

Community Education Council District 32 Meeting

**CALENDAR AND BUSINESS
MEETING MINUTES**

May 7, 2020

6:00 PM

CEC D32 Office
797 Bushwick Ave
Brooklyn, NY 11221

Type of Meeting

Calendar and Business Meetings

Note Taker

Stacie Johnson, Recording Secretary

Attendees

Calendar Meeting

Business Meeting

Martha Bayona

Present

Present

Joanna Fuentes

Absent (unexcused)

Absent (unexcused)

Stacie Johnson

Present

Present

Yashaira Longras

Present

Present

Maria Lopez

Present

Present

Wanda Nunez

Present

Present

Samuel Olivares

Present

Present

Desines Rodriguez

Absent (excused)

Absent (excused)

Renisha Westbrooks

Present

Present

Quorum

Met

Monthly Calendar Meeting: 6:00 PM

1. Call to order and roll call: Martha Bayona, Stacie Johnson, Yashaira Longras, Maria Lopez, Wanda Nunez, Samuel Olivares, Renisha Westbrooks. Absent: Joanna Fuentes (unexcused), Desines Rodriguez (excused).
2. Discussion about remote learning, available social-emotional resources, and the recently released grading policy. Guests include the Deputy Chancellors Adrienne Austin and LaShawn Robinson, the Executive Superintendent Karen Watts, the High Schools Superintendent Janice Ross, and the Community Schools Superintendent Sheila S.-Gorski.
 - a. Deputy Chancellor Adrienne Austin: Provided the following updates:
 - i. CCECs Budgets: CCECs will have the opportunity to modify their budgets until next week.
 - ii. Provisions of Chancellor's Regulation A-665 that placed restrictions on PTA/PAs were waived. Now the entities can meet and transact virtually. Additionally, the deadlines for elections and the annual financial activity report have been pushed back to October.
 - iii. Parent Coordinator Supports: Parent coordinators were asked to reach out to families to provide additional supports, particularly the most vulnerable, including families who have students with disabilities, Multilingual Language Learner (MLL) students, and Students in Temporary Housing (STH), and families who are living in temporary housing. During this time, parent coordinators have received training on remote learning, particularly about Google Classrooms, so that they may assist parents navigate this and other virtual platforms. The training was made in coordination with IT and FACE. FACE also provided a language access training so that parent coordinators would know how to access translation and interpretation services for families. This week, the Deputy Chancellor LaShawn Robinson and her team, trained parent coordinators on trauma and best practices. Additionally, there is a website through which the office communicates with parent coordinators and where resources are added on a regular basis. Parent Coordinators additionally work to make sure that families have and receive iPads; they call parents who have requested a device and make sure the information for those families is accurate. They also sign families up.
 - iv. Devices: Over 272,000 iPads have been delivered to families and 15,000 are pending to be shipped. There is a total of 300,000 iPads for families, that are internet connected.
 - b. Deputy Chancellor LaShawn Robinson: The Dep. Chancellor oversees the Office of Community Schools, Equity, and Access; the Office of Safety and Youth Development, PSAL, the Office of Schools Wellness Program, and the Office of School Health; and focuses on the health and wellness of the students, social-emotional learning, physical and mental wellness, relationships, student voice, and safety and restorative approaches to behavior. When schools transitioned into remote learning, the office ensured that social-emotional learning activities were included and teacher and principal resources. All resources are in the TeachHub. The office has a partnership with Sanford Harmony and D32's are Sanford Harmony schools. Through the partnership, schools work with students around feelings so that they articulate what they are going through. Middle and high schools have implemented restorative practices focused on empathy and social-emotional learning, with relationship building at the core. There have also been wellness checks for the most vulnerable student populations, including students in shelters and foster care. Every school has a crisis team that understands grief and what it is like in terms of bereavement, trauma, anxiety, and depression. They would have the skillset to support a family and student experiencing a loss. Earlier this week, the office provided a parent training on trauma. Tomorrow, parent coordinators will be trained on Trauma 101. Every Wednesday is

