dr. David Pretto: the the the dynamic of the nicest lot in District twenty. Compared to other districts, District twenty has a

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00:26:32.960 --> 00:26:50.679

Dr. David Pretto: a very significantly high percentage of English language learners. So we we have a lot of students who take the test, so comparisons with the nicest lot to other districts is going to be like a somewhat more difficult comparison to make versus uh, the Eli or the math test, where you know that you know, all students are

159

00:26:50.690 --> 00:27:08.829

Dr. David Pretto: are required to take it. The percentage of English language owners really determines the number of students who take it. Um, But I could definitely work with Central to develop some kind of comparison if it's not. I mean, yeah, I would if it's not too much. And another question I had. I'm: curious is there. Do we see a big difference between

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00:27:08.890 --> 00:27:20.190

Dr. David Pretto: our mandarin speakers, Spanish speakers, Arabic speakers. Um! In these subgroupings is it available? I'm. I'm not necessarily asking for more data right now. I'm just sort of

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00:27:20.280 --> 00:27:39.229

Dr. David Pretto: it just occurred to me. Kind of looking at this. If you know, off the top of my head, it's not something I know off the top of my head. It's not something that we necessarily track closely. We're like with the with the nice side. You're really looking for English proficiency. So we look across all students and all speakers of all languages and just they're They're tracking through the progress and development of English.

162

00:27:47.220 --> 00:27:48.080

Okay,

163

00:27:48.730 --> 00:28:07.090

Dr. David Pretto: these are the nicest flat results. So this is the New York State English language assessment um test. This is for all students who are currently English language learners. So they take this specific test. Um every year, and they are

164

00:28:07.340 --> 00:28:26.239

Dr. David Pretto: and based off of how they do on this test. They're identified on a particular level of how their of how the student is

acquiring English either at the entering level, which is the the earliest level all the way up to commanding, which is essentially kind of passing out and being considered fully commanding of English

165

00:28:26.660 --> 00:28:46.380

Dr. David Pretto: David. If students are advancing through the grades, let's say, there's a student who's advancing through elementary school, for example, and they get to maybe fifth grade, and they're still they still Haven't achieved commanding um, and I know we've talked a little bit about middle schools, and in getting more um bilingual programs and middle schools and whatnot. And

166

00:28:46.390 --> 00:28:52.859

Dr. David Pretto: just curious are the is the staffing and support in place, that, if, let's say, a student still got commanding by fifth grade.

167

00:28:52.920 --> 00:28:58.889

Dr. David Pretto: Can they continue on in a middle school, and just continue learning and sort of continue taking the test. Is there any?

168

00:28:58.900 --> 00:29:15.129

Dr. David Pretto: No, they? It's it's required by law. Every school at minimum has a staff who are licensed to support students in English as a new language at a bare minimum. The bilingual programs is an additional component. That's that's something that

169

00:29:15.250 --> 00:29:33.009

Dr. David Pretto: we we strive to provide, you know, in different contexts. So we you can have English language learners, and we do have many that uh receive their services through a bilingual program like trans transitional bilingual or dual language. But all schools and this is all schools across the city provide in the State.

170

00:29:33.180 --> 00:29:49.699

Dr. David Pretto: Provide uh English as a new language services uh through at the at very least Esl. Or inl instruction. Okay. So this data that we're looking at here this is is this: Um. K. Through eight. This is It's a to eight. And and if a student

171

00:29:49.710 --> 00:30:01.520

Dr. David Pretto: had to continue on in the high school, they would sort of continue. I mean that the nice, the slot is a K. Through twelve until you until you pass it until you pass out of it. You you continue to take it. That's right,

172

00:30:01.540 --> 00:30:09.369

Dr. David Pretto: and you take it, no matter when at what point you enter into the system. So this that, like there's a lot that happens within this data.

173

00:30:09.380 --> 00:30:26.670

Dr. David Pretto: Students who enter into the system at kindergarten begin taking the nicest side of kindergarten. If you enter into the system at sixth grade, you begin taking the nice slot at sixth grade, and depending on where you're at in comparison to the nicest slot at that grade level. That's where you score on

174

00:30:26.680 --> 00:30:43.599

Dr. David Pretto: any goals like. Are there, you know. Are you happy with this data? Are. You you know? Do you have sort of a goal in mind, or anything.

175

00:30:43.630 --> 00:30:51.750

Dr. David Pretto: Students who are what we consider long-term outs? These are children who have been taken. The nicest lot for more than

176

00:30:52.830 --> 00:30:56.439

Dr. David Pretto: one is at least three years, and sometimes four,

177

00:30:56.450 --> 00:31:23.180

Dr. David Pretto: and children are still not passing out, So that's what That's one group of students that we really try to um reduce the number of dramatically and provide support for our district. Does a really good job of supporting students in passing out of the nice size, how we determine it, achieving, commanding when they enter in at Kindergarten we have, we have a a great track record and tremendous uh structure for supporting students passing out of the nicest lot at early grades.

178

00:31:23.190 --> 00:31:35.550

Dr. David Pretto: Uh one challenge of, and that's really a attributed to the strong programming and service in the in the district, and also children in a young age being more

179

00:31:35.560 --> 00:31:56.970

Dr. David Pretto: able to take on language. Um, As children get older it gets more difficult, so as children in turn to the system at later ages. It's more of a challenge for children to be able to take on uh the the language at a commanding level, and it's it. It requires more support on the low on the part of the school to be able to do that. So that's a focus that we have because it it uh it's a bigger challenge.

180

00:31:57.710 --> 00:32:21.459

Dr. David Pretto: I got one question for you. You say the kids you are in a commanding school already, they still be able to stay in you for two years for translation. Absolutely so. It's. Once it's children achieve the commanding level, they still are, uh entitled by law to receive ninety minutes per week of enl instruction or support by any Andl teacher, and that can happen in a variety of ways for the next two years,

181

00:32:21.470 --> 00:32:26.070

Dr. David Pretto: and so enl instruction can happen. It has to happen by a license teacher.

182

00:32:26.150 --> 00:32:33.580

Dr. David Pretto: So either a a a teacher license in Esl, or bilingual certified they There's a variety of licenses that

183

00:32:33.590 --> 00:32:59.520

Dr. David Pretto: that achieve the goal, and then the services can be provided in a variety of way, however, those ninety minutes, as well as the one hundred and eighty minutes that students who are uh transitioning and expanding receive is received in a uh a co-teaching model. The children are not pulled out of class to receive the services, the the the support, the teacher which is into the class and code teaches with the general education teacher.

184

00:32:59.530 --> 00:33:06.080

Dr. David Pretto: In for entering and emerging students they receive three hundred and sixty minutes of instruction per week,

185

00:33:06.380 --> 00:33:16.479

Dr. David Pretto: one hundred and eighty of those minutes or half are provided in a pull-out standalone service. So the teacher will pull the children out of the class and teach them uh

186

00:33:16.520 --> 00:33:24.760

Dr. David Pretto: in in a group, with just students who are entering an emerging and then the other One hundred and eighty minutes are provided in a push in or co-teaching model.

187

00:33:25.530 --> 00:33:26.820

Dr. David Pretto: Thank you.

188

00:33:30.970 --> 00:33:44.019

Dr. David Pretto: And any issues with staffing here. You know, we're always hearing about bilingual features. Good teachers are hard bilingual

are are hard to find any we're. We're staff to support students in English as a new language services.

189

00:33:44.030 --> 00:34:00.059

Dr. David Pretto: Uh we, the bilingual programs are not a mandated service, providing enl services is is is like the larger umbrella and bilingual programs, is a sub category. It's like one method by which you can provide services, but it's not a requirement.

190

00:34:00.120 --> 00:34:06.150

Dr. David Pretto: However, you were required to provide enl services. So we we're staff to provide enl services,

191

00:34:06.480 --> 00:34:26.539

Dr. David Pretto: bilingual It's bilingual certified teachers is an area where we're really trying to. Uh we we do. We do have uh some challenges that's in It's a it's a shortage area and it's It's something that I've been working on, and we'll continue to work on ensuring that we're able to and enable to staff.

192

00:34:26.550 --> 00:34:39.809

Dr. David Pretto: We really, uh struggle, especially with, uh bilingual special ed certified. This is a dual, a dual certification of students who are uh have ips that are that require a bilingual teacher who's also certified in special ed to service them.

193

00:34:40.080 --> 00:34:42.199

Dr. David Pretto: But, like you said for enl

194

00:34:42.310 --> 00:34:49.900

Dr. David Pretto: overall instruction that we're looking at this, that that need you to the nicest l? That's right.

195

00:34:50.770 --> 00:34:54.070

Dr. David Pretto: Any other questions on this uh Council members.

196

00:34:54.310 --> 00:34:55.250

Dr. David Pretto: Okay,

197

00:34:55.500 --> 00:34:56.969

Dr. David Pretto: Okay.

198

00:34:58.260 --> 00:35:10.800

Dr. David Pretto: And I I had just included a couple of slides on the Ela proficiency of L's. And I only provided this not to, but not to be confusing, but students who are Ls after their first year

199

00:35:10.840 --> 00:35:18.400

Dr. David Pretto: must take the State. Examine Eli as well. So not only are they taking the nicest lot. They're also taking the Ela exam

200

00:35:18.640 --> 00:35:33.379

Dr. David Pretto: after first year of receiving after the first year of entering into the system. So if a child enters into the system at third grade, and their classifies as an English language learner. They won't. Take the Ela test that first year they're excused the first year.

201

00:35:33.410 --> 00:35:48.039

Dr. David Pretto: Um, but they have to take it the second year, no matter if they, no matter what their level, is, on the nicest lab, and students who are uh English language. Learners on their first year must take the math test, no matter what

202

00:35:48.210 --> 00:36:02.629

Dr. David Pretto: uh the the math test can be provided in other languages, so you can take it. You can get a a mandarin version of the test, or an Arabic version of the test, but they must take the test. And this just documents, the uh, this, this just documents, the

203

00:36:02.860 --> 00:36:06.720

Dr. David Pretto: the percentage of students, and how they performed on the Ela exam

204

00:36:06.840 --> 00:36:25.790

Dr. David Pretto: for for Ellis. So we, the the thing that we were just really proud of this year was that you'll see in the dark blue at the bottom at the all grades you'll see that it says, twenty-one. So twenty one percent of English language learners in the district were also scored Level three and four on the state exam which was, That's up from thirteen percent from uh,

205

00:36:25.800 --> 00:36:33.209

Dr. David Pretto: from two thousand and nineteen we only, and in every single grade there was an increase. So we were. We were probably

206

00:36:33.330 --> 00:36:35.309

Um,

207

00:36:35.390 --> 00:36:42.900

Dr. David Pretto: It's just a comparison we had, we had, we, and we also had a thirteen percent decrease of Els who were scoring level. One

208

00:36:43.320 --> 00:36:44.339

Dr. David Pretto: great

209

00:36:44.910 --> 00:37:02.769

Dr. David Pretto: uh, we also we also included for students disabilities. So we had um twenty of students with disability, scoring level three and four in two thousand, and nineteen, and we had about twenty-seven of students, with disability, scoring three and four um on the Ela exam in two thousand and twenty-two,

210

00:37:02.780 --> 00:37:06.619

Dr. David Pretto: Which was it? We had an increase in everyday except for fourth grade

211

00:37:07.680 --> 00:37:11.630

Dr. David Pretto: and a decrease of of level one's of eleven percent

212

00:37:14.690 --> 00:37:34.600

Dr. David Pretto: uh math. However, we had declines, so we had an overall increase of level ones. This is as English language learners Uh: taking the math exam, we had it an increase of students who scored levels two, three, and four. So this is obviously a big focus area of ours. Uh: is improvement in in math.

213

00:37:36.840 --> 00:37:47.199

Dr. David Pretto: Okay? Uh next? Oh, yeah, you don't have to go back in there. But this is probably way, too, into the weeds, but on the students with disabilities it it's also interesting to think about

214

00:37:47.220 --> 00:37:54.860

Dr. David Pretto: that captures a wide range of disabilities. Right? Yes, physical speech, neuro. And so I just wonder. I I assume that

215

00:37:54.870 --> 00:38:08.920

Dr. David Pretto: I I don't know if this is true. But are there any themes within that data that certain groups are, you know, do better? Certain groups need more support like, Is it possible to say, i'm? Not Again, i'm not asking for more data coming back the next meeting. I'm just

216

00:38:08.930 --> 00:38:36.110

Dr. David Pretto: in general, like when we're looking at the students with disability subgroup. We we look at the subgroup uh from a district level and from a school level overall. This is a a demographic. Teachers uh grade levels. Individual teachers look at that data very specifically, because they're the they're the people who are working directly with the child, and then they're going to dig into those chat, the the the background, and the needs of that child individually to to address. Is it even? Uh, can you?

217

00:38:36.120 --> 00:38:45.209

Dr. David Pretto: My simple sort of knowledge of this is saying, Okay, If someone has a speech disability. They're probably probably the nicest that it it. It might be more

218

00:38:45.220 --> 00:38:57.839

Dr. David Pretto: sorry for the the State test. We we're talking about. Students Disabilities might be more challenging, or is that not correct versus like a physical disability?

219

00:38:57.850 --> 00:39:16.660

Dr. David Pretto: We we're not able to delineate by specific disability and make comparisons between like individual disabilities and make any uh conclusions about what you know how that disability is trending overall in terms of performance. It's not something. It's. It's at once. You get beyond

220

00:39:16.670 --> 00:39:23.160

Dr. David Pretto: just uh a student being classified as a disability. It's it's it's individual.

221

00:39:24.370 --> 00:39:31.399

Dr. David Pretto: The one thing that we will look at from a a whole, a a larger point of view is from the um the

222

00:39:31.490 --> 00:39:49.169

Dr. David Pretto: the level of restriction of the environment. So if the student is classified for self-contained, or twelve to one to one classes or an ict class or set. That's something that we might look at. Uh, but beyond that we're the the teacher and the grade team and the uh, the coaches, the the instructional supports, are going to look individually at those students needs,

223

00:39:54.480 --> 00:40:09.940

Dr. David Pretto: and then I wanted to invite um uh Bill chin, and Sylvia to to speak uh briefly to the the role of the pair cord. I think Bill is going to do so uh in request to Yeah, let me just make a quick comment.

224

00:40:09.950 --> 00:40:21.730

Steve Stowe: So, Cec. Members, this was a request. Wh: What we want to just have a quick conversation about here is is the role of the parent coordinator, because under the mayoral control the extension of May Oral Control

225

00:40:21.750 --> 00:40:26.479

Steve Stowe: law that was signed a few months ago. Ces now have the ability,

226

00:40:26.580 --> 00:40:42.880

Steve Stowe: the ability to provide advice, advisory sort of input on the hiring of parent coordinators. And you know for me, I thought it was. It was helpful to sort of make sure. I understood fully the role of parent coordinator. Um, as we begin to

227

00:40:42.890 --> 00:40:47.009

Steve Stowe: um, you know, possibly sit in on more of these meetings. So um

228

00:40:47.110 --> 00:40:51.080

Steve Stowe: um! So go ahead and good evening. Everybody

229

00:40:51.340 --> 00:40:56.059

William Chin: family, Coordinator's duties and responsibilities includes the following

230

00:40:56.320 --> 00:41:04.629

William Chin: increase: Parent involvement in the school by working closely with all school, parent and community organizations

231

00:41:04.870 --> 00:41:15.710

William Chin: serve as facilitated for parent and school community concerns and issues and issues, including, for example, school policy or facility issues,

232

00:41:16.060 --> 00:41:21.029

William Chin: conduct, outreach to engage parents in their children's education,

233

00:41:21.830 --> 00:41:28.270

William Chin: convene regular parent meetings and events around topics of key concerns to parents

234

00:41:28.660 --> 00:41:32.990

William Chin: attend parent meetings along with the principal, where appropriate

235

00:41:33.730 --> 00:41:47.659

William Chin: work with the School Parent Association, where needed to provide assistance in establishing by the bylaws holding elections and conducting their affairs in accordance with Chancellor's right a

236

00:41:48.470 --> 00:41:53.850

William Chin: serve as the school liaison to central and field-based parent support staff

237

00:41:54.480 --> 00:42:04.080

William Chin: maintained ongoing contact with community organizations that are involved with providing services to the schools educational program

238

00:42:04.470 --> 00:42:14.850

William Chin: and organize back to school and other events, to increase parental and community involvement and create a welcoming school environment. To parents.

239

00:42:15.470 --> 00:42:22.009

William Chin: Those are the main duties and responsibilities. There could be other things that the principal asks that we needed to do,

240

00:42:22.220 --> 00:42:27.109

William Chin: because the principle is the direct supervised over the Pam coordinate. Okay,

241

00:42:27.380 --> 00:42:38.510

Steve Stowe: Thank you. Thanks, Bill. What's the What's the hiring process now that Now that we might be participating in that in some fashion. What's What's the official hiring process for a parent coordinator?

242

00:42:38.860 --> 00:42:41.749

William Chin: There we are, kind of like. Knows that more.

243

00:42:44.750 --> 00:43:01.509

Sylwia Jasinski: Hello, everyone. Um! Good afternoon. Uh, Usually the when there is an opening um in the school for parent coordinates

position. The principal works with our Hr Department to uh do a posting
postings are actually

244

00:43:01.520 --> 00:43:10.650

Sylwia Jasinski: posted on the Department of Education website uh, where
people have access to it. And uh candidates apply

245

00:43:10.790 --> 00:43:39.710

Sylwia Jasinski: um through the through the system, Then uh principal,
usually um, you know, looks at the candidates, invites them to the
interviews, and recently either invites the Cec member that is a liaison
to their school uh to either set on the interviews, or if they already um
went through some interviews, and they see a good prospective candidates.
Uh, they may want to introduce the final candidate to a Ce. Uh for

246

00:43:39.720 --> 00:43:42.519

Sylwia Jasinski: um, you know, for a consultation

247

00:43:43.440 --> 00:43:47.139

Sylwia Jasinski: it could be either either one of those

248

00:43:55.390 --> 00:44:01.030

Steve Stowe: any Cec members have questions about us, and I just I want
to stress one more thing, which is

249

00:44:01.070 --> 00:44:02.220

um.

250

00:44:02.460 --> 00:44:16.729

Steve Stowe: This: This is not required of us. The law reads, I can't
remember the exact language, but the law reads um something to the effect
of ceiling? Shelby asked. So the schools are supposed to ask us.

251

00:44:16.740 --> 00:44:22.870

Steve Stowe: But um again consult, and so that can mean sort of a number
of different things, but it's um,

252

00:44:23.070 --> 00:44:37.080

Steve Stowe: you know. It's something I think could is a good idea, and
you know, time permitting. I think we should all entertain the requests
when they come through. Kevin's done a nice job of forwarding a couple of
those requests um from principals, and Um!

253

00:44:37.180 --> 00:44:48.109

Steve Stowe: I've sat in on a one now, and it was really helpful just to sort of meet. It was at the end stage of the interviews, and it was really helpful to meet um the the woman who she was a great candidate.

254

00:44:48.450 --> 00:44:56.440

Steve Stowe: I almost looked at it more as like a chance to um to meet her for the first time, knowing full well she was going to be hired. Um,

255

00:44:56.670 --> 00:45:01.010

Steve Stowe: and just sort of build a connection with the school that way. So

256

00:45:01.220 --> 00:45:03.419

Steve Stowe: I think there's a

257

00:45:05.300 --> 00:45:06.220

Steve Stowe: Okay,

258

00:45:07.650 --> 00:45:15.449

Steve Stowe: there's okay. One sorry to interrupt from the parent coordinator discussion. I'm getting a note in this on the chat. The Spanish line.

