**Community District Education Council 26**

**New York City Department of Education**

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**January 16, 2020, Calendar Meeting & Town Hall with Chancellor Carranza:**

**Present**:  Alan Ong, Karen Rose Scott, Adriana Aviles, Todd Friedman, Cassandra Louie, Norman Cohn, John Gavros, David Wong, Sandra Lau, Dilip Nath, and Seth Breland

**Absent:**

Welcome –Dilip Nath: 6:40 PM

1. Dr. Dilip Nath Town Hall Committee Chairperson introduced CEC26 members and advised communities of protocols set forth by the Office of Family and Community Empowerment.

CEC26 members introduced themselves to the community.

**07:18 PM**

1. **Town Hall Meeting with Chancellor Richard Carranza:**
2. **Adriana Aviles:** CEC26 President introduced herself and welcomed members of the community. Tonight, we are here for the families of District 26 and we kindly request you to respect and follow the protocols set in place. Please, this is a respected community forum and we have limited time with the Chancellor. Please do not be disrespectful, leave any sort of outrageous comment and avoid being vulgar. Before we start, we want to acknowledge many of our community members-

* Amazing Superintendent Danielle Giunta and her incredible District team,
* Presidents’ Council Cathy Grodsky and Linda Lovett,
* Executive Superintendent Mabel Muniz-Sarduy,
* All-District 26 Principals, our districtwide teachers, UFT Chapter leaders, and districtwide Chapter Leader Mary Vaccaro.
* Our collaborative elected officials- including- CM Grodenchik, CM Paul Vallone CM Peter Koo, Assembly Member Ed Braunstein, David Weprin and representatives from John Liu’s office and Congresswoman Meng’s office.
* Lastly, but most importantly, I would like to thank our District 26 families for making themselves heard. Almost half, if not more of our students qualify for free lunch or are considered low-income families. Yet, all of you have made District 26 the Number One and Number Two CITYWIDE Top Scores of the State English Language Arts and State Mathematics Tests DESPITE the lack of funding and lack of additional resources or support from the DOE for our students.

1. I am kindly requesting at this time, for CEC members to just stand and introduce themselves to the Chancellor and Community. CEC26 members introduced themselves.
2. And now, please welcome the New York City Department of Education Chancellor Carranza to our District 26 families. CEC is kindly requesting to give brief remarks about our wonderful District 26.

(Ms. Aviles mentioned to the community that due to disruptions, we have concerns and we are wasting our precious time with the chancellors).

1. **Chancellor Carranza Remarks:**
2. Thank you Madam President and I want to welcome all the residents of District 26 and thank you for coming out this evening and great to have you here. Thank you for recognizing all the elected officials and I had a wonderful conversation with the elected officials prior to the meeting, but I want to thank you for being here. One of the things I think is a gem in for District 26 in Northeast Queens, for District 26 is the level of engagement and level of dedication of elected officials and that doesn’t happen everywhere and you should be very proud of the elected officials. I also want to thank Principal Armstrong for opening the door this evening. I see in the audience, many people are teachers and I want to thank, in the audience, the many teachers, paraprofessional, support staff, assistant principals and principals- and I know you spent all day taking care of the children but you are still here till the evening to engage. Thank you and we appreciate you being here.
3. One thing that I think is also important is that you have been asked to write comments or questions on the card and that is very critical because within hour, we don’t have time to answer every single question but it is important for you to write among the cards because after we are done here this evening, whatever doesn’t get answer, we will in written form get those answers back to the CEC and who they can distribute it back to you so those questions are addressed. With that, I am also very very impressed with the academic level of achievement in District 26. When you think about the challenges you are taking on, these are not easy challenges. You have extremely well-functioning CEC that takes the time to understand what the issues are and you have an incredible superintendent who knows instruction and very supportive of what’s happening in the district. And one thing is very clear that you have a number of wonderful schools with very dedicated educators, yet takes the time to understand who the students are. So, I would say those are things that District 26 is such a special place and not the least of which all of you being here. I look forward to answering your questions with whatever I can and I may phone a friend your superintendent to chip in. Let’s start with the questions:

**Town Hall Public Comments and Questions:**

**Question 1: President Adriana Aviles:** First Question raised ***from PTA Presidents’ Council President Cathy Grodsky***:

Our students are faced with security threats/ scares, both in-person and via social media. Parents usually first hear about these incidents from social media, online reports or from their children’s limited information and it is impossible to discern what is true and what is false, so they all just become rumors. This leads to hysteria and alarm for many parents and students. Though we understand that there are legal and privacy concerns at play, we need a better protocol in place that provides clear communication and transparency in a timely, direct fashion. How can the DOE increase transparency and speed in school-parent communication? Why are principals forced to either delay communication or, in some instances, not communicate at all? Can we also put in place an official notification system that updates affected parent populations with real-time statuses?

**Chancellor Carranza**: This is a great question- Couple of things to keep in mind. The best way to disrupt the schools is to have an online threat that you know will be disseminated by the various school system and if you shut it down once, then there are some kids out there will do it again and again. So, we have an incredibly tight relationship with NYPD, we work very closely with their counter-terrorism unit and online crime unit, and when we get those online threats, NYPD works with us to try to find out where it's coming from and you would be amazed to know that those online threats are not coming from NYC but will come from far east or Europe and they are part of the bots that you heard about. Some of them do come right here from NYC, so when that happens, they are quick to identify where it’s coming from and go to the home, to the business or to the public space where it is originating and we have tremendous success to track those down. Obviously once that is done. The communication we sent to parents that we have received a threat and we have investigated and NYPD is investigating to get to bottom of this and we are safe. Sometimes, I get this that it feels like it takes too long and part of the issue that we have is internet is not our friend and social media is not our friend and things go viral before we actually have the opportunity to give you the correct information so that we are not spreading those kinds of threats as well. Sometimes we get things that happened that we are precluded by law from disseminating. We had a situation where students have committed suicide and before we know it, it goes viral. Yet, we also know we have incidents like that and withstanding the privacy of the family, we have to protect the privacy of the family but we also know those can lead to copycat so we are very careful about that kind of information as well. On social media, it may be rampant but we are very careful about the situation because we don't want to encourage copycat and things to happen. What are we doing about it? We are actually in the process of forming and RFP (request for proposal) where there are applications that exist where it allows us to communicate electronically with parents and parent communities. It allows us to be able to send messages to targeted groups, for example, we can send very direct messages to the parents of this school without sending it anywhere else. We can also identify how we can do by text, email, letter or phone call and very rapidly identify the groups we need to communicate with and send out the message. I say that we are doing an RFP because a system the size of NYC is very very expensive so part of what we are doing is looking at outside budget environment and making sure that we have the funding for it and then also following all the procurement law and being able to have a competitive process to get the best system that is out there. We are in the process of identifying that right now. So you are going to see that come into eventuate if you are lucky, in the next 8 months but we are really pushing it to make this happen sooner.  ***President Aviles acknowledges the parents that were sitting in the cafeteria due to capacity.***The next question comes from CEC26 members John Gavros:

**Question 2: John Gavros (CEC26 Treasurer) -** Welcome Chancellor- Fair Student funding provides the majority of a school’s budget but the majority of our schools only receive 90%. To compound these school budgets are based on an average teacher’s salary by building instead of citywide average, schools with higher teacher salaries have even less fair student funding to spend. Teacher’s salaries are governed by contract and principals are not allowed to excess higher salaried teachers in favor of newer lower-paid teachers. District 26 has the lowest per-pupil spent per student in the entire city at $ 10,260 with the second-lowest being district 28 with $10,872 and all other districts being above $11,000. How do you propose to correct these inequities? Title one funding is another source of funding for our schools. The federal guidelines require a 40% student poverty population and NYS Department of Health guidelines require 50%, yet we are told we need 60% while Staten Island is only required to reach 40% to get title 1 funding. Over half of our schools are over 50% with some close to 58% but are denied title 1 funding. How do you propose to correct this?**Chancellor Carranza:** We just had a very robust conversation without Assemblyman and Councilmember before we came out here. Funding is an issue and be an issue and will continue to be an issue. We may disagree but by enlarge and the elected I met with that all agree that Campaign for Fiscal Equity should be funded which is 1.2 billion dollars that owe to the children of NYC. Right now, most of the money would go into the Fair Student Funding Formula which will bring schools up. Our City Council and Mayor and moved on those for the 21 months I have been here as a chancellor, we added an additional hundreds of millions of dollars to the Fair Student Funding Formula so we brought schools up to the 90% on average when I first arrived was at 87%. Obviously, we can't continue to do that with the tax revenue here in NYC. So we are endeavoring to do is to find ways to continue to increase the kind of funding that comes to schools. The average teacher salary versus what a standard teacher salary will be if we calculate it in a different way has some benefits and some challenges. I can tell you that there are schools in which if we did that, they will lose money and there are schools that have very very poor communities that would lose money because the average teacher will dilute the money they have and that you have to use for teachers. So, there is no perfect solution and it would take the rest of the night to get into those details and the second thing that I think is really important is that Title funding, title funding comes from the federal government and very specific. There has been a proposal in the past instead of having block grants where you have to have a percentage of your students be at poverty, so, why doesn't the money follows per student? The problem with that is that you dilute the very small pot of money which is a significant and bigger scheme of things is a smaller pot of money and instead of actually impacting the school communities and you give then give that money to each school based on how many students based on criteria, becomes much diluted. There is no perfect way we continue to work and we continue to work with the City Council and especially understanding how we maximize the funding we get. There are also things that we have in our funding formula in NYC that some people say is a good thing and some people say really disincentives or makes it difficult for schools. So we have a per-pupil formula so the money follows the student so if you lose enrollment, you lose funding because money follows the students. In addition, we have additional weights in terms of money for students in some categories, students with multilingual learners and disabilities get additional weight. In some cases, we have found those weights disincentivized or incentivize the wrong things. So again, lots of things we can talk about but the whole way we fund schools is a real challenge for us in NYC and its challenge for us quite frankly every state where I worked in and we are counting on our legislators to close that funding gap with Campaign for Fiscal Equity

**Question 3: Student Member CEC26 Seth Breland:** Good Evening Chancellor, on behalf of the students and District 26, welcome and thank you for being here with us tonight. My question is there is a growing number of vaping related illnesses across the country and students are concerned about the impact it has in our schools and they are making their voices heard. When will you meet with the students to have a town hall with students of District 26? **Chancellor Carranza-** we will schedule it as soon as possible. I am really proud of the student voices in NYC and I hear from students all the time but I am also glad that there are student activist groups in our communities that are lifting conversations that are very difficult for the adults but they are very clear about what they want. I regularly meet with my Chancellors Student Advisory Group and they have also raised the concerns but I have asked the advisory group is to put together a proposal for regulation or a policy change that we can bring to the PEP and we can put some policy into this. The second thing I believe is important about vaping is I am sure this is not surprising to anyone in the room but vaping is extremely dangerous to our children. It is sold as a safe alternative to tobacco which is not so we are working very hard closely with Commissioner of Public Health Dr. Barbo on a campaign we are going to educate and give information to provide resources and opportunities for students that are hooked on vaping from being unhooked from vaping. We are going to count on our student leaders yourself to help that message robust and get that message into the hands of students that we can help them to help themselves.