“Wellness Wednesday”, which provides another opportunity to elevate mental health and wellness. Families can find these resources on the DOE website and others across the city, such as NYC Well.

c. First public comment session

- i. Martha Bayona, CEC32 Member: *How does remote teaching and learning work? How is this working with students that are in special education, multilingual learners, and in general education? Regarding the grading policy, how are we going to support the students that receive a “needs improvement” grade? How long will the support be available for (three or six weeks)? Is it going to be provided over the Summer or in September? Will Summer school be virtual, as well? What does “course in progress” mean? How long do students have to present work that is submitted late?* Executive Superintendent Karen Watts: The goal is to ensure that students are supported until the end of the school year. If students at the 6th and 8th grade levels end the year with a grade of “N” or “NX”, however, they can and will be supported during the Summer to ensure that they make adequate progress and can begin the new year better prepared. Information regarding Summer school is not yet released.
- ii. Stacie Johnson, CEC32 Member: *Can I ask you whether or not all the schools are going to be using the same definition of “needs improvement” and what is that definition?* Executive Superintendent Karen Watts: The definition of “needs improvement” is according to the school’s current grading scales. Each school would have to make a decision as to what a grade of NT, N, and NX means for the school. The principal should be sharing this information with families. The Deputy Chancellor Adrienne Austin added that the citywide grading policy applies to year-end grades only. Marking period grades are still going to conform with the school’s existing policy. Regarding the end-of-year final grade, schools will be looking at the previous grade scale, taking into consideration multiple other metrics, and then assigning one of the grading marks stated previously.
- iii. Renesha Westbrooks, CEC32 Member: *When the DOE is having conversation with unions, such as the UFT and CSA, what does the table look like in regards to parent leaders? What is the parent voice at the table when the unions discuss contracts related to remote learning?* Deputy Chancellor Adrienne Austin: Her office has advocated to make sure that parent voices are part of the decision making and then taken account in the decision making. There are many critical decisions that are being made rapidly due to the crisis. Considering this, with the grading policy, parent engagement was done by bringing together the ECC, CPAC, and community-based organizations to hear from parents, make sure that they were aware of what was happening, and to have their insight. Her office will carry a similar, yet more extended, parent engagement process for admissions. They are now putting together a compendium of CCECs’ resolutions so that the DOE can see what CCECs have been telling over the past three months, six months, and for the rest of the school year. The office meets with the executive boards of the ECC and CPAC, and has FACE liaisons meet with the CCECs and Presidents’ Councils in every district, on a weekly basis.
- iv. Renesha Westbrooks, CEC32 Member: *It came to my attention a few weeks ago that there was a difference between remote leaning and remote instruction. When I asked the question about what the table where these different entities are conversing look like, it is relevant to me when these decisions are made for the parents and then they trickle down to parents who are not at that level of leadership. When we are sitting down with our children, we know the difference between what we are expected to receive and what the parent is expected to do moving forward to make sure that children are meeting the grading policies that are in place. If there is a difference between remote learning and remote instruction and I am now instructing my child utilizing the resources that DOE and our instructors are providing us, how are you able to make those assessments without actually sitting with me, the parent instructor who is now instructing the child and assessing them and their grading?* Community Superintendent Sheila S.-Gorski: On April 28th, the Chancellor sent a message to families that articulated the goals and intentionality around how the grading policy was designed. They met with constituents inside and outside of New York in the process to ensure a system that grades the student holistically and supports them in their academics, social-emotional learning, health, and physical and mental wellness. At the forefront was how to measure student performance by assessing how the student is engaged in the schoolwork and making progress. Before the schools closed on March 16th, there was an abundance of information on student progress. Moving forward with assignments, tasks, and deadlines, they are giving flexibility and different timelines. Teachers are using many resources and strategies and their prior knowledge of the students to achieve this; they are also flexible with their time. She values the work that parents are doing to support students and also want the children to work independently. Today’s PowerPoint presentation contains more information.
- v. Yashaira Longras, CEC32 Member: *I am a high school senior and, speaking on concerns that I have heard from my peers, how will the new grading policy affect seniors who are graduating? What will a “work in progress” or “needs progress” grade mean? How will it affect graduation requirements? How is that owing to affect their already admitted college decisions?* High Schools Superintendent Janice Ross: Reading from the grading policy posted on the DOE InfoHub, “If your student received a grade of course in progress or “NX”, they will have an opportunity to complete their coursework in the summer of the fall”, and priority will be given to the students that are planning to graduate this year. The office is moving forward supporting students to end the year strong, pass their classes, master the standards, and earn credit to move forward; and has discussed with the Office of Post-Secondary readiness what the decision to have a credit instead of a grade on a student’s transcript may look like to post-secondary institutions, since they have that option. CUNYs, SUNYs, and private schools in the area are aware of this and are making their own changes around grading for their current students so they will take this into consideration for incoming students. Any more questions can be addressed by the school’s principal or with the High Schools Superintendent.
- vi. Community Member (unnamed): *Has District 32 implemented a pass or fail grading policy for this semester? Are students who are unable to attend class because they lack a device at risk of failing? Is device availability the biggest issue with children who are not succeeding?* Community Superintendent Sheila S.-Gorski: Schools in District 32 assess students in different ways. Elementary schools use mostly levels 1 through 4 and their reading levels are