259

00:45:15.480 --> 00:45:21.429

Steve Stowe: Um. Can the Spanish interpreter or the person managing the Spanish line? Please let

260

00:45:21.950 --> 00:45:25.060

Steve Stowe: the um. I guess

261

00:45:25.810 --> 00:45:31.160

Steve Stowe: the Spanish interpreters look like they've been kicked out. I guess so, Steve Weaser. Are you able to

262

00:45:31.720 --> 00:45:33.069

Steve Stowe: address that?

263

00:45:33.530 --> 00:45:41.269

Steve Stowe: I'm getting both Spanish interpreters saying they were getting kicked out of the line, and they're in the waiting room.

264

00:45:44.710 --> 00:45:46.639

Steve Stowe: Steve, can you attend to that?

265

00:45:52.130 --> 00:46:00.210

Steve Stowe: We are now on? Thank you.

266

00:46:03.500 --> 00:46:05.600

Steve Stowe: Back to you, David,

267

00:46:15.760 --> 00:46:32.470

Dr. David Pretto: and uh last slide. So I There was a request around health, education, and health curriculum, so there is no prescribed health curriculum. However, there is a health, education, scope, and sequence, that the the Department of education has put together. So I've put it together an overview of the

268

00:46:32.480 --> 00:46:46.289

Dr. David Pretto: A health education, scope, and sequence. So it's drawn from a variety of sources, including New York State Health standards, the National Health and Health Education standards and the national sexuality. Education standards Uh, the scope and sequence is one hundred and fifty

269

00:46:46.300 --> 00:47:03.650

Dr. David Pretto: broadly defined as a skills based approach to health education in areas identified as critical to students, ability to becoming successful learners who adopt and maintain healthy behaviors. Uh the topics are these: bullet points below of uh personal health and safety uh nutrition

270

00:47:04.000 --> 00:47:30.410

Dr. David Pretto: and physical activity, social, emotional, and mental health, alcohol, tobacco, and other drug use, prevention, growth and development and disease and illness prevention uh specifically targeting in on Hiv and Aids. And these topics are all, in one way or another aligned to either uh risk behaviors that are identified by the Cdc. Chances, regulations, or Um and or New York State mandate, some align with both.

271

00:47:32.430 --> 00:47:34.680

Dr. David Pretto: So each of these. So

272

00:47:35.000 --> 00:47:44.490

Dr. David Pretto: the top New York State Health standards, National Health education, standards, national sexuality, education, standards. These are all written sort of bodies of

273

00:47:44.500 --> 00:48:09.349

Dr. David Pretto: um standards, if you will, that are available. If one was to Google those you could find each one of those three, and that's what forms on a sort of a That's right. My basis. Okay, this is New York City, and this is across the doe, which is sort of presented here. That's right. These are the these are the This is the doe, scope and sequence, and these topics are touched upon in kindergarten through fifth grade, at a variety of levels,

274

00:48:09.360 --> 00:48:18.879

Dr. David Pretto: meeting kindergarten through fifth grade. That's right. Okay. So in kindergarten, and it's going to touch upon all five of these topics, but at a at at an age appropriate level.

275

00:48:19.590 --> 00:48:37.859

Dr. David Pretto: No. So it doesn't come along with a textbook. It comes along with topics, and uh kind of like learning targets, ideas or concepts that are important that are important for the children to to walk away with.

276

00:48:37.870 --> 00:48:49.480

Dr. David Pretto: Uh in order again to to become successful learners who adopt and maintain healthy behaviors for themselves. That's the that's the goal. Uh, but there isn't any prescribed curriculum for teachers to go about delivering that

277

00:48:51.480 --> 00:48:55.200

Dr. David Pretto: I think you have a question.

278

00:48:55.400 --> 00:49:08.150

Ghada Amin: Yes, I would like to know more details about what is the personal personal health and safety, and every um, every points on it on this um

279

00:49:08.160 --> 00:49:16.500

Ghada Amin: and every details on it, so I can know what's going to my son going to learn in the classroom.

280

00:49:17.490 --> 00:49:34.889

Ghada Amin: It's a it's a it's like a general. I want to more details. I want to know this, this, that that's what Well, my son would learn or talking the one that the teacher gonna to to in most my kids about this and this all the the points here.

281

00:49:35.250 --> 00:49:38.339

Dr. David Pretto: If you're asking about God, if you ask

282

00:49:38.350 --> 00:49:59.780

Dr. David Pretto: got it, if you're asking about your children, I wouldn't want to address your specific question, or you know anyone specific instance with their children in the public meeting. What I would do is I would advise you to reach out to your principal and reach out to your child's teacher about specifics regarding the health, curriculum, or or any other components of the curriculum,

283

00:50:00.180 --> 00:50:28.469

Ghada Amin: all curriculum, I would like to know, for all points in general that points. So we want to know for our kids what are the going in learn in like, in in nutrition, and the physical activity is what's going with them. More details, more details and personal health and safety, more details about social, emotional and mental health. What's more, detail

284

00:50:28.480 --> 00:50:37.470

Ghada Amin: uh the subjects or um that they going to talk with them about the scope of the scope and sequence of

285

00:50:37.700 --> 00:50:41.410

Ghada Amin: to be more

286

00:50:41.440 --> 00:50:44.620

Ghada Amin: so because it's a a general points.

287

00:50:46.060 --> 00:50:51.890

Dr. David Pretto: The scope and sequence is lengthy. So the best way to get specifics on how

288

00:50:51.900 --> 00:51:13.450

Dr. David Pretto: this uh scope and sequence is going to be implemented at a specific grade level in a specific classroom at a specific school is going to be again to reach out to your principal reach out to the teacher and ask and ask how the school has laid out the scope and sequence, and how it's going to be implemented over the course of the year. That's where you could get the specific.

289

00:51:14.010 --> 00:51:34.579

Ghada Amin: I I would like to mention some most of immigrant, not doesn't speaking English very well, and they have, like the gap between the teacher and the and the school administration. So sometimes they got like a a paper that they doesn't know about it, and it's a way to have like a uh someone uh translated from their language.

290

00:51:34.780 --> 00:51:44.360

Ghada Amin: It's it's supposed to you have someone, but no, not. And that's the the people. They got it. It's it's It's more the uh clear,

291

00:51:44.460 --> 00:52:00.940

Ghada Amin: and like like, see um associate emission and the mental health. We got like a paper from uh, my kid, the um, my kids uh school. But they said that if they didn't give us like a select permission to like

292

00:52:00.950 --> 00:52:21.479

Ghada Amin: to uh let our kids, if you want them to. Uh uh join this class or not, and they it. It was like a general, and they give uh, if you doesn't want to. If you don't like them to join, you have uh sent us email or something or um contact us,

293

00:52:21.490 --> 00:52:27.579

Ghada Amin: and sometimes it's A. They are not reading, too,

294

00:52:28.410 --> 00:52:43.690

Ghada Amin: so So got it. This sounds like a really difficult to them to like to say. No, I don't want to. I don't prefer my kids to going to have a a a program for social, emotional uh mental health.

295

00:52:44.070 --> 00:52:56.019

Dr. David Pretto: Got it. This I got it. This sounds like a really specific a really specific uh thing happening at uh.

296

00:52:56.190 --> 00:53:23.090

Dr. David Pretto: So again I I i'm not going to be able to address it specifically at this meeting. The only way that we're going to be able to to address. This is going to be with the the principal and the teacher, so I think it'd be best if we followed up after the meeting to be able to arrange that. I'm happy to support the school and you or any families in connecting to translation services in order to be able to communicate with the teacher and the principal, or obtain

297

00:53:23.100 --> 00:53:32.509

Dr. David Pretto: materials that are translated into languages that families can understand, so that they can understand what's happening with their children in class.

298

00:53:33.210 --> 00:53:42.319

Dr. David Pretto: Okay, thank you.

299

00:53:43.360 --> 00:53:48.489

Dr. David Pretto: One hundred and fifty-five.

300

00:53:48.940 --> 00:54:04.659

Dr. David Pretto: Yes, So the the New York State and the National health standards are what the scope and sequence in New York City are drawn from. So we we're following a a a a framework that's designed by New York State and by the United States Government,

301

00:54:05.750 --> 00:54:18.090

Dr. David Pretto: and we can and we can. We can Google those resources, and we can follow up uh at a time to like dig into them Further, This is again, and this is a broad outline of what's in there, but they're publicly available.

302

00:54:25.990 --> 00:54:30.910

Dr. David Pretto: There are specific topics that parents do have.

303

00:54:32.080 --> 00:54:50.319

Dr. David Pretto: Do you have the option to opt out of specifically within the disease and illness? Prevention, portion the There's some. There are some lessons that the parents can have their children out of specifically with an eight Iv. Education. I believe that's in fourth or fifth grade uh the other. The other components are not

304

00:54:50.830 --> 00:54:52.529

Dr. David Pretto: able to be opted out of

305

00:55:02.400 --> 00:55:07.569

Steve Stowe: scope and sequence is what you said. Um! And then you talked about learning topics,

306

00:55:08.110 --> 00:55:19.970

Steve Stowe: and I I forget the term you use, but sort of the key takeaways. The kids need to know. Did you say that these are school by school determined?

307

00:55:22.520 --> 00:55:39.469

Steve Stowe: What I said was that schools utilize this resource, but ultimately is implemented. So the the ways in which the concepts are taught and which pieces are pulled are ultimately decided upon by the teacher and the in the school.

308

00:55:39.610 --> 00:55:54.150

Steve Stowe: And did you say I think you mentioned it? Got it? It's lengthy. Extensive. Is this something that every school has inviting it's it's on. It's on the Dewey website something that can be looked at, and then, if a, and then if they um,

309

00:55:55.130 --> 00:55:58.779

Steve Stowe: if if a parent went to a school like God, I was saying,

310

00:55:59.160 --> 00:56:14.239

Steve Stowe: it's not as if the school has something additional that they can provide. The parent in writing. The school would just have to. It would have to be a conversation. Is that right?

311

00:56:14.250 --> 00:56:25.080

Steve Stowe: You know, memorialize somewhere, and I expect that principals and teachers are going to be able to have conversations with parents around the topics and concepts that are that their children are learning.

312

00:56:26.520 --> 00:56:27.540

Steve Stowe: Okay,

313

00:56:28.650 --> 00:56:31.649

Steve Stowe: and the opt out I

314

00:56:36.820 --> 00:56:41.149

Steve Stowe: it's not. It's not. It's not a school decision. That's a that's a central view. We decision

315

00:56:44.220 --> 00:56:47.200

Steve Stowe: any other questions on this slide.

316

00:56:50.410 --> 00:56:51.279

Okay,

317

00:56:54.790 --> 00:56:58.160

Steve Stowe: Okay. And then and then the last uh point I want.

318

00:56:58.230 --> 00:57:12.500

Dr. David Pretto: Actually sorry, David, Are you gonna? Is the next slide going to be middle school? This is no this. I just did the k to five. I didn't dig into sixty-eight. I just brought this up as an example. Um the the last thing I wanted to share. I did not have time to compile,

319

00:57:12.510 --> 00:57:34.469

Dr. David Pretto: slide or slides on the request around more information about uh academic support for students, specifically tutoring and a small group work. So I've we're almost through with the entire district of compiling all of the different offerings that schools are providing to students, both before during after school, Saturday programs.

320

00:57:34.480 --> 00:57:56.599

Dr. David Pretto: And This is for a few reasons, one. Some of these programs start at the beginning of the year. Some don't get started until late, fall around. Now some of these programs Don't actually start until the winter. There's a variety of them, but there it's long and lengthy. So by next meeting I will uh devise a way to present it visually, as well as give a

321

00:57:56.610 --> 00:58:10.539

Dr. David Pretto: the digestible description of all the programs and supports that we have in place to support academically uh students who are struggling uh in small groups individually, in addition to you know, typical whole class instruction.

322

00:58:11.450 --> 00:58:27.759

Dr. David Pretto: And I I apologize. I want to talk about that in a second. But I just want to get back you. You mentioned six through eight. You don't have a slide, is it? I don't have a slide. There is a scope in sequence as well for six through eighth grade, and it is developed. Yes, okay.

323

00:58:27.770 --> 00:58:31.459

Dr. David Pretto: So the parents can't see uh what they're teaching.

324

00:58:31.470 --> 00:58:54.649

Dr. David Pretto: Parents can ask teachers and their principal what their children are learning in health or anything else. So in terms of getting like to the specifics question of what we're like? What are the units? What are the concepts? What are the activities that we're going to be engaging in this year? That's going to be a question for the teacher most directly. And then definitely, if you can't get in contact with the teacher with the principal,

325

00:58:56.030 --> 00:58:58.040

so it's about it. She

326

00:58:58.790 --> 00:58:59.810

Dr. David Pretto: sorry

327

00:59:00.550 --> 00:59:02.740

Dr. David Pretto: every year.

328

00:59:02.850 --> 00:59:10.349

Dr. David Pretto: Yeah, that's in general like the and that's for this is for any subject, any specific topic.

329

00:59:10.360 --> 00:59:27.819

Dr. David Pretto: Your go-to is going to be your child's teacher. Your child's teacher is going to be the one who's going to be able to describe for you in detail what the children are learning, what books for reading what topics recovering when the test is all of that stuff that's You're going to want to go, you you, your child's teacher. As you go to.

330

00:59:27.900 --> 00:59:51.579

Dr. David Pretto: After that you're gonna. If you have questions or uh concerns, or follow up, or you're having a a hard time getting contact with your teacher, your your child's principal or the parent coordinator are going to be. Your Your next contacts to, you know. Get support in getting connection. I always, you know, direct families, and I encourage you to as well to go first to the teacher and then to the principal or the parent coordinator.

331

00:59:52.900 --> 00:59:54.040

Dr. David Pretto: No problem.

332

00:59:55.940 --> 01:00:15.419

Dr. David Pretto: So, David, i'm back to tutoring what you were just talking about, and there any I, just to the next meeting, expect more information on that. But is there anything, maybe just qualitatively, or just sort of you know thematically about this year, you know. I remember, during the pandemic everyone was talking about. Oh, tutoring is the way to go. It's the way to get kids back on track.

333

01:00:15.430 --> 01:00:29.179

Dr. David Pretto: Um breaking that down. Not so simplistically Is that an accurate sentiment? Is it not accurate for different reasons and sort of Why, just curious, I think tutoring speaks to one on one support.

334

01:00:29.190 --> 01:00:42.690

Dr. David Pretto: I I think that's kind of generally what people think about when they think about tutoring. So in general, the lower the ratio of teacher to student or support to learner, you're going to get a higher return,

335

01:00:42.700 --> 01:01:04.160

Dr. David Pretto: because there's less attention divided between the learners. So in from that perspective, you know, one on one is definitely a a method that supports right? So from that perspective. Yes, uh, however, we don't have schools Aren't designed to provide everybody with one on one instruction all the time, you know, for all the time. So we're designed in different ways, however

336

01:01:04.170 --> 01:01:34.139

Dr. David Pretto: schools. And this again, this comes back to the use of data. This is where I ready is supportive. This is where Academics is supported. This is where the school-based assessments we use are supportive. They help teachers, principals, myself. Identify individual students, groups of students who you support need support in a particular area that helps Principals and teachers organize their efforts around what students require that level of additional support, whether it's small group in the classroom,

337

01:01:34.150 --> 01:01:44.990

Dr. David Pretto: whether it's a small group support in the morning before school, which is something that a lot of our schools are providing a small group or individual support after school after school program. That's something that

338

01:01:45.270 --> 01:02:03.800

Dr. David Pretto: practically all of our Uh schools are offer uh support on Saturday uh support during holiday programs uh and and and other supports like that. It's so. The Re. And our schools across the district are providing all of those things in one, on one and small group forums

339

01:02:03.810 --> 01:02:13.779

Dr. David Pretto: we provided through a combination of teachers and community-based organizations. So we also leveraged them and one thing that

340

01:02:13.790 --> 01:02:42.520

Dr. David Pretto: has been a a shift from the pandemic, but also before the pandemic has been the support from some computer adaptive programs. So we we also leverage those programs and find that in some cases they can be also very supportive. It's not a that's not a a cure, but it's something that is a very helpful for support, for for children and for teachers and helping as children in specific areas of need, and also with the availability of additional translated resources as well as resources that are on

341

01:02:42.530 --> 01:02:45.609

Dr. David Pretto: specific levels that children may need. That may be kind of

342

01:02:45.680 --> 01:02:53.009

Dr. David Pretto: a little out of the lines for a a teacher on a particular great level. If a parent wants their child to receive tutoring.

343

01:02:53.320 --> 01:03:09.810

Dr. David Pretto: But the child doesn't necessarily I'm. Assuming the district looks at it based on some of the metrics we're talking about the Canadians, I ready. But let's say the student doesn't necessarily fall into the the iredy band, or the Aka eats band that would qualify them for tutoring Can a parent still request

344

01:03:09.940 --> 01:03:21.530

Dr. David Pretto: um tutoring additional one on one

345

01:03:21.540 --> 01:03:33.379

Dr. David Pretto: that the that the parent can ask for support for their child, and get specifics on what their child may actually already be be receiving from the school. That you know the child may already be,

346

01:03:33.850 --> 01:03:51.030

Dr. David Pretto: you know, participating in a small group uh one time, a week or a couple of times a week with the teacher. The teacher may have identified something that they've planned to engage that child in a in a series of small group lessons that's upcoming. I I again like the the the a lot of information can be gotten from the teacher. They do a

347

01:03:51.040 --> 01:04:20.390

Dr. David Pretto: I I was just at Ps. Sixty-nine uh the other day during uh, and I was here all day uh myself, and the principal went into twenty classrooms, and in practically every single one of those classrooms I saw a T teacher. I saw paraprofessionals. I saw enl teachers working with small groups of students on particular pieces. I very rarely did I see the class together in a whole kind of in that traditional model of all the all the children listening to the teacher doing one thing.

348

01:04:20.400 --> 01:04:30.720

Dr. David Pretto: Uh, there was a lot of work done being done in small groups uh and uh principal capabilities, and her team do a great job of using data to identify areas where

349

01:04:31.130 --> 01:04:45.590

Dr. David Pretto: Erez agmoni uh children can get small group support in that area. That's a It's a big focus of ours in the district, and it's something that all parents of all schools and district can expect, at

least at some point their child is going to be receiving support. That's not just in that traditional one

350

01:04:45.720 --> 01:04:48.529

Dr. David Pretto: whole class. Listen to the teacher Forum.

351

01:04:50.530 --> 01:05:05.119

Dr. David Pretto: I have more questions back on middle school, the municipal applications. But Does anyone else have questions on tutoring right now?

352

01:05:10.500 --> 01:05:28.210

Dr. David Pretto: Can you? Can you say more about that,

353

01:05:28.620 --> 01:05:32.400

Dr. David Pretto: Like the programs are always for for elementary

354

01:05:33.200 --> 01:05:58.100

Dr. David Pretto: after school programs has, and this was something that came up at the Chancellor's Town Hall. It's come up with during the listening tour uh I was just at the Pt. Meeting for Ps. Two hundred and five last night. Yup, and that has been a, you know, consistent refrain across the entire district around the availability and the need and the desire for more. After school programming, particularly for elementary school students and elementary families.

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01:05:58.650 --> 01:06:10.019

Dr. David Pretto: Elementary has plus and to get into a program it it's like full as soon as you try to.