**Question 4: Alan Ong CEC26 members:** Good Evening Chancellor- There has been a lot of emphasis on the Dual Language program and those schools that have launched it are very successful including two of our school in our district PS173 (which is hitting/or hitting the 10th year mark) and PS162 which is up to the 3rd grade. That said, we at D26 are encountering some challenges which I would say may very well be with other districts also is how to continue the program in middle schools. As a parent of a child that was in the dual language program, it was unfortunate that it had to abruptly end in 5th grade. They are in HS now and we would have loved to continue. As parent advocates, we work closely with the middle school principals to try to continue the program without any success. Does DOE aware of some challenges that some middle schools are facing? If so, we would love to hear it and see what the plans are and moving forward to continue the programs**Chancellor Richard Carranza** - Thank you for the question. NYC is without question, one of the leading school systems in America in terms of the Dual Language Program. We have more Dual Language programs in NYC than anywhere else in the country and that being said, we also have some unique Dual Language programs. For example, we created this past year Albanian Dual Language Program. So, when people say that's great and why don't we create more of them, there are challenges with Dual Language Program and have teachers that have mastery of that language and teachers that are credential teachers to be able to teach in that language. The second thing is our material so if we have an Albanian, then that’s stand to reason that we should have the material in Albanian so students can read and speak. So, you need to have a teacher that is not only proficient in the language but also culturally competent because their culture and heritages go with the language and it is more than food and celebration and all of these things need to take into consideration. NYC had focus on growing our elementary schools and we continued to do so but I have done in my first year is pausing on more dual-language programs for that very particular reason because we look at where the dual language program is and how students then can move into middle schools and have continuation of the Dual Language Program and it was clear that many of the students in the Dual Language Program in many communities, did not have the next step or middle school program. I am bilingually trained teacher so I understand that if you start a language then you must continue the language and have the opportunity for students to engage in the language, in an AP setting or a world language setting at the High School level, so that they can get the certificate of bi-literacy when they graduate. So, the pause that we have put is exactly around and putting resources into developing those Dual Language Programs in middle schools with similar alignments so the students do not have to travel across the boroughs that have Dual Language Program and that being said, the protocol is very clear. We work with communities to make sure that the communities want to have the Dual Language Program because we have to continue to feed that Dual Language Program spa you have a robust enrollment. So, we analyze to make sure there is an interest to the community for the Dual Language Program and what language does the community want for that Dual Language Program and then we engage with our education partners and do we have a program pathway to identify someone that has competency in that language. Sometimes, we also mine our own DOE teachers and put call out and if there is anybody - that is how we found our Albanian teacher. We ask if anyone speaks Albanian if anybody Albanian and we found somebody. Then, we need to make sure we can get them certificated and credential for that and then we look for the resources and the process. We are in the process right now of implementing our process at the middle school level to create more of those programs.

**Question 5 from District 26 Student- Frances Grodsky**I am a 7th-grade student in the Gifted and Talented program here at MS 74. I understand that at another town hall meeting in Queens on Monday, you insisted that such Gifted and Talented programs were not effective and a “myth segregating students.” You said that these programs assign more work instead of harder work. I know that at least from personal experience, this is not true. What evidence do you have to suggest that Gifted and Talented programs in high-performing schools like mine are not effective in providing a more enriching course load for some students? In reforming our imperfect education system, how will you ensure that you will not break what works, like the education model used in District 26?**Chancellor Richard Carranza** - So I am really glad that it is coming from a student and it is a 7th-grade student middle school student. So, what I would say to you is that enrichment for the intellectually gifted student is something we will never take away in NYC. That will not go away and when you look at the secondary level in terms of what we do in Gifted and intellectually gifted ground. There is much more evidence in NYC that they do have a much more specialized curriculum. They do have much better training for teachers in those content areas. There is evidence that you do have a process and pedagogue that truly meets the needs of intellectually gifted students and now my comments in District 26 that were mentioned in the question - I am sorry the other District- 29, yeah I do a lot of Town Hall and I am sorry, whatever they mentioned I remember those comments, look I am an educator and I have been an educator for 30 years, and a teacher so when I walk in the classroom and I evaluate the pedagogue is and I am looking at what the strategies are and I look what the curriculum is in the classroom and I have a level of expertise and I can tell you that -