usually letter grades that are then converted. Middle schools are using lectile levels and levels that are particular to content areas percentage-wise that are then averaged and assigned to each area, including homework and participation. They have a cumulative type of grading policy.

- vii. Stacie Johnson, CEC32 Member: Addressing the Deputy Chancellor LaShawn Robinson, *how are we going to deal with students who do not have siblings (the isolation factor)? How does the work that your office does get to families? If it is not coming to families, how do we do a better job of getting it to everyone? If the parent is overwhelmed, so will be the student. Is there a way that the CEC could give information to parents, such as the school's guidance counselor contact information?* Deputy Chancellor LaShawn Robinson: The office works directly with the Directors of Student Support Services at the borough offices, who work closely with schools. The information is also communicated through the Principals' Digest. Attending events like the CEC's meeting is another way of doing so. Training to parent coordinators is being provided; Wellness Wednesdays are available; and the website is connected to remote learning. Prior to COVID-19, information was routed through schools. A great point of contact for parents is the parent coordinator. They have been receiving training and a list of resources and entry points to ensure that parents have the information they need.
- viii. Community Member (local bookstore owner): *D32 is implementing a pass/fail system for K-12 students this semester. Are students who are unable to attend class because they lack a device at risk of failing? How can the local community best support the K-12 community right now, as we as parents and educators? Can I share some information so I can contact your office and talk directly?* Community Superintendent Sheila S.-Gorski: As schools move into remote learning, they want to adapt and be flexible about the work and grading. Systems are in place, scales are in place, but it is not going to be pass/fail. Teachers are not looking to fail, but to enhance the students; and they try to accommodate and support students facing challenges accessing remote learning and other issues. Teachers have to implement a wholistic approach to assess a child and are using their part knowledge of the child. The community member can bring the question directly to the Superintendent's Office to discuss with more thought at (718) 574-1100. CEC members can also bring questions to the office during their biweekly calls.
- ix. Community Member (unnamed): *Is there another way for families without devices to access education?* Community Superintendent Sheila S.-Gorski: At the start, the schools could give materials and packages to families with written work. This is no longer allowed by the Governor's restrictions. Today, families who need assistance can send an email, post questions on a chat, on Instagram, Twitter, etc. In regards to devices, some have been cancelled by families, some have been broken at delivery, and some have arrived at different addresses, but there is still a minimum amount of families that have not received one. The Superintendent's Office has escalated this to the Borough Center Office to find what happens to certain deliveries. It also has a system in place with the parent coordinators, Family Leadership Coordinator, and Family Support Coordinator, to address the problems with parents. Below 200 students have not received a device. One of the reasons is because some devices are being signed for at delivery, yet it is not the parent expecting that device. Some parents are using their own equipment and did not want a DOE iPad.