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01:06:10.650 --> 01:06:39.049

Dr. David Pretto: It's not necessarily that that there is more in middle school. It's that the demand is higher in elementary school. Yeah, that I i'll tell you the same answer. I You know, I said last night at the Pta meeting. You know that's something that is something that the the Department of Education. The Chancellor are very well aware of, Uh, the Department of Youth and Community Development, that that's the Primary City agency that funds after school programs

357

01:06:39.060 --> 01:06:46.080

Dr. David Pretto: like the compass and the beacon programs. They're very well aware. Our elected officials are aware, you know,

358

01:06:46.460 --> 01:07:02.769

Dr. David Pretto: providing additional uh child care and after school programs for young children is that is a is a huge need, and so I I do communicate and seek out every opportunity available to increase those opportunities.

359

01:07:02.870 --> 01:07:22.449

Dr. David Pretto: I think that to communicate the need as much as possible, I think that you know parents, you know parents can communicate to their local leaders such as, and you're doing the right thing by communicating it to me. Uh, and I and I communicate that to

360

01:07:22.460 --> 01:07:26.699

Dr. David Pretto: to Central Doe, uh as well as to uh

361

01:07:27.200 --> 01:07:39.240

Dr. David Pretto: folks in the community, and I'm also always seeking out opportunities. So whenever opportunities do arise, I always focus those efforts and direct them to our schools wherever possible

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01:07:56.670 --> 01:08:06.980

Dr. David Pretto: it depends. Mo: immediately. The person who's responsible for the safety issue is the organization that's running the program.

363

01:08:06.990 --> 01:08:26.520

Dr. David Pretto: So if the community based organization is running the program. The community based organization is going to be immediately responsible. However, it beyond that it depends on the situation,

364

01:08:26.529 --> 01:08:44.089

Dr. David Pretto: my priority. So we seen a school building. It's fine, but in a corner of the school building it's not sun. He's it doesn't have no you can hear, so we see not in a winter time out to school program and these five thirty So school building, we gather the line. It's Brian

365

01:08:58.850 --> 01:09:14.159

Dr. David Pretto: got it. So are you saying that what happens. Once children leave the program, leave the school building and are walking home. Got it. The The children, once the children are dismissed, and they leave the school premier in the school area. They are. They've been dismissed.

366

01:09:14.330 --> 01:09:16.010

Dr. David Pretto: Um! So

367

01:09:16.160 --> 01:09:45.780

Dr. David Pretto: that's when we we had a lot of conversations during the the fall, and most recently we had. The The mayor held a town hall around public safety, and this was a This is a topic that came up a lot around safety of children, family members walking young children home, you know, between the school and the home. So this is something that we've, you know, communicated with our partners in the Nypd with the local precincts. This it's uh, it's a a a similar to after school programs.

368

01:09:45.790 --> 01:09:51.360

Dr. David Pretto: Safety outside of the school was the number one topic that came up in the listening tour

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01:09:51.520 --> 01:09:57.309

Dr. David Pretto: as well. And it is a is a big conversations. We, what we did make sure to

370

01:09:57.320 --> 01:10:22.509

Dr. David Pretto: happened in the district was to make sure that all of our principals are connected with the local precincts. Uh make sure that parents are aware to call nine one one. If in a murder, in a crime or an emergency happens, and then to dial three hundred and one for non crimes that are nonetheless concerns around public safety, so that the the New York City Police department can be aware of them.

371

01:10:22.520 --> 01:10:27.520

Dr. David Pretto: But if there is a an emergency or a crime that to immediately call nine hundred and eleven

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01:10:27.620 --> 01:10:30.790

Dr. David Pretto: uh, but we've also made sure to

373

01:10:31.860 --> 01:10:45.239

Dr. David Pretto: partner with the heads of the precincts, so that the officers that are responsible for monitoring the neighborhood and the community in the afternoon in the evening. These are the the neighborhood community officers. The Ncos

374

01:10:45.250 --> 01:11:08.769

Dr. David Pretto: Uh. Are directly connected with the principals, so that when a parent communicates with the principal around a concern or an issue that's in the community, the principal is another method for being able to communicate it. It's the It's not going to be the fastest one, but it's definitely one way that parents can know that they can get their concerns uh ultimately to the Nypd. But the quickest way is to call nine one, one or three one one.

375

01:11:09.780 --> 01:11:10.849
Dr. David Pretto: Can you see?

376

01:11:11.060 --> 01:11:13.549
Dr. David Pretto: Question Um,

377

01:11:14.830 --> 01:11:17.399
recognizing that this is

378

01:11:21.760 --> 01:11:40.110
Steve Stowe: recognizing that this is not a call. Nine hundred and eleven situation um and um sort of down the list of severity, but it is an issue, and I think um. Kevin was mentioning. You know he'd heard about this from some parents. What about marijuana around schools? If kids families are picking up their kids,

379

01:11:40.120 --> 01:11:47.649
Steve Stowe: There's someone smoking marijuana. You know it's It's obviously a low-level offense, and we know it gets treated as such but

380

01:11:47.840 --> 01:11:58.589
Steve Stowe: number one. You can't do it on school property right? And number two. What do you do? Is it a three? One one call? Is it? Talk to the Nco. Where does that kind of thing fit?

381

01:11:59.340 --> 01:12:01.050
Dr. David Pretto: I think, in a case,

382

01:12:01.090 --> 01:12:15.559
Dr. David Pretto: I think, in a case where something that is not a that the parent or community member Doesn't team as an immediate threat or a direct crime you cause again, if it's a crime

383

01:12:16.000 --> 01:12:17.600
Dr. David Pretto: to call nine one one

384

01:12:17.840 --> 01:12:24.459
Dr. David Pretto: you have like when you're in this the city of the school there. Every school has a school safety agent. You can notify the school safety agent.

385

01:12:24.620 --> 01:12:38.910

Dr. David Pretto: You can notify the principle to in inform the school safety, and they in School Safety Agents are a direct line of communication to the Nypd. That that's one thing that all parents can do when they're the when they're on school grounds or in the vicinity of the school.

386

01:12:39.350 --> 01:12:40.769

Dr. David Pretto: Is there any

387

01:12:41.410 --> 01:12:46.320

Dr. David Pretto: I mean is that the Ssa. Have any authority in a case like that, so

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01:12:50.910 --> 01:12:53.060

Dr. David Pretto: tell them to leave, or they would call

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01:12:53.350 --> 01:12:55.260

Dr. David Pretto: the Nypd.

390

01:12:55.450 --> 01:12:56.670

Dr. David Pretto: Yeah, that

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01:12:57.350 --> 01:13:13.409

Dr. David Pretto: Okay, Yeah. So they they might. So Ssa is monitor their perimeter of the school as well as the school building itself, so they would be, you know, immediately responsible for observing and making the decision of addressing it directly, or to uh communicate to nypd or both.

392

01:13:16.630 --> 01:13:20.609

Dr. David Pretto: Um middle school. Um let me unmute.

393

01:13:23.090 --> 01:13:36.150

Steve Stowe: So just a couple of follow up on the middle school application process that was really helpful. Thank you will. The program descriptions be posted online so parents can review them. I thought that was really helpful to sort of outline each program, as you did put that on the website,

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01:13:37.250 --> 01:13:49.839

Dr. David Pretto: So I've um. I've asked each school to close a general description, so they will post a general description on their websites shortly um as well as we'll post a general description. We've also posted a link

395

01:13:49.850 --> 01:14:10.739

Dr. David Pretto: to the middle School application process, and my schools and all that on the on our website. So when you go into the d twenty Brooklyn dot com you'll see a link for middle School admissions, and we'll be able to link to it. I did check on my schools, and I did not see a program description on my schools that I provided, So that's why I provided

396

01:14:10.750 --> 01:14:11.679

Dr. David Pretto: here,

397

01:14:11.810 --> 01:14:30.449

Dr. David Pretto: and i'll ask the schools to post something similar on their websites as well.

398

01:14:30.460 --> 01:14:57.329

Dr. David Pretto: You know our dance technology after school programs and such, so that parents can have more information about what their schools are, what their schools offer, and I've also asked for all little schools to post uh dates and information around any virtual or in person tours that they're offering for the school. So parents can have more information about how to make connections and learn more about the schools that they're interested in applying to

399

01:14:57.360 --> 01:15:09.600

Dr. David Pretto: and do. We are the schools Um, Mckinley. Um, Brennan Mccallum are like offline virtual find tours because we we only have two more weeks. So in the application process.

400

01:15:10.010 --> 01:15:17.490

I believe that Mckinley and Brendan are both offering In-person Tours don't quote me on that, but I believe that they're both offering in-person tours.

401

01:15:17.570 --> 01:15:23.959

Dr. David Pretto: Yeah, And I know that. Um Kristen Mccullough has a posted virtual tour that our parents can access. Okay,

402

01:15:26.000 --> 01:15:28.059

Dr. David Pretto: And next time.

403

01:15:28.590 --> 01:15:29.719

Dr. David Pretto: Um,

404

01:15:30.150 --> 01:15:31.099

sorry.

405

01:15:38.080 --> 01:15:41.069

Steve Stowe: Thank you, Ken. So for the application process. Then.

406

01:15:41.300 --> 01:15:58.039

Steve Stowe: Um, as we emailed as we discussed offline the you know, a couple of parents, including Council Member Marie is, has applying a middle school, and she saw a lottery number under her child's name. What does that mean for middle school applications this year the lottery number

407

01:15:58.360 --> 01:16:10.219

Dr. David Pretto: great question. So so the application process, The application process is a combination of where a child ranks a program and what their composite

408

01:16:10.240 --> 01:16:22.680

Dr. David Pretto: score from fourth grade grades is so depending on where those two things and the child will be uh end up in a rank of students who are applying for a certain number of seats.

409

01:16:22.690 --> 01:16:43.029

Dr. David Pretto: The lottery number in this case, you know, can be considered what we call a tie breaker. In the case where two students, with the exact same composite score, are getting to the three hundred seat in a three hundred seat program. The lottery number would be considered the tie breaker for those two students.

410

01:16:44.690 --> 01:16:45.740

Steve Stowe: And

411

01:16:45.800 --> 01:16:53.250

Steve Stowe: how are the grades being calculated this year on a zero to one hundred numeric scale, or on a

412

01:16:53.300 --> 01:16:54.959

Steve Stowe: one, two, three, four

413

01:16:55.210 --> 01:16:56.240

Steve Stowe: grouping

414

01:16:59.210 --> 01:17:17.490

Dr. David Pretto: this year the district twenty grading policy is on a uh, a a numerical scale, so sixty, five to one hundred is considered a pass for the core course grade So for Ela, Social studies, science and math, and then a fifty-five to a sixty-four is considered to fail.

415

01:17:17.500 --> 01:17:21.659

Steve Stowe: Right, so I guess, for application purposes.

416

01:17:21.890 --> 01:17:29.730

Steve Stowe: Let me just try and clarify. I know you change that policy. Recently we we were updated on it that's in effect for school year, two thousand and twenty-three,

417

01:17:29.900 --> 01:17:33.799

Steve Stowe: but the grades that were submitted for a fifth grader

418

01:17:33.860 --> 01:17:36.510

Steve Stowe: from last year from their fourth grade,

419

01:17:37.010 --> 01:17:44.279

Steve Stowe: weren't those using a mix of weren't, some schools using one, one, two, three, four category, and some schools were using a

420

01:17:44.340 --> 01:17:47.109

Steve Stowe: sixty-five to one hundred numeric scale

421

01:17:49.450 --> 01:18:03.149

Dr. David Pretto: to my knowledge that the the district twenty grading policy that was in effect prior to uh this updated grading policy still had a numerical grade for those those core course grades, the the the big change in the district

422

01:18:03.160 --> 01:18:19.029

Dr. David Pretto: uh this year was that now moving forward, second graders will be included in the numerical grading policy where it wasn't, where second graders weren't included previously, and this was to uh address the third grade entry point

423

01:18:19.040 --> 01:18:23.480

Dr. David Pretto: uh, for they get an intensive program at one hundred and twenty seven. Then, using the second grade

424

01:18:23.490 --> 01:18:41.099

Steve Stowe: uh grades as the measure. So we this year we're moved, including the second graders. But before we we had uh district, twenty grading policy did have numerical grades for the four course grades. So any way for parents to know, I guess, just to just to further clarify this, because this is a point of confusion for a lot of parents.

425

01:18:42.110 --> 01:18:56.450

Steve Stowe: We we're gonna be. Kids are going to be applying a middle school. They'll either have a ninety-five point, five or a ninety-four point, three or a ninety-seven point eight right? And that's the idea. And what you're saying is. The lottery number comes in. If

426

01:18:56.570 --> 01:19:01.260

Steve Stowe: two kids have a ninety-seven point eight, and that is what you need for the

427

01:19:01.270 --> 01:19:21.830

Steve Stowe: last seat at a program more or less.

428

01:19:21.840 --> 01:19:23.139

Steve Stowe: Gpa

429

01:19:23.270 --> 01:19:42.590

Steve Stowe: um can can We get that exact number. If you're a fifth grader applying, can you know, Gpa. Into my knowledge is calculated on the report card. So when when it when a parent gets a report card they'll see the an overall average. Yeah at the bottom, and there's no reason to think that that would be different from the Gpa being used by enrollment that's fed into the system.

430

01:19:43.410 --> 01:19:49.729

Steve Stowe: The the again, the it's named as a composite score comprised of fourth grade core course grades,

431

01:19:53.170 --> 01:20:02.390

Steve Stowe: and Is there any way for parents to see where they rank on a schools um like a list? So for up the program at Mccall, if a parent can see. I'm the

432

01:20:02.530 --> 01:20:05.970

Steve Stowe: you know I'm a hundred and twenty at plus one hundred.

433

01:20:08.090 --> 01:20:09.010

Okay,

434

01:20:11.850 --> 01:20:23.470

Steve Stowe: actually sorry, Kevin. One quick question. Can you guys? I We weren't doing this before. But can you unmute your machine when you ask your question? And we should all be doing this. Which one that go ahead.

435

01:20:25.040 --> 01:20:37.879

Kevin Zhao: No got it. So um. Parents might ask this before the issue is students will see for ninety-five gpa in on a program and a student receive a thirty, five Gpa: in a zoom program.

436

01:20:38.000 --> 01:20:38.980

Kevin Zhao: Yeah,

437

01:20:39.050 --> 01:20:42.690

Kevin Zhao: they're never of study might not might be cost significantly different.

438

01:20:43.100 --> 01:20:51.969

Kevin Zhao: So but when they do that enrollment from the middle school to year. They are both treated as a ninety-five same way.

439

01:20:52.260 --> 01:20:57.070

Dr. David Pretto: No, the grading policy is district wide, so it's for all children.

440

01:20:57.180 --> 01:21:02.879

Dr. David Pretto: Uh, and the the report card like when a child applies, there's

441

01:21:02.960 --> 01:21:15.099

Dr. David Pretto: it's for all district, twenty students. It's not for only district twenty students who are enrolled in uh an honors program in a particular school that the the enrollment processes for you know all district twenty students,

442

01:21:16.120 --> 01:21:17.550

Dr. David Pretto: so I I guess

443

01:21:30.290 --> 01:21:31.730

Dr. David Pretto: it's that me

444

01:21:32.040 --> 01:21:39.089

Dr. David Pretto: what they that are coming from anonymous program.

445

01:21:39.390 --> 01:21:47.999

Elizabeth Chan: No matter if they're in an honors program, or it'll be equal. That's what you're saying. Okay, that's good to know.

446

01:21:50.470 --> 01:22:01.040

Steve Stowe: Yeah, I mean. My opinion is that there needs to be some remedy for that. Um, maybe next year. That's the thing you know, that's definitely along with using potentially using test scores.

447

01:22:01.060 --> 01:22:05.619

Steve Stowe: This is just me talking now, but that's definitely an improvement that should be made next year um

448

01:22:11.060 --> 01:22:14.160

Dr. David Pretto: same thing,

449

01:22:14.300 --> 01:22:24.540

Dr. David Pretto: and I've and I and I've heard it. Uh, I've heard this this concern before. I stuff you feedback that i'm also going to be providing to do a so something you know, when I, when I hear these things, I communicate them up,

450

01:22:35.090 --> 01:22:46.540

Steve Stowe: just wanted to confirm that lottery that the number, you know, this is the same system. The sixteen digit hexadecimal number. It's the same exact system that's used for high school emissions. Correct

451

01:22:46.860 --> 01:22:54.509

Dr. David Pretto: to the best of your

452

01:22:55.130 --> 01:23:13.229

Steve Stowe: where it ranks you in terms of your percentile um ranking

453

01:23:13.240 --> 01:23:20.300

Dr. David Pretto: versus uh, the high school, which is a little different. The the the criteria for children screening into

454

01:23:20.310 --> 01:23:36.910

Dr. David Pretto: the program is is a little different

455

01:23:36.950 --> 01:23:50.210

Steve Stowe: in the case of high schools. It's there's sort of a large larger grouping and um, but in this case it's, you know It's depending on how many decimals they go to on the grade point average. Um!

456

01:23:51.190 --> 01:24:03.619

Steve Stowe: It might be a little um sort of a very, very low chance of let's say you're going to the hundreds Decimal place. Um! A very low chance. You need a lottery number, I will say to any parent who's interested. We have on our website

457

01:24:03.700 --> 01:24:21.480

Steve Stowe: under um resources and school admissions. There's a calculator um on the Cec website where you can plug in the lottery number. You receive. Um. Enter the first two characters, and it will give you um. It will basically tell you how good your number is or not. Um,

458

01:24:21.580 --> 01:24:26.659

Dr. David Pretto: just a an fyi. You can go to our website under resources

459

01:24:27.110 --> 01:24:39.690

Dr. David Pretto: if it works the same, then. Yes, I think another key difference. I think another key difference between the middle school process and the high school process when it comes to lottery, is that

460

01:24:39.710 --> 01:24:45.369

Dr. David Pretto: for the middle school process, especially in district twenty, every single child in the district is

461

01:24:45.380 --> 01:25:05.570

Dr. David Pretto: guaranteed a seat in a district twenty school based off of the zone. Every child in the district is zoned for a middle school program, and that includes uh children's own to Mckinley, or a zone to Madeline Breton. The only school in the district that does not have a zone is Krista Mccalliff, Uh or uh Brooklyn School of inquiry,

462

01:25:06.520 --> 01:25:08.909

Dr. David Pretto: but every other school has children.

463

01:25:10.690 --> 01:25:12.240

Dr. David Pretto: I'm sorry. Say that,

464

01:25:12.700 --> 01:25:24.410

Dr. David Pretto: and i'm sorry thank you and nine hundred and thirty-six nine hundred and thirty-six is an audition program. Thank you for

reminding which is also screened, but not academically screened at screen via art submission arts audition.

465

01:25:26.900 --> 01:25:49.989

Dr. David Pretto: But that but that doesn't change the fact that every child in the district is zoned for a school. So if they apply to a particular screen program and Don't get admitted to that program. They're still guaranteed admission to their zone program. However, children where zone for that program need to list that zone program on their application in order to make sure that they're offered a seat during the application process.

466

01:25:52.900 --> 01:25:53.840

Dr. David Pretto: Okay,

467

01:25:54.150 --> 01:25:55.309

Dr. David Pretto: I think.

468

01:26:08.260 --> 01:26:23.730

Joyce Xie: Yeah, I got a question because uh for the do you? We do provide a workshop on the Middle School and mission. Is there any recorder of the And I report on the website for no sense for sound, of no pattern. They don't make it on the time

469

01:26:23.820 --> 01:26:25.130

Joyce Xie: on the.