***President Aviles requests community members to be respectful. We have limited time.***

And I can tell you that testing for 4-year-old for Gifted and Talented Program is neither supported by education research and it is not supported by practice. It just boggles the mind that a 4-year-old would be a prep to take a test and will give them a special place in the program. Now, when you walk into elementary schools, not all elementary schools but vast majority of the Gifted and Talented Program that there is neither a special curriculum and there is neither special training for teachers based on brain science and there is no special specialized pedagogue so when I say to the people in the most parochial term, it's faster and it's more I have seen it. Now you want an example of what a truly gifted approach is the International Baccalaureate program because it is accepted international standard, the gold standard. There is a specialized curriculum, specialized pedagogue and teachers have to be trained for 2 years to be able to work in that learning environment, there are benchmarks, and there are internationally accepted standards. That is an example of what you are talking about when you have a specialized intellectually gifted approach for students. I will be the first to say that students that are intellectually advanced should never not be served just like I will be the first to say that a student that has a learning disability should be served as well. But, it is about true enrichment programs and giving those accelerated programs rather than say that it's gifted and talented when it’s neither of these. We are having a conversation in NYC and all I want to do is be honest and I am being honest with you. Let's truly have accelerated program starting in elementary school but let’s make sure parents understand that if you are signing up for this program, we are going to identify the students with characteristics based on real science, brain science and brain development science catering to intellectually gifted and I am all for it. The next question comes from the UFT representative.**District 26 UFT Representative:** In District 26 we feel that staff are no longer respected and supported. The lack of consequences for students and follow through as related to discipline has caused a lowering of morale and an inability to effectively manage classes. The fight at 158 was an extreme case but has sent shockwaves around the district. How are you going to ensure that D26 staff is supported to appropriately manage the top-performing classes in the city?**Chancellor Richard Carranza**- I am also going to ask our Superintendent to follow up as well with very specific information share with District 26. We are working very closely with UFT on the issue. The issue is student behavior is not just with teacher issue but, it is also a home issue. It is also a support issue. We know that living in the city, as big as complex as NYC, even in a borough that is as remarkable as queens but a District as excellent as District 26, it is a traumatic experience for many of our families. We know that students come to our schools with myriads of challenges, from intergenerational poverty to intergeneration, incarceration to latchkey kids, students that are displaced and students that are emotional traumatic experiences they are dealing with. That means said, we invested incredible resources in hiring additional social-workers, we have hired additional crisis social-workers, hired additional guidance counselors, crisis counselors. We have also invested around rapid around behavior supports, and what we have done is find out the pockets of where the students are with crisis so we can deploy the resources as quickly as possible. One of the things we are very excited about is in District 26, the leadership Superintendent has taken a lot of time to make sure that our schools have social-emotional support and teachers are trained in that social-emotional support. Let me be clear about what happens before I say that. We also know that the data tells us the pictures and we know that well suspensions are down, one of the things I hear is, people just stop reporting things because suspensions are down that is not true. ***President Aviles reminded community members to quiet down as we are almost out of time.