470

01:26:25.360 --> 01:26:28.960

Joyce Xie: That's a good question. I believe there are bills.

471

01:26:31.640 --> 01:26:46.640

Dr. David Pretto: I believe that they are recorded and posted, but I will have I'll follow up with will follow up with Bill and Sylvia, just to check where those are, because I believe that they are recorded and posted for families who weren't able to make it to the sessions. Yeah,

472

01:26:47.470 --> 01:27:06.149

Elizabeth Chan: um back to the after-school um programs Um, The parent yesterday was asking, and I think you didn't really understand her question, because she was saying how how she can get her kid into the after school program. So we want to know how uh kids are being chosen for the after school programs.

473

01:27:07.950 --> 01:27:10.269

Elizabeth Chan: Is there a transparency to that?

474

01:27:11.010 --> 01:27:28.790

Elizabeth Chan: Are they getting picked by lottery first? Come first, serve, or how. How are they getting picked for the after school program?

475

01:27:28.800 --> 01:27:49.599

Dr. David Pretto: Uh for uh application to the program and selecting students, So I I wouldn't be the best one to answer it. But I can definitely help make connection with those, the the right folks for any specific parent reaching out about a specific school,

476

01:27:49.610 --> 01:27:53.580

Dr. David Pretto: and it seemed like they already have the kids that they want it in the

477

01:27:53.960 --> 01:28:01.029

Dr. David Pretto: we should that I mean, we can definitely follow up with the the and the program to get more information about how the process actually works.

478

01:28:03.430 --> 01:28:10.480

Ghada Amin: The same. Ps: One or two I would love to know uh how is going on it's got. I have a question.

479

01:28:10.530 --> 01:28:13.629

Dr. David Pretto: Can Can you guys hear when people online are speaking?

480

01:28:13.660 --> 01:28:14.889

Dr. David Pretto: Okay,

481

01:28:15.500 --> 01:28:28.639

Ghada Amin: I I just said I, I wanted to follow up with the Ps. One or two to know. Um! How is the uh program of after school going on with uh like a library, or how is going?

482

01:28:28.700 --> 01:28:30.059

Ghada Amin: Stop up.

483

01:28:38.550 --> 01:28:40.219

Dr. David Pretto: They are very

484

01:28:44.850 --> 01:28:47.570

Ghada Amin: we. We can't hear David. Now.

485

01:28:48.000 --> 01:28:49.750

Dr. David Pretto: Okay, here we go.

486

01:28:51.370 --> 01:29:05.040

Dr. David Pretto: It's a question best asked to the the principal or the head of the program at that particular school. If it's at Ts two, a five, or Ps, one hundred and two, or or whatever school I wouldn't be able to answer it right here.

487

01:29:11.950 --> 01:29:13.759

Dr. David Pretto: Any other quest,

488

01:29:13.790 --> 01:29:14.980

Dr. David Pretto: any other?

489

01:29:16.930 --> 01:29:20.240

Any other questions for Superintendent Pret from Council Members.

490

01:29:21.080 --> 01:29:21.969

Okay,

491

01:29:22.610 --> 01:29:24.880

Steve Stowe: thank you, David. As always.

492

01:29:24.900 --> 01:29:30.909

Steve Stowe: Um. I'll now just make a few comments. Um, about a few different issues.

493

01:29:33.460 --> 01:29:35.600

Steve Stowe: Give me one second.

494

01:29:38.400 --> 01:29:56.359

Steve Stowe: Okay, First announcement is just for any parents on the line. Um, on the meeting. We just want to start. We're going to start publicizing the Cec elections, which will be taking place next spring. We have the dates. Um. They will be starting January ninth.

495

01:29:56.490 --> 01:29:59.559

Steve Stowe: Um, i'm just going to post these in the chat. Actually.

496

01:30:00.130 --> 01:30:01.389

Steve Stowe: Um

497

01:30:06.480 --> 01:30:07.840

Steve Stowe: um

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01:30:08.690 --> 01:30:23.610

Steve Stowe: January ninth parents can submit their applications. Um! There will be candidate forums and other um sort of events to publicize the candidates from February, twenty, seventh to April, twentieth, and then the voting will occur from April twenty first to May Ninth.

499

01:30:24.310 --> 01:30:25.969

Steve Stowe: There's

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01:30:26.170 --> 01:30:47.429

Steve Stowe: as anyone at these meetings knows um sort of Cec's are um kind of the primary publicly elected parent body representing parents at the district level. Um and W. What I personally also really like to emphasize, is it? It sort of takes it up to the citywide level as well? And um! There's a real chance to

501

01:30:47.440 --> 01:30:59.230

Steve Stowe: if you've enjoyed being involved at the school level on maybe an slt or a pta, and and you'd like to sort of um. See how policy and um other school related issues are

502

01:30:59.650 --> 01:31:12.379

Steve Stowe: sort of handled and and take shape in our um carried out and sort of the process at the citywide level and the district level. This is a a great thing to get involved in um the

503

01:31:12.850 --> 01:31:23.030

Steve Stowe: i'm just gonna go back to my notes. One one requirement is at make sure. I think we have a very high compliance rate on Nixa accounts in District twenty, but you'll need a Nixa account

504

01:31:23.280 --> 01:31:29.150

Steve Stowe: um New York City schools account to make sure you've signed up for one of those.

505

01:31:29.690 --> 01:31:36.699

Steve Stowe: You can talk to your parent Coordinator. If you need help setting one up. You'll need that to to vote

506

01:31:36.800 --> 01:31:37.929

um,

507

01:31:39.030 --> 01:31:42.449

Steve Stowe: and i'm just gonna post the link. I have a link

508

01:31:42.900 --> 01:31:50.430

Steve Stowe: here for any parents who still need to sign up for Nixon account. You can use that link. I've just posted in the chat.

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01:31:56.430 --> 01:31:59.039

Steve Stowe: Can you say that again, Kevin:

510

01:32:00.180 --> 01:32:08.920

Steve Stowe: Yeah, where is that? Oh, um application period, January ninth to February thirteenth,

511

01:32:13.020 --> 01:32:19.440

Steve Stowe: and that's all available. I don't have the website right now, but that's that's an easy search online. You can. Um.

512

01:32:19.720 --> 01:32:29.419

Steve Stowe: If anyone has that link quickly, it'll, it'll be up. It's. I'm not sure it's even up there right now. They're still finalizing some some things about the election. Um,

513

01:32:30.520 --> 01:32:33.790

Steve Stowe: Okay, Um. Just a couple of

514

01:32:33.810 --> 01:32:43.489

Steve Stowe: um Cc events um or different things that we've been involved with. Of course, we had the Town Hall with Chancellor Banks, um November first couple of weeks ago.

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01:32:43.610 --> 01:32:48.769

Steve Stowe: Um. At Ps. One hundred and sixty very, very good event. Had about one hundred and

516

01:32:48.820 --> 01:32:58.220

Steve Stowe: twenty, one hundred and thirty um individuals there, including school staff. A lot of members of the Chancellor's senior team were there. Um talked about a number of different issues.

517

01:32:58.560 --> 01:33:06.980

Steve Stowe: Um! One thing that i'm gonna segue into is Chancellor mentioned um in response to a question from a miracle.

518

01:33:07.400 --> 01:33:08.570

Steve Stowe: Um

519

01:33:08.760 --> 01:33:11.729

Steve Stowe: sorry. Can you just mute yourself. Um, Thank you.

520

01:33:11.750 --> 01:33:30.700

Steve Stowe: Chancellor mentioned, in response to a question from a parent that he would be willing to support us on the need for a new high school in District Twenty Um! We all know It's a very time consuming lengthy process. If even if it starts today, it probably won't even be finished by the time all of our kids have moved out of the schools. Um in District twenty, but

521

01:33:30.710 --> 01:33:52.929

Steve Stowe: that's a again. I know people have, you know, sort of worked on this over the years a lot, and i'm willing to, you know, put in a a little bit of time and sort of try and take the Chancellor up on his offer quite frankly. Um! And and see where we can go. Maybe we can just sort of get a sort of a refreshed idea of what's available in district twenty for high schools and um and Chancellor specifically mentioned to um get in touch with them. And so

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01:33:53.230 --> 01:33:58.979

Steve Stowe: what we did at last week was went to the Citywide Council on High Schools meeting, spoke with them about the need

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01:33:59.170 --> 01:34:24.320

Steve Stowe: um got their agreement. I've sent them an email that we're gonna draft jointly. Put that together and send it to Chancellor Banks um, and then also in tandem. With this we had a meeting with President's Council last week. Um uh, and and sort of spoke to them about this, and we'd like to get them as well um sort of as a cosigner on this email, and obviously work together with them on on this, because we think this is a need that

524

01:34:24.330 --> 01:34:37.669

Steve Stowe: you know. The The statistic, I always point out is, even though we've we've been declining enrollment across the city district. Twenty is still one of the only two districts in Brooklyn that's over capacity at the high School level. And um,

525

01:34:37.680 --> 01:35:04.829

Steve Stowe: you know we're officially k through eight, but this affects all of us, and we're we're sort of the community local Um group. And so um together with us in the Citywide Council on High Schools and and hopefully Presidents Council, we can make a strong case uh to get something going. I'm. You know i'm thinking about trying to use Chancellor's offer and sort of work, hand in hand, with all the different agencies that are involved with this, like the school construction authority, the office of space planning. And then the million dollar question, Is there a site available? And um

526

01:35:04.840 --> 01:35:16.639

Steve Stowe: just trying to do some work on that. And um. So that's an update. In addition to talking about that with the President's Council, we talked about a number of other issues. It was a great meeting. Um!

527

01:35:16.660 --> 01:35:35.400

Steve Stowe: There were two other areas that we've also touched on tonight that we agreed that we should really try and collaborate on which is um the issue, you know. Summarizing, of course, very popular program would like to get that back in some expanded form. Um! And Then we talked a lot about the three K. And pre-k situation. And Um, that was another

528

01:35:35.410 --> 01:35:55.229

Steve Stowe: um. This is sort of another high level issue at the city level that um there's there. There was a press conference by by Chancellor. It's sort of a week ago and um! But there's still a lot of questions that parents have about the future of three K. And Pre. K. And um. So that's the potential area of of collaboration. Presidents Council going forward.

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01:35:55.560 --> 01:35:56.630

Steve Stowe: Um,

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01:35:56.900 --> 01:36:06.480

Steve Stowe: I want to talk about fair student funding um. The fair student funding formula for anyone who's not aware is

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01:36:07.250 --> 01:36:23.780

Steve Stowe: um sort of the predominant basis for calculating funding to schools, and back in April the panel for educational policy voted down the proposed funding formula. There was a um a a need to revisit the formula um expressed by the path

532

01:36:23.790 --> 01:36:44.450

Steve Stowe: um in in in May they eventually approve the existing formula, but with a condition that the do, we would set up a task force

to work on um revisions. Um! That task force did some work over the summer starting, I think, in late June, and released their recommendations at the end of October. Um, actually early November

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01:36:44.710 --> 01:36:45.760

Steve Stowe: Um!

534

01:36:46.870 --> 01:36:58.760

Steve Stowe: The next step in the process is that they're in the hands of the Chancellor. Now the Chancellor has to review them. Um! There's going to be a feedback process with Cec's starting in January,

535

01:36:58.880 --> 01:37:14.189

Steve Stowe: Um. And then in next April The um recommendations are supposed to be taken up by the pep and voted on by the um April or May. It's it's one of those months um, because it has to take effect for the budget for the following school year. Um,

536

01:37:16.330 --> 01:37:31.609

Steve Stowe: so um! I've looked at the recommendations, and this is this is something i'm um. You know that there are five key recommendations, and I just want to share an analysis that I've looked at as far as how it would affect District twenty,

537

01:37:31.960 --> 01:37:36.200

Steve Stowe: and I'm going to try and share my screen if I can get the right,

538

01:37:36.510 --> 01:37:39.010

Steve Stowe: the right window open.

539

01:37:39.680 --> 01:37:40.990

Steve Stowe: Um.

540

01:37:42.220 --> 01:37:43.380

Steve Stowe: Okay.

541

01:37:52.600 --> 01:37:53.730

Steve Stowe: So

542

01:37:53.990 --> 01:37:56.450

Steve Stowe: what everyone is looking at I

543

01:37:56.530 --> 01:38:06.480

Steve Stowe: um is just simply this: this: All this data, by the way, comes from the materials posted on the fair student funding working groups, Website.

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01:38:06.500 --> 01:38:25.309

Steve Stowe: Um. And so this is accurate as of the date, it was posted to their website by the working group. I I don't have additional updated information on this, but it's a fairly straightforward calculation. What the working group did was, they took their for every recommendation. They had

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01:38:25.320 --> 01:38:31.159

Steve Stowe: number eight or nine that they considered, and they made five final recommendations,

546

01:38:31.240 --> 01:38:35.999

Steve Stowe: and what they did for each district was calculate the amount it would impact

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01:38:36.050 --> 01:38:37.519

Steve Stowe: each district

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01:38:37.750 --> 01:38:45.229

Steve Stowe: on a per student basis. So, for example, they're saying, Um, I've got District twenty

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01:38:45.280 --> 01:38:50.379

Steve Stowe: highlighted across here in blue. I've sorted this by the net impact per district

550

01:38:50.580 --> 01:38:59.469

Steve Stowe: on the right, on the on the right hand side, and then i'm highlighting district twenty in blue. So, for example, they had a changes to what's called the Base foundation funding,

551

01:38:59.630 --> 01:39:09.459

Steve Stowe: and what this is telling us is that, on average, based on this proposed change district twenty will lose two hundred and fourteen dollars per student

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01:39:09.930 --> 01:39:11.519

Steve Stowe: by comparison,

553

01:39:12.100 --> 01:39:14.150
Steve Stowe: adding a new poverty weight.

554
01:39:14.820 --> 01:39:20.970
Steve Stowe: You can see the they project district twenty will gain a hundred and thirty one dollars per student.

555
01:39:22.780 --> 01:39:36.599
Steve Stowe: When you add up these four recommendations, not five. I'll touch on the fifth one in a second. When you add up these four recommendations that are changes to the existing weights. Basically, Um: Yeah. Three of these add new weights, and one of them

556
01:39:36.610 --> 01:39:44.329
Steve Stowe: modifies what's what's called base foundation funding. When you add these all up the net effect, for district twenty is a loss of one hundred and thirty one dollars

557
01:39:44.740 --> 01:39:49.560
Steve Stowe: per student. Um! And just so we know what we're talking about. I don't

558
01:39:49.620 --> 01:40:02.779
Steve Stowe: Then the the numbers are, I i'm not going to quote a a accurately right now. But you you're when we're talking about the fair student funding It's something like um like a base foundation is about four thousand bucks per student um, or or

559
01:40:02.790 --> 01:40:15.759
Steve Stowe: in that ballpark that's that's not accurate, but um um! That's sort of the the type that we're talking about, and then it can be increased or decreased, depending on the needs of the student. That's the whole point of um the the the formula um

560
01:40:15.920 --> 01:40:31.430
Steve Stowe: so keep that in mind as we think about the magnitude of this number. Um, And you can just see here, I've just, you know, every district in the city, sort of sorted by the impact. Um, from from worst hit most negatively impacted district two

561
01:40:31.440 --> 01:40:36.859
Steve Stowe: down to highest benefit for district nine which will gain eight hundred and thirty, nine dollars per student.

562
01:40:36.940 --> 01:40:43.699

Steve Stowe: So, anyway, that's that's why that's what i'm sort of interested in is, how would these proposed changes impact District twenty,

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01:40:44.440 --> 01:40:51.760

Steve Stowe: and then the fifth recommendation is to remove what's called academic um portfolio funding

564

01:40:52.200 --> 01:41:09.219

Steve Stowe: it's to remove it's called portfolio funding for academic portfolio um high schools. And again, we are K. Through eight here. This is, you know, this is for a high school recommendation, but the academic Portfolio high schools. There are thirteen high schools that receive um additional funding

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01:41:09.230 --> 01:41:15.550

Steve Stowe: um, including all eight specialized high schools, So uh Brooklyn, Tech, Staten Island Tech, for example,

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01:41:15.780 --> 01:41:20.280

Steve Stowe: and one of the recommendations to cut this funding. Um, i'm a post,

567

01:41:20.400 --> 01:41:26.630

Steve Stowe: and I've There's There's a written response. I've um prepared that.

568

01:41:27.680 --> 01:41:31.840

Steve Stowe: I'm just going to share the the screenshot of it. Um,

569

01:41:32.060 --> 01:41:40.860

Steve Stowe: because I do want to talk about it officially as a council here. Some of you already know about it. Um! We've we've signed it. We've sent it to the Chancellor,

570

01:41:40.910 --> 01:41:43.680

Steve Stowe: but for a document. Um I'm. Just

571

01:41:43.920 --> 01:41:55.759

Steve Stowe: the following sort of procedure here to get a document that signed by more than five of the Cdc. I believe there's It's best practice to sort of share it with the whole Council

572

01:41:56.130 --> 01:41:58.380

before additional members Sign on

573

01:41:59.440 --> 01:42:00.450

Steve Stowe: What's that?

574

01:42:01.760 --> 01:42:03.109

Steve Stowe: Thank you, Kevin.

575

01:42:03.620 --> 01:42:05.290

Steve Stowe: You are on the ball.

576

01:42:05.370 --> 01:42:18.869

Steve Stowe: So this is our This is our our written response on the um on the fair student funding proposals. So i'm really sort of sharing this and share this with the community as well. Um, if if anyone is interested in seeing it. Um,

577

01:42:19.080 --> 01:42:21.929

Steve Stowe: I can actually post it um

578

01:42:22.940 --> 01:42:28.419

Steve Stowe: in the chat. Just thinking about the link here.

579

01:42:30.970 --> 01:42:43.080

Steve Stowe: Um! I'll post a link in a second when I've done screen sharing. But this was our written response. Um, on the proposals. Um, you know. Essentially, you know, criticizing them on a variety of measures, including

580

01:42:43.580 --> 01:43:02.909

Steve Stowe: um sort of the process and the procedure that was taken. We thought it was a little bit too. Um, it. It lacks a little bit of um sort of analytical rigor. Um! There's There's some additional work that probably should be done. If we're really going to say the fair student funding formula is is effective or not. That's one of the key things here is that

581

01:43:02.920 --> 01:43:04.399

Steve Stowe: you can't just sort of,

582

01:43:04.410 --> 01:43:32.709

Steve Stowe: you know, adjust something without having data-driven evidence to prove. Why, you're making the changes you are, and that's really what drives these these recommendations, the sort of this response

is saying, Um, you know, this should have been done in a more rigorous way, using econometric analysis cost benefit analysis. Um. This formula has been in place since two thousand and seven. So there's years of data. We should really take a look at. How is the formula is, there is is the formula able to have a strong predictive effect on learning outcomes

583

01:43:32.720 --> 01:43:38.510

Steve Stowe: based on dollars spent. And there's lots of ways you can do that, but it's very um, You know.

584

01:43:38.790 --> 01:43:51.979

Steve Stowe: The recommendation here in Bold is Let's do this the right way. Let's reconstitute a new budget task force with experts in um econometric analysis, financial analysis and policy analysis. Um.

585

01:43:52.090 --> 01:44:06.959

Steve Stowe: So i'm going to stop that share. Go ahead. Yes, uh what do you do? Number Five move. Yeah. Good question, Elizabeth. Very good question. It's a thousand forty dollars per student.

586

01:44:07.130 --> 01:44:19.910

Steve Stowe: It's a lot. Yeah, it's a lot on our on on average, it's about eleven percent of the budget for those schools. So you think about just being forced to cut eleven percent of the funding for your school,

587

01:44:19.920 --> 01:44:30.190

Steve Stowe: You know, this year, the the cuts proposed by the the citywide, by the by, the mayor, and and for the doe, with something like depending on what numbers you use point. Seven of

588

01:44:30.210 --> 01:44:35.940

Steve Stowe: you know. Point two point seven of the schools funding. If you think about how much

589

01:44:35.970 --> 01:44:39.520

Steve Stowe: that impacted schools think about what eleven percent of your budget would do

590

01:44:39.640 --> 01:44:55.429

Steve Stowe: um. And the other thing about this, the the schools that are being targeted here because they are being targeted. These are the only schools where they recommended cutting, funding with the academic portfolio schools. Um. These schools already receive less per capita funding. True, they don't have

591

01:44:55.440 --> 01:45:06.539

Steve Stowe: a number of the sort of the the they don't have as high as students with disabilities. But they're already some of the lowest funded in the city on a per capita basis, and so this would further reduce that level um

592

01:45:06.920 --> 01:45:08.360

Steve Stowe: which I oppose.

593

01:45:09.040 --> 01:45:10.090

Steve Stowe: Um.

594

01:45:10.590 --> 01:45:24.190

Steve Stowe: So anyway, if any Council members we've officially introduced this document. If any Council members. Um, I think just to sort of dot all the eyes and cross all the T's we'll just call a an a a vote here just to um basically approve

595

01:45:24.200 --> 01:45:35.320

Steve Stowe: um more than five of us signing on to this response. So I just want to make a motion to call a vote on a sort of um approving the addition of more Council members to this document. Is there a second

596

01:45:37.050 --> 01:45:38.800

Steve Stowe: second Um,

597

01:45:38.960 --> 01:45:46.199

Steve Stowe: so? Um, i'll just go. I'll do a roll call vote, since it's should be pretty simple. Um, If you're in favor of adding more than

598

01:45:46.880 --> 01:45:52.079

Steve Stowe: five of us to this document, just say yes, if not say no, Steve. Yes.

599

01:45:52.390 --> 01:45:54.260

Steve Stowe: Um Jen.

600

01:45:55.000 --> 01:45:56.559

Jen Hu: Okay, sure.

601

01:45:57.720 --> 01:46:00.310

Steve Stowe: Um. Elizabeth.

602

01:46:00.810 --> 01:46:06.490
Steve Stowe: Um Vito is excused. Marie is excused. Leaping

603
01:46:08.850 --> 01:46:10.990
Steve Stowe: um choice.

604
01:46:12.330 --> 01:46:13.389
Steve Stowe: Got a

605
01:46:13.690 --> 01:46:15.080
Ghada Amin: Yes,

606
01:46:15.160 --> 01:46:16.960
Steve Stowe: um Maya

607
01:46:18.010 --> 01:46:19.110
Steve Stowe: here

608
01:46:19.550 --> 01:46:20.800
Steve Stowe: uh Yona:

609
01:46:22.280 --> 01:46:23.360
jona isufi: Yeah.

610
01:46:23.670 --> 01:46:24.950
Steve Stowe: And Kevin

611
01:46:25.580 --> 01:46:27.260
Steve Stowe: Great. Thank you, everyone.

612
01:46:28.790 --> 01:46:33.589
Steve Stowe: So that concludes my comments on the fair student funding.
Does anyone have any questions on that?

613
01:46:36.250 --> 01:46:40.930
Steve Stowe: Okay, Um, Yona, Are you ready to present your information?

614
01:46:42.480 --> 01:46:44.139
jona isufi: Yeah, sure,

615
01:46:44.810 --> 01:46:47.279

Steve Stowe: if you need Kevin to share a screen?

616

01:46:48.120 --> 01:46:52.249

jona isufi: Um, Do I have that access as well? Or now?

617

01:46:54.590 --> 01:46:58.399

jona isufi: Um sure Kevin can share the

618

01:46:58.710 --> 01:47:01.569

jona isufi: the the summary document for me, please.

619

01:47:07.790 --> 01:47:12.409

jona isufi: Perfect at the first page, Kevin, I can go great. Thank you so much.

620

01:47:12.500 --> 01:47:18.399

Steve Stowe: Hold on, hold on one second, you know, we just want to make sure we have the technical setup correct?

621

01:47:19.390 --> 01:47:22.229

Steve Stowe: Just you can speak up. What do you need us to do.

622

01:47:23.780 --> 01:47:28.170

Steve Stowe: Yeah, yeah. Where is my speaker? Is it right here?

623

01:47:28.550 --> 01:47:36.930

Steve Stowe: Yona, We're just getting a mic in place so everyone can hear you loud and clear here

624

01:47:37.790 --> 01:47:38.650

on top

625

01:47:39.130 --> 01:47:40.509

up that up that

626

01:47:41.170 --> 01:47:43.879

Steve Stowe: you can you speak again?

627

01:47:44.600 --> 01:47:45.870

jona isufi: Hello!

628

01:47:48.740 --> 01:47:54.339

Steve Stowe: The mic is definitely on, but i'm i'm not sure where on my laptop I need to position it.

629

01:47:55.140 --> 01:47:56.170

Steve Stowe: Um,

630

01:47:56.260 --> 01:47:58.429

Steve Stowe: Okay, Go ahead. Go ahead, Jana:

631

01:47:58.710 --> 01:48:02.969

jona isufi: Okay. Good evening, everyone. Um. I'm going to present

632

01:48:03.140 --> 01:48:10.030

jona isufi: some of the Ip compliance data that we have received. Um. I'll start this presentation

633

01:48:10.050 --> 01:48:17.609

jona isufi: by going over some definition of the of the main term, so we all are not understanding what the

634

01:48:17.850 --> 01:48:20.010

jona isufi: different acronyms mean.

635

01:48:20.340 --> 01:48:37.130

jona isufi: So it is an under individualized education program that documents, a child's eligibility for special education services and formalized is the school systems plan to provide special education programs and services

636

01:48:37.160 --> 01:48:40.200

that are appropriate for the child's unique needs.

637

01:48:40.960 --> 01:48:48.970

jona isufi: It can say specific information about a child and the education program designed to meet this needs

638

01:48:49.350 --> 01:48:58.000

jona isufi: which include a child's current performance in school and goals that can be reasonably accomplished in the school year.

639

01:48:58.400 --> 01:49:14.619

jona isufi: Special education and related services, including counseling, speech, occupational or physical therapy, fire, professional support, assistive technology, behavior, intervention and modification.

640

01:49:14.910 --> 01:49:21.529

jona isufi: It also includes participation. With non-disabled children and or mainstreaming opportunities.

641

01:49:21.710 --> 01:49:29.090

jona isufi: Date services. Will begin how often they will provided, and where they will be provided and for how long.

642

01:49:29.140 --> 01:49:35.589

jona isufi: The Ip also means of are also means of measuring a child's progress.

643

01:49:35.930 --> 01:49:44.699

jona isufi: There are different settings uh for students, such as integrated co-teaching services,

644

01:49:44.970 --> 01:49:56.260

jona isufi: which is a provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students.

645

01:49:57.010 --> 01:50:00.809

jona isufi: This is also referred to as an Ict classroom

646

01:50:01.290 --> 01:50:05.290

jona isufi: The next setting is an S. E. T. Ss.

647

01:50:06.110 --> 01:50:09.660

jona isufi: Special Education teacher support services

648

01:50:09.680 --> 01:50:22.019

jona isufi: which provides specially designed and or supplemental instruction to support the participation of the student with a disability in the general education classroom.

649

01:50:22.830 --> 01:50:25.420

jona isufi: We also have special class

650

01:50:25.510 --> 01:50:29.019

jona isufi: where all of the children in the class have ips

651

01:50:29.090 --> 01:50:30.429

jona isufi: with me

652

01:50:31.070 --> 01:50:39.770

jona isufi: that cannot be met in a general education classroom. They are taught by special education teachers who provide

653

01:50:39.910 --> 01:50:42.359

jona isufi: uh specialized instruction.

654

01:50:51.290 --> 01:50:57.070

jona isufi: I would like to share with you that we did get some numbers that compare

655

01:50:57.180 --> 01:51:02.929

jona isufi: the city and the district twenty services that I just mentioned.

656

01:51:03.340 --> 01:51:06.829

jona isufi: So for integrated cool teaching services.

657

01:51:07.030 --> 01:51:10.210

jona isufi: Um, The city mad of the

658

01:51:10.580 --> 01:51:13.580

jona isufi: of this services is eighty-nine percent.

659

01:51:13.630 --> 01:51:17.240

jona isufi: Whereas in our district is ninety-one percent.

660

01:51:17.500 --> 01:51:27.039

jona isufi: The S. E. T. Ss service is at eighty-seven percent, whereas in that in our district are ninety four percent

661

01:51:27.320 --> 01:51:35.059

jona isufi: and the special class services, our numbers are the same as city wide, eighty-seven percent.

662

01:51:36.420 --> 01:51:38.070

jona isufi: The second

663

01:51:38.170 --> 01:51:42.219

jona isufi: page is being shown in Uh, in the shared screen

664

01:51:42.710 --> 01:51:47.400

jona isufi: goes over the program delivery for all New York City schools.

665

01:51:47.600 --> 01:51:57.079

jona isufi: And this is data demonstrating the number and percentage of students receiving recommended special education program services

666

01:51:57.150 --> 01:51:59.610

jona isufi: for all New York City schools.

667

01:52:00.940 --> 01:52:07.459

jona isufi: As you can see there is quite a large number of students that we that receive services

668

01:52:07.660 --> 01:52:17.459

jona isufi: where eighty-eight of them, which is about a hundred and forty-eight thousand six hundred and twenty-five are fully receiving special services.

669

01:52:18.270 --> 01:52:26.929

jona isufi: Eleven percent of all students, which is a little over eighteen thousand students are partially receiving special services,

670

01:52:27.810 --> 01:52:40.260

jona isufi: and one percent of students, which is a considerate amount of people, is a thousand. Seven hundred and fifty-nine are not receiving any special services

671

01:52:42.030 --> 01:52:43.130

jona isufi: we

672

01:52:43.380 --> 01:52:49.889

jona isufi: in our district. A total of six thousand four hundred and thirty six students,

673

01:52:50.030 --> 01:52:52.370

jona isufi: which is about ninety percent,

674

01:52:52.450 --> 01:52:57.720

jona isufi: are fully receiving special education programs in the district twenty.

675

01:52:58.690 --> 01:53:03.470

jona isufi: Our document carries on to provide the different

676

01:53:03.990 --> 01:53:11.390

jona isufi: uh break down based on the integrated Co. Teaching services, the icts

677

01:53:11.720 --> 01:53:19.159

jona isufi: where in our district um, ninety one percent are fully receiving the services

678

01:53:19.800 --> 01:53:27.479

jona isufi: more than five students are partially receiving, whereas five of them are not receiving the Icts service,

679

01:53:28.030 --> 01:53:31.540

jona isufi: the Special Education Teacher support service.

680

01:53:31.910 --> 01:53:39.849

jona isufi: Um. Again, we have less than five students that are not receiving the service, whereas ninety-four percent are fully receiving it

681

01:53:40.360 --> 01:53:42.400

jona isufi: in special classes

682

01:53:42.530 --> 01:53:43.679

jona isufi: uh

683

01:53:44.010 --> 01:53:49.940

jona isufi: the numbers of fully receiving is eighty-seven, which is about

684

01:53:50.130 --> 01:53:53.429

jona isufi: uh one thousand nine hundred and eighty, one students,

685

01:53:53.790 --> 01:53:56.530

jona isufi: two at two hundred and eighty one, which

686

01:53:56.810 --> 01:54:02.829

jona isufi: compiles twelve percent are partially receiving it, and we have about twenty one students,

687

01:54:02.980 --> 01:54:08.020

jona isufi: which percentage-wise it's. Still less than five percent are not receiving

688

01:54:08.300 --> 01:54:10.950

jona isufi: the special class accommodation

689

01:54:11.350 --> 01:54:13.920

jona isufi: On page three of this documents

690

01:54:14.600 --> 01:54:19.569

jona isufi: we prepared a summary where we go over

691

01:54:19.740 --> 01:54:22.509

jona isufi: the various schools in our district,

692

01:54:22.860 --> 01:54:29.040

jona isufi: and how the program delivery um data is

693

01:54:29.780 --> 01:54:36.360

jona isufi: is distributed. Um, the as you can see from the highlight the schools in green

694

01:54:36.420 --> 01:54:47.710

jona isufi: our schools that have a smaller uh, now a a smaller number of students where the services are partially met, or they're not.

695

01:54:48.540 --> 01:54:55.910

jona isufi: Uh, they're not received. However, we do have a handful of schools in our district

696

01:54:56.100 --> 01:54:58.680

jona isufi: that um

697

01:54:59.000 --> 01:55:08.830

jona isufi: are having quote unquote uh students that are not receiving special classes. Um. So, for example, um!

698

01:55:09.140 --> 01:55:26.270

jona isufi: We have schools such as starting off with Ps. One hundred and eighty-five where thirteen thirteen students, which compose a sixty five percent are fully receiving special classes, whereas seven students are still not receiving special classes.

699

01:55:26.460 --> 01:55:39.600

jona isufi: Um. We have the ps seven hundred and forty-eight, where we have no students that are receiving special classes, and there are five or less students that need it. But you are so hard not receiving it.

700

01:55:40.420 --> 01:55:41.519

jona isufi: Um

701

01:55:42.160 --> 01:55:45.719

jona isufi: Some other information.

702

01:55:45.910 --> 01:55:48.480

jona isufi: Um, that was provided to us

703

01:55:48.500 --> 01:55:55.469

jona isufi: is dealing with the related services, programs, delivery for New York City schools.

704

01:55:55.820 --> 01:56:06.080

jona isufi: What related services programs are are services that can help the students participate in a school and achieve his or her educational goal.

705

01:56:06.500 --> 01:56:14.549

jona isufi: This related service providers can work with teachers for a professionals and other adults to support to them

706

01:56:15.100 --> 01:56:22.410

jona isufi: the programs that in that are included uh, to support the students are cancelling services.

707

01:56:22.480 --> 01:56:26.020

jona isufi: Our counseling services by rain dwell,

708

01:56:26.160 --> 01:56:31.029

jona isufi: hearing education, services, occupational therapy,

709

01:56:31.560 --> 01:56:38.940

jona isufi: physical Pharisees speech, language, therapy, speech,
language, therapy, bilingual

710

01:56:39.820 --> 01:56:42.409

jona isufi: and vision education services.

711

01:56:47.940 --> 01:56:54.770

jona isufi: So we have two hundred and eighty thousand eight hundred and
twenty-two, which composes ninety Five of students

712

01:56:54.910 --> 01:56:58.440

jona isufi: have encountered a related service program,

713

01:56:58.560 --> 01:57:02.850

jona isufi: and thirteen thousand seven hundred and ninety-four students

714

01:57:02.980 --> 01:57:06.880

jona isufi: did not encounter a related service program.

715

01:57:07.310 --> 01:57:11.859

jona isufi: We go on to break down the information

716

01:57:11.940 --> 01:57:15.150

jona isufi: specific to our district. Twenty, four

717

01:57:15.580 --> 01:57:16.870

jona isufi: where

718

01:57:17.350 --> 01:57:21.040

jona isufi: um, as you can see, all the program type

719

01:57:21.160 --> 01:57:24.329

jona isufi: that I mentioned previously are listed,

720

01:57:24.410 --> 01:57:32.309

jona isufi: and we have the data as far as the fully counter the partial
encounter and the No encounters.

721

01:57:32.380 --> 01:57:36.120

jona isufi: Um, one of the highest services

722

01:57:36.330 --> 01:57:39.729

jona isufi: um that are provided and

723

01:57:40.300 --> 01:57:45.999

jona isufi: compose the highest number of students would be speech language, therapy

724

01:57:46.480 --> 01:57:55.759

jona isufi: uh at ninety-nine percent of encounter um and hearing education services, and also ninety-nine percent of encounter.

725

01:57:55.800 --> 01:57:59.750

jona isufi: Um, we have physical therapy

726

01:57:59.790 --> 01:58:03.339

jona isufi: vision, educational services,

727

01:58:03.790 --> 01:58:05.980

jona isufi: counseling services,

728

01:58:06.210 --> 01:58:12.700

jona isufi: and uh one with the low with the low work full encounter will be the counseling services

729

01:58:12.760 --> 01:58:14.610

jona isufi: uh bilingual

730

01:58:17.940 --> 01:58:19.030

jona isufi: and

731

01:58:19.640 --> 01:58:23.590

jona isufi: um. The last page goes on to

732

01:58:24.060 --> 01:58:29.780

jona isufi: um. Continue with some of the schools where we have received some data,

733

01:58:29.930 --> 01:58:32.650

jona isufi: and in this

734

01:58:32.900 --> 01:58:38.050

jona isufi: particular information it is broken down by service.

735

01:58:38.150 --> 01:58:42.789

jona isufi: Uh instead of um. The setting of the services.

736

01:58:42.880 --> 01:58:56.890

jona isufi: So for related services, program, deliver delivery, the notable school data for district. Twenty comes from Ps. Two hundred. When we have speech, language, therapy of one hundred and four to six students,

737

01:58:56.920 --> 01:59:06.899

jona isufi: which are fully uh encountered in English language. Therapy we have, We have Ps. Two of four when we have one hundred and sixty-nine, students,

738

01:59:07.230 --> 01:59:12.960

jona isufi: yes, so five hundred and seventy one students with speech language uh therapy.

739

01:59:13.440 --> 01:59:19.910

jona isufi: Ps: One or two um. It is listed for the counseling services provided,

740

01:59:20.010 --> 01:59:23.119

jona isufi: uh, which is for a hundred and one students,

741

01:59:23.310 --> 01:59:28.689

jona isufi: And then, uh, there is a mention for Ps. I. S thirty,

742

01:59:28.790 --> 01:59:46.320

jona isufi: where there is a breakdown. Uh regarding the counseling services where eleven students did not encounter it occupational therapy when we have seven students did not encounter it, and vision education services, five or less students did not encounter it.

743

01:59:46.330 --> 01:59:49.680

jona isufi: And again, with Ps, one or two uh

744

01:59:50.110 --> 01:59:55.000

jona isufi: where we had a hundred and one students that encounter counseling services

745

01:59:55.020 --> 01:59:59.819

jona isufi: based on this particular data information. Forty students did not

746

02:00:00.120 --> 02:00:02.280

jona isufi: uh did not encounter it.

747

02:00:02.430 --> 02:00:18.479

jona isufi: Um! The data that we have received is indeed um very hefty, and it does include a lot of different uh breakdown or more detailed information. What the Pdf.

748

02:00:18.530 --> 02:00:26.049

jona isufi: What the Pdf. Is composed of is of the main point, as it relates to our district.

749

02:00:26.130 --> 02:00:37.820

jona isufi: Um. Another comparison that is not part of the Pdf is the percent full encounter between the Cd data and the district. Twenty data.