*** Because, if it’s the matter of reporting, then the incidents- actual documentation, when incidents happened required by law to documents that incidents in our incident tracking system. The incidences have decreased as well. When we triangulate the data with suspensions, incidences and we also make a triangulate that data with NYPD statistics, I can tell you that the number of incidents is dropping in schools. ***President Aviles reminded the community to listen and quiet down.*** So, notwithstanding specific situations and specific incidents in a school, generally speaking for the entire system by case. I understand, the responsibility I have for 1.1 million students, 152,000 employees, I am at the hundred-thousandth foot level. When an incident happens at one school, and it’s on my radar, you know that I am paying attention and everyone is putting resources into those incidents. I am familiar with the incidents at 158 and the video that went viral. I would refer to Superintendent to talk about what she and her team are doing to address the particular issues.***Ms. Aviles stated please allow our wonderful superintendent to speak.***Superintendent Giunta- Thank you for coming out tonight. I couldn’t agree more with the case of 158 is an extreme case that did send shockwave and is the exactly right language. I am so grateful that we spend a lot of time with the partnership with Mary Vaccaro and Dave Wolftzer UFT and our Queens North Partners Leadership Executive Superintendent Sarduy with Donna Brownsford the Director for Student Services and her team. We are putting together a plan that supports the school and multilayered and asking Dave and Mary about what does the teacher needs and certain structures that they want in a place to professional learning to support their skill set in de-escalation as well. We started the plan today and some of the explicit scheduling of the training such as TCIS training but I think when we think about one of our District priority- which is to nurture an inclusive environment of classrooms, here in District 26 that has been about adapting a strong social-emotional approach across the schools. That really is our gateway to ensure we have inclusive communities, all of us create a risk-free environment and trusting, allows for students and teachers to excel and accelerate instructions. I am looking out at the audience and so many of us have such exemplary promising practicing in social-emotional learning and you are all our visiting each other schools and we are going to replicate those practices. When we do have a case that does really go to a new level, it is all hands on deck and multi-stakeholder approach. We spend much part of today, Donna and I, walking the building, talking with staff and students. Students have really pinpoint recommendation that really mirrors the feedback we are hearing from staff as well. We are considering all recommendations and making sure that the plans for that specific schools meet our expectations and receive actions and resolution. We move forward and come together as a community and I look forward to continuing to that partnership specifically at that school. The work that we are doing and we are grounded to around social-emotional support is really going to keep us away from this extreme circumstance and that is what I do believe had allowed our community to avoid this as regular incidents. *Ms. Aviles - next question, from Dilip Nath. Ms. Aviles - stated please please to calm down. Ms. Aviles that the questions are from our community and we are trying to ask it. Mr. Nath tried to ask the next question but due to disruption, Jesse Mojica from Office of Family and Community Engagement closed the meeting after conferring with Chancellor.*