750

02:00:37.860 --> 02:00:50.449

jona isufi: So the way that we compare is that for counseling services, the number for the city data is at ninety-four, whereas for our district is it? Ninety-seven percent

751

02:00:50.800 --> 02:00:56.419

jona isufi: counseling services bilingual are seventy-nine for the city

752

02:00:56.440 --> 02:00:59.899

jona isufi: and seventy-six percent for the district

753

02:00:59.930 --> 02:01:09.169

jona isufi: the hearing education services are ninety-six percent for the city, where that whereas ninety-nine for district twenty

754

02:01:09.470 --> 02:01:18.629

jona isufi: also we have higher uh values for the occupational therapy. We are ninety-eight instead of ninety, three

755

02:01:18.750 --> 02:01:24.860

jona isufi: for physical therapy we are at ninety eight percent instead of ninety five percent.

756

02:01:24.940 --> 02:01:30.860

jona isufi: And for the speech language therapy. We are ninety-nine percent compared to ninety-seven

757

02:01:31.140 --> 02:01:37.030

jona isufi: uh speech language, therapy bilingual. We are at ninety um

758

02:01:37.120 --> 02:01:41.029

jona isufi: excuse me, we at eighty-nine percent versus eighty-seven

759

02:01:41.160 --> 02:01:52.309

jona isufi: and for vision education services we at ninety-four percent compared to the ninety percent value for the city. The only service that we are below

760

02:01:52.470 --> 02:01:58.389

jona isufi: uh the numbers for the city-wide data is for cancelling services, bilingual

761

02:01:58.540 --> 02:02:06.619

jona isufi: uh where we stand at seventy-six percent compared to the seventy-nine of the city wide numbers.

762

02:02:07.110 --> 02:02:09.180

jona isufi: Um. This concludes

763

02:02:09.240 --> 02:02:10.730

jona isufi: the

764

02:02:11.250 --> 02:02:15.649

jona isufi: the data summary that we were provided regarding the Ips.

765

02:02:15.830 --> 02:02:19.080

jona isufi: Um, So thank you so much to um.

766

02:02:19.890 --> 02:02:26.560

jona isufi: So the voe and to Dr. Prada for providing this information. Um the

767

02:02:27.310 --> 02:02:43.980

jona isufi: one of the things that I have personally tried to bring up, not to just the Cc. Meetings, but in general to the Pta meetings or to other community. Um engagement opportunities is that

768

02:02:43.990 --> 02:02:49.000

jona isufi: um Ips and um students that

769

02:02:49.070 --> 02:02:55.260

jona isufi: our needs of special services composes a very important part of our community.

770

02:02:55.350 --> 02:02:59.109

jona isufi: Uh: I have been in communication uh

771

02:02:59.340 --> 02:03:18.859

jona isufi: quite a lot of time with parents that struggle with understanding the Ip process with how to get the process started. When is the good time. And what is the timeline of such processes? Um! In the past few months I've been able

772

02:03:19.020 --> 02:03:24.250

jona isufi: to um forward to Sylvia and Bill Chan, our

773

02:03:24.330 --> 02:03:34.050

jona isufi: our staff at the at the level uh even direct contact from parents. Because this is truly an important issue for us.

774

02:03:34.800 --> 02:03:39.339

jona isufi: I would like, given that I was not the person that um

775

02:03:39.680 --> 02:03:48.799

jona isufi: has gathered the data. Personally, I would like to ask the to pareto um. Was this data uh received by all schools

776

02:03:48.870 --> 02:03:57.939

jona isufi: and our old schools in our district. Do they all offer special class settings? I know. In some years certain

777

02:03:57.990 --> 02:04:04.450

jona isufi: uh elementary school did not offer a specialized classroom like the twelve to one to one setting.

778

02:04:12.000 --> 02:04:26.430

Dr. David Pretto: So so thanks for the question, Yona, and thanks for the the presentation. The first question is, whether schools have access to

this data that you're sharing. And the and the answer is, Yes, schools do have access to all of their

779

02:04:26.590 --> 02:04:34.639

Dr. David Pretto: what we call compliance related data to see what percentages that the school is able to serve. Students based off of their iep

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02:04:34.650 --> 02:04:51.759

Dr. David Pretto: uh mandates. And we at the district level have access to the data as well. And I have staff who monitor that data and support schools in uh making sure that they're able to address areas where there are uh

781

02:04:52.090 --> 02:05:09.119

Dr. David Pretto: ways in which to improve the numbers. Um. There are some instances that are out of the schools control, and you'll notice that in that data the two areas where we have the the lowest percentages of uh compliance and a a focus of ours in the district

782

02:05:09.130 --> 02:05:27.049

Dr. David Pretto: is around uh providing bilingual services, and that's both for um pedagogical within special education. So where in this is where there's a requirement for a child to receive their special education, academic services uh, by a license specialistic, duly certified,

783

02:05:27.470 --> 02:05:39.010

Dr. David Pretto: bilingual, special education, certified teacher, as well as related services like counseling or speech therapy needing to be provided by a a duly certified speech

784

02:05:39.360 --> 02:05:46.949

Dr. David Pretto: or counselor, that is also bilingual, certified in the language in which the child requires the service.

785

02:05:46.960 --> 02:06:07.530

Dr. David Pretto: Uh, one of the beauties of District twenty is that we are incredibly language diverse, and it's a beautiful thing, and it's really amazing, but it also it it provides us with a challenge to ensure that in cases where uh children are required to receive services mandated and specific languages by a license teacher in that license bilingual in that language.

786

02:06:07.540 --> 02:06:19.689

Dr. David Pretto: Uh, that's a it's a challenge, we're doing, and we It's a focus area of mine and principals, and we uh, are. We work with the De. We teacher recruitment and quality, the local universities

787

02:06:20.040 --> 02:06:36.210

Dr. David Pretto: and uh in community organizations. And i'm expanding my efforts as one of my focus areas this year in order to create a stronger pipelines for uh recruiting, attracting and maintaining bilingual certified teachers in uh languages where we require them.

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02:06:45.540 --> 02:06:53.060

jona isufi: Yeah, Sorry. Okay. I can repeat it. Um. My second question was whether

789

02:06:55.220 --> 02:06:57.780

Dr. David Pretto: I think you

790

02:07:00.330 --> 02:07:08.909

jona isufi: am I. Can you hear me? Okay? So my second question was: um given that

791

02:07:09.040 --> 02:07:28.339

jona isufi: the special classroom is the most specialized um setting offered within uh a typical uh regular Um, you know, elementary school Do all our elementary schools in our district. Do they all offer a twelve to one setting,

792

02:07:28.960 --> 02:07:34.629

jona isufi: or are there still schools that do not offer this kind of opportunity for the parents?

793

02:07:37.580 --> 02:07:49.910

Dr. David Pretto: The this, the recommended program service that's most common in the district is integrated Co. Teaching services. We'll have the largest number, highest percentage of students who receive. Ict

794

02:07:49.980 --> 02:07:51.969

Dr. David Pretto: uh, the

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02:07:51.990 --> 02:08:05.059

Dr. David Pretto: Nonetheless, there are a large number of students who are recommended for self-contained uh special class or twelve to one to one programs schools are required by law to

796

02:08:05.070 --> 02:08:13.330

Dr. David Pretto: uh honor. All of the mandates on the Iep, starting with the program recommendation the number of periods per week in each um

797

02:08:14.000 --> 02:08:19.010

Dr. David Pretto: in each subject area, the related services counseling,

798

02:08:19.350 --> 02:08:33.109

Dr. David Pretto: So where you see that a percentage is not being met, it's due to the Ip mandates as written not being connected to the service. So where you see eighty-nine instead of one hundred percent on

799

02:08:34.730 --> 02:08:37.580

Dr. David Pretto: whichever one it was bilingual

800

02:08:38.770 --> 02:08:55.620

Dr. David Pretto: bilingual speech therapy it means that. There's eleven percent of students who have bilingual speech therapy listed on their iep uh. But any combination of the program into the programming system, which is one of the data places that the

801

02:08:55.670 --> 02:08:59.590

Dr. David Pretto: compliance is pulled from the license area of the teacher

802

02:08:59.970 --> 02:09:04.860

Dr. David Pretto: assigned to that student, or a variety of other factors would be the thing that

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02:09:05.730 --> 02:09:08.810

Dr. David Pretto: will result in that that number

804

02:09:09.000 --> 02:09:21.010

Dr. David Pretto: not being one hundred percent, or the an individual child or group of children not coming up, but it comes down to what is on the iep. So children are. Schools are required to provide service.

805

02:09:27.280 --> 02:09:40.980

jona isufi: Okay. And if I'm. Understanding this correctly when the school year begin depending on the request within Kindergarten, is that. How the like? How do, How do schools accommodate

806

02:09:41.090 --> 02:09:48.949

jona isufi: the incoming students with ips? Is that? Is there flexibility? I guess. Then, in order to accommodate this,

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02:09:52.480 --> 02:09:54.460

jona isufi: if that makes any sense.

808

02:09:54.500 --> 02:10:14.360

Dr. David Pretto: So in a case where a school does not currently have a license teacher or an open to class, or, uh, I think a a great example, because it's something that does happen in the district is around uh a student who is mandated for bilingual special education service and a specific language.

809

02:10:16.840 --> 02:10:23.109

Dr. David Pretto: This is a play in a case where, in the absence of a licensed special education,

810

02:10:23.130 --> 02:10:27.310

Dr. David Pretto: bilingual certified teacher in that specific language,

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02:10:27.940 --> 02:10:45.060

Dr. David Pretto: we would provide uh a paraprofessional, for example, Who's who? Who's uh fluent in that particular language, to provide what we call alternate placement service, to ensure that the child is still able to be uh connected to class and engage in the learning

812

02:10:45.070 --> 02:11:03.519

Dr. David Pretto: uh the child would show up as not being fully served in their iep. But the school is doing the the the best available thing in the moment to be able to provide service to the child, and ensure that this child is still as every possible opportunity to be engaged and given access to the learning in the classroom.

813

02:11:04.370 --> 02:11:23.629

Dr. David Pretto: It's just an example. It's just an example of how a school might go about supporting a child, where they don't have immediately the the license pedagogue, or that particular service available at that moment. Uh, but schools, and this is A. This is part of our work constantly analyzing the

814

02:11:23.950 --> 02:11:30.840

Dr. David Pretto: the mandates that are listed on the ips of the students that are on the register and working to

815

02:11:31.120 --> 02:11:53.060

Dr. David Pretto: provide those services. As with some the iep, so it's. It's a it's a priority of mine. It's a priority of our principles. We're constantly looking at our compliance rates in the district around program service delivery and working to close that gap, the goal is always a hundred percent. And you know, right now. We're at ninety percent uh last year we end of the year at about ninety percent, and the goal is to

816

02:11:54.210 --> 02:12:09.560

jona isufi: get it to get it to a hundred. I got into no other way to say it. We're trying to get it to one hundred. Right? Okay, Thank you. Um. The last from the chat. She has a question regarding uh, where are we on Ip evaluation, re evaluation, and try Annual.

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02:12:09.590 --> 02:12:17.139

jona isufi: This is this: ties into another question that I have regarding Ips. I have noticed that. Um

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02:12:17.580 --> 02:12:24.419

jona isufi: sometimes it's not a lot of the time The ips are down at the beginning of the year.

819

02:12:24.820 --> 02:12:32.289

jona isufi: So you you know a child will have an Ip evaluation, let's say, in September, October. But that is not

820

02:12:32.340 --> 02:12:36.950

jona isufi: that possibly cannot give a new teacher enough time to evaluate

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02:12:37.210 --> 02:12:47.799

jona isufi: uh, or the you know, or the other school members to evaluate the You know the student properly, because they've only seen him or her for a month,

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02:12:47.870 --> 02:12:58.110

jona isufi: but then there is no other. Follow up until the next year, when you have still a new teacher. So what steps, or uh what is the guidance.

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02:12:58.140 --> 02:13:02.589

jona isufi: I guess that the district uh puts out there,

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02:13:02.690 --> 02:13:11.329

jona isufi: for you know the update of the Rp. Or you know, and i'm not speaking um in terms of a parent with very actively of like

825

02:13:11.340 --> 02:13:23.770

jona isufi: it's actually involved in their children's education. But what about parents that do? Have a child with Ip, but they're not in constant communication with their teachers, and they just get this big packages

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02:13:23.980 --> 02:13:40.370

jona isufi: uh that. I'm not sure if that translated in other languages or not. But, um. The point is that if you have an Ip at the beginning of the year with one teacher, let's say you're gonna go to the next grade. You're still gonna have an ip at the beginning of that next grade level. So it doesn't give

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02:13:40.680 --> 02:13:58.639

jona isufi: in enough time like in October. Let's say it's not enough time for the teacher, the current teacher, to properly evaluate and properly update that I that Ip: So i'm. Curious as to how you know the directive are, or you know, if if my question

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02:13:58.820 --> 02:14:00.130

jona isufi: like makes sense,

829

02:14:08.130 --> 02:14:10.150

jona isufi: you're on mute. And, Dr.

830

02:14:12.010 --> 02:14:18.020

Dr. David Pretto: If I understand the question correctly, you know the the the general gist of the question is, How do?

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02:14:18.270 --> 02:14:37.449

Dr. David Pretto: How are iep's reviewed? How is the date set upon? And then what are the requirements for teachers and schools to go through the the review process. So the the date of the annual review. So every Ip is reviewed annually by the teacher and the parent

832

02:14:37.460 --> 02:14:42.159

Dr. David Pretto: Uh. That date is set based off of the uh, the

833

02:14:42.290 --> 02:15:07.819

Dr. David Pretto: the start of the Iep, and that the the start date of an Ip varies across students. It's some students ips are reviewed at the beginning of the year, because that's when that Iep was initiated. Uh, when it was first uh created. Some iep's are. It really can happen at any time in the year. It can happen at the beginning of your middle of the

year end of the year. It really depends on. When that child's iep was initiated,

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02:15:07.830 --> 02:15:26.619

Dr. David Pretto: the Ips are reviewed annually between Uh, the the the the special education teacher, the district representative, and the parent and Triennials triangle are reviewed by the entire S. Bst, including school psychologists, a social worker uh, and a a variety of folks along with the parents.

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02:15:27.190 --> 02:15:41.700

Dr. David Pretto: I would say that. And I see Paula's question about Where are we on evaluations? I don't have that data with me, Paul. It um but what I what I will say. What I can say is that

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02:15:41.930 --> 02:15:54.670

Dr. David Pretto: you wanna to your question about what should parents do who are not in contact with their teacher around the Ip, and are just receiving stuff in the mail or not. Translated services should

837

02:15:54.680 --> 02:16:13.109

Dr. David Pretto: reach out to their teacher or to the principal in the absence of being able to contact their teacher to get that uh parents. This is parents of children with us, of children, with disabilities, or otherwise, have the right to be able to be connected with the child's teacher and have access to the information that's

838

02:16:13.120 --> 02:16:28.549

Dr. David Pretto: uh directly connected to the children, and that goes for definitely for an end, if definitely, for an Iep uh Ips can be translated Uh. This information can be provided to uh parents in all of the languages translated by the doe

839

02:16:28.900 --> 02:16:53.640

Dr. David Pretto: and for languages that they're not transited by the do we? This is something that parents should be connecting with their teachers and their principles with, so that we can provide support and getting these documents translated. This is this is really important for parents, and it's something that they're entitled to uh, and obviously you it where parents are not able to get contact with their teacher or their principal. Our our principals, or this is something that's the high priority for

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02:16:53.650 --> 02:16:55.929

Dr. David Pretto: all of our principles. So I

841

02:16:55.940 --> 02:17:15.249

Dr. David Pretto: I would be surprised to hear that a parents not able to contact their teacher, their principal. But in any case, where that is not happening, you know. Uh, Bill Chin and Soviet Jacinski from my office are an immediate contact in my office to be able for for all parents to get support in getting contact uh for iep related issues or otherwise.

842

02:17:18.070 --> 02:17:27.930

jona isufi: So it is an accurate advice that it's uh I run into a parent that pay off, you know. Spanish uh language.

843

02:17:27.969 --> 02:17:36.360

jona isufi: Um, and they received an ip in English. It is their right, and there is a possibility for them to get in the Ip. Translated to Spanish

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02:17:36.629 --> 02:17:38.260

Dr. David Pretto: Absolutely,

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02:17:38.280 --> 02:17:43.820

Dr. David Pretto: absolutely they should, they should, I think the first thing to do is just to request it.

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02:17:43.840 --> 02:17:57.090

Dr. David Pretto: I think the right thing to do is just, if they receive it in English to to request it; and if they have any issues after the request to Uh, to reach out to the principal the the documents, and that material can be absolutely translated

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02:17:57.190 --> 02:18:16.359

Dr. David Pretto: and and definitely translated into the the the the nine languages that the do. We provides translation for for documents, and but if there's any questions around translation, please reach out to your principal uh, and and also can reach out to Bill and Sylvia in my office we we have a lot of information and connection to translation services

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02:18:17.330 --> 02:18:22.239

jona isufi: great. Thank you so much, and thank you for that for the email, addressing

849

02:18:32.049 --> 02:18:36.720

Steve Stowe: David. Just curious back to the you know It's It's a handful of schools. I don't know. If

850

02:18:36.940 --> 02:18:41.480

Steve Stowe: is this something at the top of your head. You saw those schools that had sort of the

851

02:18:41.549 --> 02:18:48.989

Steve Stowe: you know that we highlighted in red. Is there anything off the top of your head that, you know. Oh, there's something going on here. We're working on it. Um!

852

02:18:55.969 --> 02:18:57.550

Dr. David Pretto: I see it.

853

02:19:15.629 --> 02:19:25.669

Dr. David Pretto: There's a variety. I I hate to get this answer, but there's a range of possibilities that could have it show up is not serving it. It could be Uh,

854

02:19:26.309 --> 02:19:38.850

Dr. David Pretto: there's a variety of There's a variety as it could be but off the top of my head I couldn't answer why this, but these particular schools are showing up with this, and I have a question, but related services. I'm.

855

02:19:38.860 --> 02:19:56.910

Dr. David Pretto: Forgive me if I've got this wrong, but this is this was started sort of during the pandemic correct during the pandemic or No, it's always been. It's it's. It is related. Services just refer to those services that are not directly academic, and happen in the classroom. So the the related services uh include counseling

856

02:19:56.920 --> 02:20:22.979

Dr. David Pretto: speech and language therapy, occupational therapy. Those those are all those, all phone with the umbrella of related services. I'm thinking of recovery service. Yes. Okay, okay. Recovery services applied to students with disabilities. Right? That's right. So recovery services were referred to the efforts to provide special education services to students who didn't receive special education services during remote learning during the pandemic. So, for example,

857

02:20:23.280 --> 02:20:26.999

Dr. David Pretto: if a child was required to receive uh

858

02:20:27.010 --> 02:20:45.520

Dr. David Pretto: good bilingual counseling by a bilingual certified counselor during the pandemic and in during remote learning, and they didn't, receive any counseling during that time of as an example. The

special education recovery services were efforts by the Department of Education to to uh, provide those students with

859

02:20:45.530 --> 02:20:57.069

Dr. David Pretto: kind of like make up, make up time in those services we still offering that this year I mean my impression is that was a pandemic stimulus funded. That's right. So that's gone away.

860

02:21:00.880 --> 02:21:02.510

Dr. David Pretto: Um! Any other,

861

02:21:03.110 --> 02:21:05.149

Dr. David Pretto: any other questions,

862

02:21:07.650 --> 02:21:08.650

Dr. David Pretto: any other

863

02:21:08.830 --> 02:21:12.200

Steve Stowe: any other questions on the Iep data from anyone.

864

02:21:17.120 --> 02:21:18.030

Steve Stowe: Okay,

865

02:21:18.720 --> 02:21:26.159

Steve Stowe: Um, thank you. Yona, for for looking at that and reviewing that and and leading the way on that really appreciate it. Um

866

02:21:27.070 --> 02:21:41.000

Steve Stowe: um one. Next we're going to get to public speaking, but I have to do one more administrative thing. I apologize for wasting our time with another one minute. But um! I realized that we have to. We take that last vote. Um, I can't officially call a

867

02:21:41.010 --> 02:21:56.979

Steve Stowe: a vote is the chair of the meeting. So it was the vote to add more than five people to the response to fair student funding. So again, just to be formal about this. We've got to redo that vote. So someone else has to call for a motion to make a vote and someone else just to second it, and then I will do the roll call.

868

02:21:59.930 --> 02:22:02.270

Steve Stowe: I'd like to make a motion to

869

02:22:02.510 --> 02:22:09.779

Elizabeth Chan: i'm adding more names to the Oh, I want to add a motion to add Um,

870

02:22:14.800 --> 02:22:17.949

Elizabeth Chan: their student funding responses. There is second,

871

02:22:19.680 --> 02:22:21.560

Elizabeth Chan: Thank you, Kevin second.

872

02:22:21.660 --> 02:22:23.100

Elizabeth Chan: So Elizabeth

873

02:22:23.300 --> 02:22:28.470

Elizabeth Chan: proposes Kevin second. And now I will do the roll call about Steve. So

874

02:22:31.540 --> 02:22:35.060

Steve Stowe: so, Steve Stowe, I vote. Yes, Jennifer Hugh.

875

02:22:35.170 --> 02:22:36.000

Jen Hu: Yep.

876

02:22:37.550 --> 02:22:38.530

Jen Hu: Yes,

877

02:22:39.920 --> 02:22:41.380

Steve Stowe: Jen, Can you hear me?

878

02:22:41.440 --> 02:22:47.869

Jen Hu: Yeah, Can you hear me? Okay, Yes,

879

02:22:48.760 --> 02:22:52.890

Steve Stowe: Um veto is excused. Marie is excused leaping.

880

02:22:53.430 --> 02:22:54.750

liping jiang: Yes, yes,

881

02:22:54.810 --> 02:22:56.020

Steve Stowe: Joyce.

882

02:22:56.470 --> 02:22:57.510
Joyce Xie: Yes,

883
02:22:57.720 --> 02:22:59.970
Steve Stowe: uh Kevin

884
02:23:00.630 --> 02:23:03.239
Steve Stowe: Maya, I believe, is not here.

885
02:23:03.280 --> 02:23:04.360
Steve Stowe: Yona:

886
02:23:04.570 --> 02:23:05.789
jona isufi: Yeah. Me Yeah.

887
02:23:06.080 --> 02:23:07.220
Steve Stowe: Got a

888
02:23:08.270 --> 02:23:10.030
Ghada Amin: Yes, awesome.

889
02:23:10.170 --> 02:23:11.649
I think that's

890
02:23:13.240 --> 02:23:16.159
Steve Stowe: okay. Thank you for bearing with me. Sorry about that.

891
02:23:16.550 --> 02:23:21.669
Steve Stowe: Um. And then finally, we have our public speaking session tonight, so

892
02:23:22.710 --> 02:23:24.669
Steve Stowe: I will. Just i'm going to read.

893
02:23:26.150 --> 02:23:30.360
Steve Stowe: We read the rules for um signing up the public speaking.

894
02:23:35.570 --> 02:23:36.459
I'm just going

895
02:23:39.250 --> 02:23:40.080

on it.

896

02:23:40.980 --> 02:23:41.840

Steve Stowe: Oh,

897

02:23:44.640 --> 02:23:45.770

Steve Stowe: should be here.

898

02:23:46.500 --> 02:23:47.730

Steve Stowe: Um,

899

02:23:48.380 --> 02:24:07.069

Steve Stowe: there's a sign up sheet. Kevin, can you just put the sign up? If you haven't, I haven't seen it. Can you just drop the sign up sheet in the chat? One more time we will start with public comment based on the individuals who have signed up for on the sign up sheet on the Google Form. We will also take public comment from the language lines. If there is anyone on the

900

02:24:07.080 --> 02:24:09.370

Steve Stowe: Interpreters lines who would like to speak,

901

02:24:09.550 --> 02:24:16.669

Steve Stowe: and then, if anyone is dialed in using their phone. You can press Star nine um to be connected. Um!

902

02:24:16.980 --> 02:24:20.929

Steve Stowe: And just a few reminders. We have three minutes for public comment.

903

02:24:21.910 --> 02:24:23.210

Steve Stowe: Um,

904

02:24:24.520 --> 02:24:30.209

Steve Stowe: and I think that's all I need to say about that. So, Kevin, what is the first? Who's the first?

905

02:24:32.990 --> 02:24:34.899

kevin vizhnay: The first person is sag lara,

906

02:24:37.090 --> 02:24:46.140

Steve Stowe: and Kevin, If you see them in the you. You can sort of direct this if you want. If you see them, you can ask. You can read their name. I'm going to mute myself, and you can sort of

907

02:24:47.380 --> 02:24:51.270

Steve Stowe: if you see them in the chat, or you can ask them to unmute themselves.

908

02:24:51.310 --> 02:24:54.940

kevin vizhnay: Yeah, I believe she's not here so going next person,

909

02:24:55.190 --> 02:25:00.440

kevin vizhnay: and that is a reason which I also believe is not here. I checked earlier.

910

02:25:04.050 --> 02:25:05.319

kevin vizhnay: There's been,

911

02:25:05.680 --> 02:25:07.230

kevin vizhnay: maybe by a different name.

912

02:25:08.430 --> 02:25:09.320

No,

913

02:25:09.890 --> 02:25:12.040

kevin vizhnay: and we have misss on it.

914

02:25:13.270 --> 02:25:15.080

kevin vizhnay: I do believe in the chat.

915

02:25:31.930 --> 02:25:33.999

Steve Stowe: Can you spell What's the first

916

02:25:34.020 --> 02:25:37.740

kevin vizhnay: first name is M. U. S. A. M. At?

917

02:25:39.910 --> 02:25:46.200

kevin vizhnay: I don't see them in the meeting. Almost okay. And the last question we have is Paul at Healy, which I know is here,

918

02:25:46.860 --> 02:25:47.799

so we can

919

02:25:48.080 --> 02:25:49.300

asked on you.

920

02:25:50.800 --> 02:25:52.190

Paullette Healy: Hi, Can you hear me?

921

02:25:52.510 --> 02:26:02.700

Paullette Healy: Okay? Great. So um. I wanted to address the uh the open letter about the fair student funding um recommendations because

922

02:26:02.710 --> 02:26:18.740

Paullette Healy: i'm a member of the fair student funding working group, and no outreach was done to myself or to Ellen Mq. Who are two members in district twenty Um. Who worked very hard in trying to Co. Come up with comprehensive recommendations, for in an equitable formula: Um!

923

02:26:18.970 --> 02:26:32.189

Paullette Healy: If you had, we would have been able to tell you that our hands were tied because the deal we refuse to allow us to talk about the actual money that's coming from the State, and they wanted us to work on a zero, some

924

02:26:32.200 --> 02:26:49.449

Paullette Healy: um model. So if we want to create a wait for students in temporary housing, if we want to increase base foundation for all schools, so that they can comprehensively hire a social worker, a nurse, and a guidance counselor without it affecting their overall budget.

925

02:26:49.460 --> 02:26:54.870

Paullette Healy: It has to come from somewhere in the existing model that the deal we forced us to do. So

926

02:26:55.100 --> 02:27:08.479

Paullette Healy: Please consider that, and the you know, trying to say that we're taking away from specialized schools when the specialized schools are already given an additional weight per student. While our local community high schools are struggling to,

927

02:27:08.580 --> 02:27:24.790

Paullette Healy: You know, find an Ict. Teacher is, is what it the real life situation is. So please think about that when you're putting out information like this. Um, because the resources are there. Lastly, Yona. Um Thank you for you know, bringing the the

928

02:27:24.820 --> 02:27:53.140

Paullette Healy: situation that is going on within our schools in District twenty, and in terms of compliance. Um, I will say, you know I I am myself and my colleague, Ellen, Mq. Are members of the city. Why, Council on Special Education, and we've actually spoken to schools and spoken to principals in districts all across the city and a lot of the times. These compliant issues are coming from staffing, which again goes back to school budgets. So I I have to say, you know, if you want to

929

02:27:53.150 --> 02:28:09.699

Paullette Healy: um dig deeper into this data and think about comprehensively how we can support our students overall in this district. Uh: starting with Pre. K. Um. The City Right Council on special education has helped many of our Ip members on Cec's to create the Special Education Committees

930

02:28:09.870 --> 02:28:39.589

Paullette Healy: under their umbrella, and to actually do uh more of the deep dive with the community itself. So you can actually get the voices of the related service providers who are struggling with this, with the teachers, with the administrators and the the parents that are struggling with this. Um. So if you want, you already have my email, you can reach out to us, and we are more than happy to help you launch that? Um, because I think it's much needed, especially as we continually see every year how these students, with disabilities, population increases incrementally

931

02:28:39.600 --> 02:28:46.260

Paullette Healy: every year. So i'm extending my my hand out to you if you want the additional support.

932

02:28:46.270 --> 02:29:15.019

Paullette Healy: Um, I don't want to speak for Ellen, but you know we will make sure that you continue um getting the uh the notices for our meetings, so that you can learn more about what the do is doing for special education in general, and just as a um, you know. Finally, I just want to say Thank you, Superintendent Preto Um, you know, for the first time in a very, very long time. We actually have a superintendent who is willing to amplify the needs of our, to our students, our students with disabilities and um our bilingual students. Um

933

02:29:15.030 --> 02:29:23.580

Paullette Healy: in general, all across the district. So I thank you for that, and i'm very sorry. I can't be at Ps. Sixty-nine, because Ts sixty nine is actually one of my favorite schools in the district.

934

02:29:26.070 --> 02:29:27.119

Steve Stowe: Thank you

935

02:29:29.920 --> 02:29:31.260

Steve Stowe: that That's it

936

02:29:31.300 --> 02:29:36.070

Steve Stowe: cool. And is there any? Are there any um on the interpretation lines

937

02:29:36.130 --> 02:29:42.429

Steve Stowe: in the Arabic lines, or the Mandarin or Spanish lines. Are there any individuals there that would like to make a comment?

938

02:29:51.540 --> 02:29:53.510

Steve Stowe: Interpreters, if you could just

939

02:29:53.920 --> 02:30:02.300

Steve Stowe: if it's no just let me know, so we can move on

940

02:30:02.510 --> 02:30:03.650

Steve Stowe: um,

941

02:30:04.270 --> 02:30:05.990

Steve Stowe: and

942

02:30:07.130 --> 02:30:11.759

Steve Stowe: um, I think that is it for the calendar meeting? Um!

943

02:30:12.070 --> 02:30:18.170

Steve Stowe: I am going to make a motion to a well. I can't make motions. Is there a motion to adjourn the calendar meeting?

944

02:30:19.290 --> 02:30:24.950

Elizabeth Chan: I motion to uh adjourn the calendar meeting. Is there a second?

945

02:30:25.820 --> 02:30:27.710

Steve Stowe: All in favor,

946

02:30:30.290 --> 02:30:36.699

Steve Stowe: and let me just make a quick announcement. Um! Our next meeting is

947
02:30:37.120 --> 02:30:39.250
Steve Stowe: It's a December sixteenth.

948
02:30:39.290 --> 02:30:40.460
Steve Stowe: It sound right?

949
02:30:42.400 --> 02:30:43.619
Steve Stowe: Um

950
02:30:49.260 --> 02:30:53.489
Steve Stowe: i'm just pulling up for the everyone's benefit. The next meeting is

951
02:30:55.620 --> 02:31:10.589
Steve Stowe: November fourteenth, the next meeting, the next Cec Calendar meeting will be December fourteenth, at is two hundred and one, the newly renamed Madeleine friend in school. Um, so please join us then, and with that we will adjourn the November calendar meeting we will take a five minute

952
02:31:10.650 --> 02:31:17.619
Steve Stowe: break, and then come back for the C. You see business meeting um. We'll start that about eight, thirty, six, or so.

953
02:31:17.740 --> 02:31:19.110
Steve Stowe: Thank you. Everyone

954
02:31:20.520 --> 02:31:22.500
Steve Stowe: you can positive recording kind of

955
02:31:23.060 --> 02:31:24.340
Steve Stowe: I can pause it.

956
02:31:27.080 --> 02:31:29.959
Steve Stowe: I'm calling the meeting to order at eight. Thirty-nine.

957
02:31:30.570 --> 02:31:33.819
Steve Stowe: I will Now take a roll call

958
02:31:34.910 --> 02:31:36.470
Steve Stowe: Steve Stowe.

959

02:31:36.910 --> 02:31:37.970

Steve Stowe: Here,

960

02:31:38.440 --> 02:31:39.960

Steve Stowe: Jennifer hue

961

02:31:39.980 --> 02:31:41.050

Jen Hu: here

962

02:31:41.330 --> 02:31:43.140

Steve Stowe: Elizabeth Chan

963

02:31:43.450 --> 02:31:48.419

Steve Stowe: um vita lavella excused Marie Brigarus excused Li Ping Chang

964

02:31:56.110 --> 02:31:57.330

Ghada Amin: Yes,

965

02:31:57.570 --> 02:31:59.509

Steve Stowe: um maya rosenblatt

966

02:32:01.140 --> 02:32:02.449

Steve Stowe: um

967

02:32:02.980 --> 02:32:05.230

Steve Stowe: sorry um

968

02:32:05.600 --> 02:32:07.079

Steve Stowe: you on a Sufi.

969

02:32:07.320 --> 02:32:09.259

Hi here!

970

02:32:11.450 --> 02:32:12.910

Um!

971

02:32:15.550 --> 02:32:19.189

Steve Stowe: Who did I forget three?

972

02:32:20.680 --> 02:32:21.960
Steve Stowe: Um,

973

02:32:27.690 --> 02:32:29.790
Steve Stowe: I think that's everyone. Did I get everyone?

974

02:32:30.360 --> 02:32:35.769
Steve Stowe: Steve Chan, Elizabeth Vito, Marie are excused. We ping

975

02:32:36.300 --> 02:32:38.120
Steve Stowe: um choice.

976

02:32:39.280 --> 02:32:40.470
Steve Stowe: Kevin

977

02:32:40.550 --> 02:32:47.219
Steve Stowe: got it? One, two, three, four, five, six, seven, nine, ten.
Who did I, Miss

978

02:32:47.850 --> 02:32:50.340
Steve Stowe: Jonah? Yes. Got a

979

02:32:51.660 --> 02:32:54.789
Steve Stowe: Kevin Joyce.

980

02:32:55.240 --> 02:32:56.600
Steve Stowe: We paying

981

02:32:58.890 --> 02:33:01.130
Steve Stowe: Okay,

982

02:33:01.880 --> 02:33:06.340
Steve Stowe: um for the agenda tonight. Kevin, can you just share the
agenda, please?

983

02:33:21.440 --> 02:33:24.609
Steve Stowe: Actually, And before we do the agenda, i'll just go through
the

984

02:33:24.800 --> 02:33:31.550
Steve Stowe: interpretation instructions, same as our calendar meeting.
We have interpreters at this meeting.

985

02:33:32.370 --> 02:33:35.050

Steve Stowe: Um in Spanish, Arabic and mandarin.

986

02:33:35.070 --> 02:33:49.069

Steve Stowe: Um, You should see video of these interpreters. Thank you to them for being here with us, and providing this important service to our Spanish, Arabic and Mandarin-speaking communities they will now announce instructions for attendees who may wish to dial into the language lines at this time one hundred and fifty.

987

02:33:49.390 --> 02:33:53.520

Steve Stowe: Could our Kevin? Can you stop sharing for a sec? Sorry.

988

02:33:59.040 --> 02:34:00.039

Hmm.

989

02:34:00.090 --> 02:34:03.350

Steve Stowe: Could our Arabic interpreters please introduce themselves

990

02:34:03.530 --> 02:34:17.839

Arabic- Abdallah: absolutely. Hello! So the following message will be in the Arabic language:

991

02:35:06.920 --> 02:35:22.219

Arabic- Abdallah: This asset that I had alam at the more Bobby in chemical Mylon uh that the la, the heavy it'll shut out. Uh, thank you. The statement has been complete. Thank you so much. Um! Could our mandarin interpreter please introduce themselves?

992

02:35:38.300 --> 02:36:07.250

Mandarin- Elly Zhang: Lang.

993

02:36:07.260 --> 02:36:10.630

Mandarin- Elly Zhang: How did you see it? I finished.

994

02:36:10.970 --> 02:36:29.859

Spanish - Eric: Thank you. And could our Spanish interpreter please introduce themselves?

995

02:36:40.360 --> 02:36:57.129

Steve Stowe: Thank you so much. Just a reminder, because we have simultaneous interpretation throughout the meeting. Please try to speak slower than usual to allow the interpreters to keep up.

996

02:36:59.400 --> 02:37:02.580

Steve Stowe: Now we will go over the agenda for tonight's business meeting.

997

02:37:02.700 --> 02:37:05.220

Steve Stowe: Now, Kevin, can you please share?

998

02:37:13.070 --> 02:37:17.419

Steve Stowe: So the business meeting tonight? We will approve the minutes

999

02:37:17.560 --> 02:37:18.770

Steve Stowe: Um!

1000

02:37:19.180 --> 02:37:26.749

Steve Stowe: Approved the October business meeting minutes. Um, and then we've we've already covered the parent coordinator hiring process.

1001

02:37:26.780 --> 02:37:33.360

Steve Stowe: Um, I just want to have a quick discussion about school liaison visits, and then I also want to make one.

1002

02:37:33.540 --> 02:37:41.300

Steve Stowe: Um, I guess we need to add something to this agenda, so we'll make a motion to do that. Um,

1003

02:37:41.590 --> 02:37:55.249

Steve Stowe: basically we want to discuss um. We want to. Um approve. Take a look at the budget and approve funding. Um. We now that Kevin is working for us, we we can sort of allocate funding for his uses.

1004

02:37:55.260 --> 02:38:01.930

Steve Stowe: Um! So I just want to make a motion to add that to the agenda, So is there anyone who wants to make a motion to add that to the agenda

1005

02:38:03.260 --> 02:38:04.130

um

1006

02:38:06.340 --> 02:38:11.589

Elizabeth Chan: motion to add what to the agenda,

1007

02:38:11.690 --> 02:38:15.279

Elizabeth Chan: a motion to add budget discussions to this agenda.

1008

02:38:15.430 --> 02:38:17.519

Steve Stowe: Thank you, Elizabeth. Is there a second?

1009

02:38:20.090 --> 02:38:21.550

Steve Stowe: All in favor

1010

02:38:21.600 --> 02:38:24.199

Elizabeth Chan: I any opposed?

1011

02:38:30.600 --> 02:38:35.710

Elizabeth Chan: So let's

1012

02:38:35.910 --> 02:38:41.090

Steve Stowe: um school. I'm on mute. Who's ever? Thank you.

1013

02:38:42.110 --> 02:38:43.340

Steve Stowe: Um,

1014

02:38:43.870 --> 02:38:46.689

Steve Stowe: yeah. And you can stop sharing Kevin.