After Chancellor's departure, President Aviles announced the closing of the meeting at 7:50 PM.

**January 16, 2020, Business meeting:**

**Present**:  Alan Ong, Karen Rose Scott, Adriana Aviles, Todd Friedman, Cassandra Louie, Norman Cohn, John Gavros, David Wong, Sandra Lau, Dilip Nath, and Seth Breland

**Absent:**

Welcome –Adriana Aviles

**Meeting called to order at 8:28 PM.**

1. Welcome
2. Minutes: was reviewed for December 19, 2019. Motion to approve by John Gavros. ***Motion approved unanimously to approve minutes from December 19, 2019.***
3. Budget Report: John Gavros presented the budget for the council and motion to approve the budget. Motion to approve the budget by John Gavros. ***Motion passed unanimously.***
4. Town Hall reflection- The meeting was great and we received great questions from the comment cards that the majority of the parents wanted to hear.

* Norman Cohn- asked about how to deal with this when this happens next time. We do not want to set precedents and what will happen next time at our next meeting if the same occurrence occurs. This is a genuine concern from parents.
* Ms. Aviles clarified that we are here to listen to the parents and disruptions happen during our SHSAT hearing as well but we listened to the parents of District 26. We should be passionate when there are issues and as a parent advocate, I understand that.
* Cassandra Louie- the mom had a genuine concern that disrupted the meeting. How do we clarify that mom is validated in her claim and actions are taken in the future?
* Alan Ong clarified that it is not our job to investigate or take actions but more so as the face for the parents and set the protocols to listen to the parents and follow up. The disruption took place during a short period and that is the best way as a CEC could have reacted. The question is not what we did right but what is next. If the situations are under investigation, we as parents should allow the investigations to occur and we should caution ourselves about making statements regardings the incidents.
* Sandra Lau- It was unfortunate that the meeting had to be called but we did hear from the parents.
* Adriana Aviles- It wasn’t me that decided the meeting to close. Jesse Mojica from the Office of Family and Community Engagement came to the stage and asked to close the meeting due to disruption; at that moment, I told him, I will not close the meeting but it is up to the Chancellor to decide to close the meeting. Parents are here for us and we need to hear what they have to say. Chancellor decided to leave his Town Hall and started to pack up. I, then stated, “unfortunately, we have to close this meeting” after the Chancellor decided to close the meeting. I empathize with the mom because the mom was trying to acknowledge us but our hands were tied due to protocols from Chancellor’s office and FACE.
* Dilip Nath - These sort of incidents are occurring at every Town Hall with the Chancellor.
* Alan Ong- Some of the parents are here for SHSAT and G&T, but the two parents are an exception because incidents occurred recently.
* Adriana Aviles- There are very little things we can do during this sort of high-intensity meeting. Unfortunately, some of the hecklers are from outside and we did not have the opportunity to hear from all the parents in District 26. Honestly, I could not hear the mom clearly because of the FIRE CARRANZA guys. They are from a different district and disrupted our meeting. It was an unfortunate chain of events. We received lots of questions and it was good that we heard from the parents and we hope to receive answers from the comment cards we collected.
* John Gavros- Most of our questions were budget questions. I think Chancellor Carranza's response if the pie is small and if we lower the pool, it’s not enough. So basically stating that we are funneling the money to the poorest schools and we are not getting any in District 26 even though we qualify it under state and federal guidelines. Lots of questions were regarding G&T. We tried to address the safety concerns right in the beginning from the email and comments cards we received.
* Council discussed their role to facilitate advocacy rather than finding an exact solution.
* Alan advised that we can say “no comment” and have FACE facilitate press releases.
* Council clarified that there was no indication of large turnout till last night but even then, we were not excepting over 445 people. Alan Ong mentioned Channel 4 reporting the Town Hall in connection with M.S. 158Q incident on Jan 15th but no one was expecting a huge turnout.
* Cassandra proposed that we have a statement/press release out from the CEC26. Cassandra motioned to prepare a statement/press release regarding the Town Hall as an effort with Farjana and Adriana. ***Motion passed unanimously.***
* Seth Breland mentioned that the Chancellor will be coming back for Student Town Hall and I hope that can occur soon in District 26.
* Norman Cohn suggested that if we can acknowledge the Chancellor and thank him for attending the meeting.

1. Adriana mentioned that the Town Hall was delayed because of the time it took with us with the elected officials. Chancellor mentioned that the elected officials was taking time away from the parents and the one hour that is slated for the parents will be reduced/cut into due to elected officials meeting; if the conversation continues, which means that he will be taking away time from the parents and communities outside. Adriana also mentioned that she was delayed due to being left and locked outside by Chancellor staff prior to the meeting even though it was his staff that asked her to go with him and entering together in the auditorium. As she was getting in the car, his staff told her that “you don’t fit” and was locked outside. She ran through the back of the building to arrive at the same time as him. We need to change the format in the future, so the elected officials are not taking time away from the parents with the Chancellor.
2. Superintendent’s Report: PS 309Q, Superintendent introduced the new project director.
3. Alan Ong mentioned about offering his service to the schools about teaching lion dancing to students as part of keeping the culture.
4. PS 203Q shared about Diwali celebration and Lunar New Year Celebration and willing to take any ideas to take it back to the PTA.
5. Public Comment- Jim Gallagher shared information about upcoming meeting in the community.
6. Adriana shared information about District Spotlight and Superintendent updated the information regarding Mabel Sarduy joining and attending our meeting.
7. NYSER Update was provided to the council regarding CEC26 subpoena to provide information.

**Motion to adjourn the meeting by Adriana Aviles at 10:05 PM . Motion passed unianimously.**