1015

02:38:48.120 --> 02:38:58.949

Steve Stowe: So school liaison visits. This is a great time for us to um to do these, because what we have coming up in January, as you probably all remember from last year is the

1016

02:38:58.990 --> 02:39:04.359

Steve Stowe: school construction, authority, capital plan, submissions. And this is,

1017

02:39:04.930 --> 02:39:12.019

Steve Stowe: if you guys remember it, it's it's a list, and we sort of all the schools send in their requests,

1018

02:39:12.090 --> 02:39:20.789

Steve Stowe: and then we come up with a ranking list, and we submit it um to the school construction authority. Um! It's. It's a way of involving the community. It's not

1019

02:39:20.800 --> 02:39:40.880

Steve Stowe: everything the sca is doing. They have a much more involved. List it sort of process they use for determining which schools need work, but it's It's kind of a community driven um process. And so what we really should all do. Um, uh, you know, starting this month is, you know, Get in touch with your liaison schools, and just reach out,

1020

02:39:40.890 --> 02:39:44.240

Steve Stowe: and um try to set up a time to speak with them.

1021

02:39:45.290 --> 02:39:47.669

Steve Stowe: You can talk about any topics,

1022

02:39:47.900 --> 02:39:54.669

Steve Stowe: but also ask them what kind of capital projects um are the highest need at their school,

1023

02:39:54.720 --> 02:40:00.889

Steve Stowe: and make sure that they send that to us, so that we can consider it for the January meeting.

1024

02:40:01.160 --> 02:40:03.400

Steve Stowe: I also want to point out that

1025

02:40:03.620 --> 02:40:15.820

Steve Stowe: if if anyone we've talked about this a lot, and we've all been on these meetings, and we've you know. Um. I've done a lot of these meetings with with some of you and it. But there's if there's any questions about liaison visits, please let me know um.

1026

02:40:16.010 --> 02:40:17.569

Steve Stowe: You know there's

1027

02:40:17.770 --> 02:40:20.870

Steve Stowe: there's training that we can um

1028

02:40:21.040 --> 02:40:24.810

Steve Stowe: that we can find online. The do we has training? I don't know If

1029

02:40:25.430 --> 02:40:29.239

Steve Stowe: Steve Weaser were you ever, Steve? Can you hear me?

1030

02:40:29.660 --> 02:40:30.760

Steven Wieser: I Can You

1031

02:40:30.890 --> 02:40:42.540

Steve Stowe: Did you have any? Did you have any a chance to get any follow up to that request is the training available on the the replay available online.

1032

02:40:42.760 --> 02:40:57.149

Steven Wieser: There was a town hall last night, so I think people got a little distracted. But i'll follow up tomorrow, and i'll get it to you understand? Great! They are recorded. Yeah, that's what I thought. I've seen him in the past. So any members who want to look at see a recording on

1033

02:40:57.160 --> 02:41:06.929

Steve Stowe: uh sort of training what you know, what what kind of things you should do on school years, on visits. And and it's always good to have a refresher. I'm going to do a refresher. Um,

1034

02:41:06.940 --> 02:41:17.640

Steve Stowe: sure. Yeah. And and we have a shared one that we've created, if you remember, and we can all reference that, and the the training will probably have a shared template, and I think there's a document

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02:41:17.810 --> 02:41:22.260

Steve Stowe: There's I think there's a shared document. I think you and I looked at it at some point.

1036

02:41:22.470 --> 02:41:42.410

Steve Stowe: Yeah, when you when I first sat down with you, Kevin, it's okay. If you don't remember it's there's like an official template. But really these you can use it to help you, but the conversation can really sort of take, you know, take shape, as you in the school kind of you know, discuss issues. But I agree, having a set of questions makes sense to get started.

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02:41:42.680 --> 02:41:50.999

Steve Stowe: Um, So any questions about that in in Kevin Actually, now that we have Kevin working for us. He can facilitate. So you could, um,

1038

02:41:51.760 --> 02:42:06.060

Steve Stowe: you know, reach out to Kevin and say, Hey, Kevin, can you, You know, draft an email to these schools, and Kevin can draft the email. He can send it, copy you your name Um, And he has all the emails, the the principals to parent coordinators.

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02:42:21.970 --> 02:42:26.090

Steve Stowe: I've wondered about that. Um,

1040

02:42:27.810 --> 02:42:40.770

Steve Stowe: Um, I will, Joyce. I'm gonna find out That's a good question. It's I I The answer I think, is, or if they have staff that are available and can be there that day. They will. But it's not the same as like these meetings where it's

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02:42:40.900 --> 02:42:53.200

Ghada Amin: like the do we have to provide. It is my

1042

02:42:53.210 --> 02:43:11.519

Jen Hu: um. So the translations department do not support school liaison visits. So it's basically up to the schools themselves to find a resource, or you yourself needs to find a resource. So we will not be getting support

1043

02:43:11.530 --> 02:43:15.779

Jen Hu: from the doe on this particular aspect.

1044

02:43:15.920 --> 02:43:18.310

Jen Hu: But again, you know,

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02:43:18.490 --> 02:43:39.199

Jen Hu: I would. First they They recommended that you first contact the school principal, and they may have a parent coordinator there that can do or find a resource for you on locally, and if that doesn't work, then you might be able to fall back on a personal resource.

1046

02:43:39.210 --> 02:43:53.509

Jen Hu: Um, or you can ask um somebody on the Cec. If they can accompany you. Um, you know one of one of us basically uh. So we're sort of on our own here, more or less.

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02:43:55.320 --> 02:43:58.030

Jen Hu: That's the official thing that I heard. So

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02:43:59.790 --> 02:44:02.060

Steve Stowe: got it. Were you seeing something as well?

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02:44:05.830 --> 02:44:21.530

Ghada Amin: No, I I was saying that most of the time when the parents went to to have any question or concern. Uh, that's for a translation of someone to translate for them. It's not available all the time,

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02:44:21.540 --> 02:44:43.860

Ghada Amin: and most times that they are stuck with this. Sometimes they got the they came with the friends, but you know everyone is in as busy with their life, so it's really difficult for them to find someone to translate and be with them in a in a meeting, or if they want to ask about something,

1051

02:44:44.950 --> 02:44:54.389

Jen Hu: there are a lot more resources for parents. Um. So officially, if you can give the school

1052

02:44:55.040 --> 02:45:12.799

Jen Hu: prior warning that you need a translator, they can submit it to the Translations Department, and probably get one pretty quickly. But if you're just gonna, if if you don't give them notice like a forty, eight hour notice or something. I don't remember the exact

1053

02:45:12.810 --> 02:45:20.050

Jen Hu: timeframe. They can't provide translation on the fly. They just don't have the resources for that,

1054

02:45:20.580 --> 02:45:30.749

Ghada Amin: and sometimes it's that they have like once they got like a any program. They are.

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02:45:31.070 --> 02:45:42.620

Ghada Amin: The school doesn't provide a it like a slip, permission it to so make it easy for parents to choice if they want to make the kids going inside this program or not

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02:45:42.630 --> 02:46:08.370

Ghada Amin: uh as the same thing that sometimes they came. Uh, there is a other school when they have like Uh um, they have like a movies, and they want to make the kids that watch it, and it's uh it doesn't have like a permission for that, and sometimes they give it like a generally. But i'm not satisfied that the the movies that that kids are gonna watch it.

1057

02:46:09.520 --> 02:46:23.140

Jen Hu: Yeah, I don't. I don't. I can't speak to that, because that's That's a school thing. Um, I think you should probably bring it up with your local schools as a concern, and see what they can do for you there.

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02:46:27.350 --> 02:46:31.130

Steve Stowe: Any other questions comments on liaison visits,

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02:46:36.410 --> 02:46:41.650

Steve Stowe: so we'll move on to the last item on the agenda, which is our budget. Um,

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02:46:42.610 --> 02:46:47.619

Steve Stowe: we'll get to that. I: Yeah. So this is the second to last agenda. Item: the budget.

1061

02:46:48.080 --> 02:46:49.680

Steve Stowe: Kevin, can you share that?

1062

02:47:05.120 --> 02:47:11.700

Steve Stowe: So i'm just trying to remember. I need to pull up one document here. Bear with me everyone Sorry.

1063

02:47:12.740 --> 02:47:14.000

Steve Stowe: Um.

1064

02:47:43.440 --> 02:47:48.399

Steve Stowe: So there's alright, there's there's an inconsistency here. So there's on the on the

1065

02:47:48.900 --> 02:47:51.300

Steve Stowe: version of the budget I have.

1066

02:47:52.440 --> 02:47:58.039

Steve Stowe: We had three hundred dollars for transportation, which I don't see on this

1067

02:48:00.110 --> 02:48:01.530

Steve Stowe: budget

1068

02:48:05.180 --> 02:48:08.959

Steve Stowe: transportation. Okay, and a hundred bucks.

1069

02:48:10.380 --> 02:48:13.960

Steve Stowe: Okay, So there it is. So transportation of staff, non,

1070

02:48:13.980 --> 02:48:18.559

Steve Stowe: And it's a hundred. But this has been updated. Did we

1071

02:48:19.900 --> 02:48:22.839

Steve Stowe: we put some out of that. Okay,

1072

02:48:22.990 --> 02:48:32.269

Steve Stowe: Got it. Thank you so much, Kevin. So what we need to do, Kevin is now um is some of you may know Kevin lives in queens, and so we think it's um.

1073

02:48:33.600 --> 02:48:45.370

Steve Stowe: He deserves a round of applause for that. Um, but um we um obviously it. He's on our meeting night he should get an uber home. So we want to allocate some money

1074

02:48:45.480 --> 02:48:52.869

Steve Stowe: for transportation kevin any a What's the one way? What's an uber from here to your house roughly.

1075

02:48:54.780 --> 02:49:04.749

kevin vizhnay: How much is the Uber from here to your house? Just on average, we just need to. We just need to come up with an estimate to plug in. Just approximately,

1076

02:49:06.110 --> 02:49:08.050

kevin vizhnay: I think, around

1077

02:49:08.280 --> 02:49:17.780

kevin vizhnay: It's like i'm ask my parents for money, but it's probably around one thousand two hundred, I think, would be them only because, say we do a hundred a month. I'm not going to use one hundred a month, but just in case

1078

02:49:17.790 --> 02:49:35.509

kevin vizhnay: we ever it. It'll never reach a hundred to one hundred, but I think that will be a safe bet, and then the rest of the money can be allocated. If because I don't, I can't give an actual estimate, i'm i'm going to get assumed. It's never going to exceed a hundred a month

1079

02:49:35.520 --> 02:49:48.660

kevin vizhnay: screenshot of the fair. When I submit to pay the payment for me, Brisbane, it's a screenshot of the right, my location where exactly where I went, the time, and the gas and the price, and we now have.

1080

02:49:48.750 --> 02:49:52.900

Steve Stowe: So we have tonight. So we don't have a full year, but we have

1081

02:49:53.580 --> 02:49:59.480

Steve Stowe: December so seven months. That sound right through June. That's when the budget ends.

1082

02:49:59.800 --> 02:50:02.429

Steve Stowe: So seven months, and

1083

02:50:02.660 --> 02:50:06.049

Steve Stowe: your estimate is one hundred bucks a ride.

1084

02:50:06.220 --> 02:50:20.720

Steve Stowe: Yeah, it's overestimating. But yeah, because we send our son to often to his high school in Queens, and it's like fifty to six. Yeah, Um. What if we do set? We can always move money later in the what if we do? Seventy-five,

1085

02:50:20.900 --> 02:50:22.480

Steve Stowe: i'm seven,

1086

02:50:22.660 --> 02:50:29.280

Steve Stowe: five hundred and twenty-five bucks right now that sounds great, and then we'll we'll see how it goes and stuff um.

1087

02:50:29.500 --> 02:50:37.870

Steve Stowe: So then members um so sorry for the um. I just I muted myself. So we're we're thinking about maybe seventy-five dollars a ride

1088

02:50:37.980 --> 02:50:41.519

Steve Stowe: an uber for Kevin to get home from meetings and

1089

02:50:41.890 --> 02:50:53.739

Steve Stowe: um for seven months, and then where would we get this Would it work out to five hundred and twenty-five dollars. And where do we look

across the budget here and see an area that we might want to take money out of and

1090

02:50:54.360 --> 02:51:01.320

Steve Stowe: constant contact. We're going to pay that so we can't touch that. E. Ch. We're going to pay that we can't touch that.

1091

02:51:01.740 --> 02:51:06.930

Steve Stowe: Um. You know we we we should probably leave Member reimbursements alone.

1092

02:51:07.020 --> 02:51:12.689

Steve Stowe: Um, I'm always happy to give up President reimbursement, and I could probably

1093

02:51:12.940 --> 02:51:16.460

Steve Stowe: i'd be happy to give up some of the President reimbursement right now for that.

1094

02:51:16.840 --> 02:51:18.039

Steve Stowe: Um,

1095

02:51:18.240 --> 02:51:27.130

Steve Stowe: Kevin, do you? Since you've started, you have any sense about like I know you're settling into your office and everything but equipment and supplies just any.

1096

02:51:27.320 --> 02:51:29.540

Steve Stowe: If it's too soon to say, Just

1097

02:51:29.590 --> 02:51:32.769

Steve Stowe: let's let's keep the money where it is. But do you have any?

1098

02:51:33.480 --> 02:51:36.650

Steve Stowe: You might need it.

1099

02:51:37.200 --> 02:51:43.349

kevin vizhnay: I think we get to allocate two thousand and seventeen away from equipment just because right now my office is stacked when I started.

1100

02:51:43.700 --> 02:51:49.350

kevin vizhnay: Yeah, so and so I think the only immediate requirement right now is probably Printer Inc.

1101

02:51:49.590 --> 02:51:57.599

kevin vizhnay: And that should probably that I think it's fine, and if now we can just come back to the budget at a feature time and reallocate again. But I think for right now, like you, said,

1102

02:51:58.700 --> 02:51:59.810

kevin vizhnay: the equipment,

1103

02:51:59.900 --> 02:52:09.629

Steve Stowe: take it from equipment. This is for simplicity. Let's just take it from equipment, So is there a motion to, so the motion would be

1104

02:52:09.760 --> 02:52:14.199

Elizabeth Chan: reallocate. Five hundred and twenty five dollars from the equipment line. Item,

1105

02:52:14.320 --> 02:52:21.210

Steve Stowe: and add that to the transportation of staff line. Item, that would be the motion. Is there a motion to do that?

1106

02:52:29.580 --> 02:52:32.129

Steve Stowe: Oh, sorry. I cannot.

1107

02:52:32.670 --> 02:52:36.279

Steve Stowe: Too many things. Yeah, Go ahead, Steve. Please.

1108

02:52:37.010 --> 02:52:42.779

Steven Wieser: Yeah, I am not saying don't do it right, but I would check with the Sgos tomorrow, like

1109

02:52:42.860 --> 02:52:44.850

Steven Wieser: I don't know if

1110

02:52:45.360 --> 02:53:00.350

Steven Wieser: I guess it depends on how the reimbursement is put in like I know Kevin would be able to be reimbursed if he went from the office to a school during the work day. I think there might be an issue with trying to reimburse an employee for traveling home.

1111

02:53:00.620 --> 02:53:02.220

Steven Wieser: Did you talk to him, Kevin?

1112

02:53:02.690 --> 02:53:13.690

kevin vizhnay: Yeah, those are the meetings today, and I specifically, if I can take over from, not only from to a meeting, but from the from a meeting to home, and they said, as long as the counts up as a budget, then it's it's fine

1113

02:53:13.760 --> 02:53:18.279

Steven Wieser: Good didn't want to just want to make sure.

1114

02:53:18.560 --> 02:53:19.420

Bye, bye,

1115

02:53:20.500 --> 02:53:22.299

that

1116

02:53:22.430 --> 02:53:23.520

awesome

1117

02:53:26.770 --> 02:53:32.519

Steven Wieser: But or is it come out of our

1118

02:53:40.430 --> 02:53:42.709

Steve Stowe: remember? Remember what

1119

02:53:43.020 --> 02:53:45.150

Steve Stowe: great? Thank you, Steve. Um.

1120

02:53:45.720 --> 02:53:49.909

Steve Stowe: So, anyway. So Elizabeth has proposed a motion,

1121

02:53:50.150 --> 02:53:52.879

Steve Stowe: and I don't didn't remember. Was there a second.

1122

02:53:58.120 --> 02:54:15.380

Steve Stowe: Is there a second to a motion to approve? Seconded back in

1123

02:54:15.390 --> 02:54:19.930

Steve Stowe: Steve Stowe? I vote. Yes, Jennifer Hugh

1124

02:54:20.020 --> 02:54:22.279
Steve Stowe: Elizabeth Chan.

1125
02:54:23.170 --> 02:54:28.190
Steve Stowe: Um Vita Lebello's excuse. Marie is excused. Uh li peng

1126
02:54:30.380 --> 02:54:32.420
Steve Stowe: um choice.

1127
02:54:32.720 --> 02:54:34.420
Steve Stowe: Kevin

1128
02:54:35.400 --> 02:54:38.030
Steve Stowe: um my rosenblatt

1129
02:54:38.220 --> 02:54:41.999
Steve Stowe: not here. Got a yes,

1130
02:54:44.000 --> 02:54:47.170
Steve Stowe: Yeah, I said, Yes,

1131
02:54:48.730 --> 02:54:49.699
jona isufi: yeah,

1132
02:54:50.200 --> 02:54:51.130
great.

1133
02:54:53.750 --> 02:54:55.710
Steve Stowe: So the motion is approved.

1134
02:54:57.330 --> 02:54:58.880
Steve Stowe: Eight yeses

1135
02:54:59.100 --> 02:55:01.130
Steve Stowe: to excuse one absent,

1136
02:55:02.640 --> 02:55:05.289
Steve Stowe: so we will submit that tomorrow.

1137
02:55:08.410 --> 02:55:09.789
Steve Stowe: Um

1138

02:55:09.860 --> 02:55:17.259

Steve Stowe: great. And then the last order of business is just approved. The minutes from the last business meeting last month. Kevin, can you share those, please?

1139

02:55:31.770 --> 02:55:35.560

Steve Stowe: So everyone please review the minutes

1140

02:55:35.910 --> 02:55:40.949

Steve Stowe: of the last business meeting. There was nothing other than approving the minutes from September.

1141

02:55:41.490 --> 02:55:52.929

Steve Stowe: Any changes? No. Is there a motion to approve? Well, there, we don't need motions to approve minutes, so there are no changes. The minutes are approved, as is is there a motion to adjourn the November business meeting

1142

02:55:53.000 --> 02:56:02.359

Steve Stowe: motion to during the business. November. Is there a second second in all in favor?

1143

02:56:02.760 --> 02:56:09.039

Jen Hu: Have a good night, everyone.

1144

02:56:09.350 --> 02:56:10.300

Um,

1145

02:56:13.710 --> 02:56:19.460

Arabic- Abdallah: good night, everybody. Thank you.

1146

02:56:24.010 --> 02:56:26.310

Arabic- Abdallah: Sorry I

1147

02:56:29.230 --> 02:56:31.069

Spanish, Felix: have a good night. Everyone take care.

1148

02:56:31.150 --> 02:56:32.750

Arabic- Abdallah: Good night, bye, bye,

1149

02:56:37.910 --> 02:56:41.410

D20 CEC20: and uh,

1150

02:56:41.510 --> 02:56:43.229

D20 CEC20: thank you. Interpreters

1151

02:56:43.900 --> 02:56:45.279

D20 CEC20: have a good night.