- x. Renesha Westbrooks, CEC32 Member: Addressing the Community Superintendent, *when you say that the Governor has stopped us from sending paperwork, we still have students who have not received devices. How are they working? I received paper work for my first grader giving weeks of work from the DOE. Have children without devices received this package?* Community Superintendent Sheila S.-Gorski: The Governor has not restricted device deliveries because they are handled by companies, such as UPS and FedEx. People are being restricted from going into the school buildings. The packages sent to families were earlier on in the process when students who did not have devices received a packet from the DOE, not the district, until they received one. In D32, there are 7,000 student from pre-K through the 8th grade, yet only about 200 do not have one at this point. Every child in the district has been contacted and principals know their particular reasons as to why a child is not working online yet. There are 6 students in D32 whom they Superintendent's Office has not been in touch with since the pandemic started and schools closed. Only want parent in the district did not want to use a device, but rather, pen and paper. In this case, the child is expected to do the work, but to not turn it in. There is evidence that 1 or 2 students probably left D32 in the middle of the transition to remote learning.
- xi. Stacie Johnson, CEC32 Member: *I requested a paper packet for a bit not because I did not have a device but because the device I am using was stressing me out. It is much calmer as a parent who is working while your kid is at school, especially when they are really little. In the beginning, we did not have all the applications and it was really stressful. I want to reiterate that even if you can do it, if it is totally stressing a family out, to just have the option of using paper. What the school does is email the pdf and I can print it or write on the pdf. Sometimes its just really nice to have a piece of paper.* Community Superintendent Sheila S.-Gorski: Unfortunately, more cannot be said about using pen and paper.
- xii. Andrea Biro, Community Member: *What can parents do when the devices arrive late and now you have a lot of make-up work to do? A lot of teachers are asking for that missed work in addition to the current work, or the student risks their passing. A lot of parents I have spoken to work full time. They do not have the opportunity to sit down to make up assignments so the child can pass. Some have cases of severe isolation and the media has created anxiety levels in children and now you have anxiety of potentially failing because you did not hand work in because you did not have a device. How can we address that?* Community Superintendent Sheila S.-Gorski: At the district level, the Superintendent's Office can address this with schools and emphasize the need to think not only about the academic, but about social-emotional learning, and the health, safety, and physical wellness of children. This will be reiterated to principals to community to teachers that there is adaptability and flexibility for tasks and their time for completion.
- xiii. Yashaira Longras, CEC32 Member: *Relating back to the mental health initiative on that end, are there any guidelines or a push for guidance counselors to still maintain contact with the students to get a more personalized counseling*

experience? Some of my peers personally would feel a lot better with a more personalized experience with their guidance counselor, rather than calling a stranger on NYC Well, for example. Community Superintendent Sheila S.-Gorski: There are two kids of counseling: mandated and non-mandated. The district is working with the Borough Center Office regarding support for student services. Through non-mandated counseling, anyone who wants to speak to the guidance counselor can do so. The Superintendent asked for the number of students needing these supports so that she can bring this information back to the Borough Center Office and said that it would be beneficial to meet with principals, guidance counselors, etc.

- xiv. Martha Bayona, CEC32 Member: Addressed to the Deputy Chancellor Adrienne Austin, *the process to modify the CEC budget is frozen but the DOE is opening it to do modifications. Anything that we buy, or any expenses have to be related to COVID-19. Can you let us know what code we will use for, for example, the funds that will be donated to Students in Temporary Housing?* Deputy Chancellor Adrienne Austin: The DOE wants to be able to allocate funds to STH or any vulnerable populations in the districts by modifying funds back to the central DOE so the purchases can be made and goods distributed. The office is in conversation with the finance department and the senior grants officers. Guidance will be provided in tomorrow's newsletter.
- xv. Community Member (unnamed): *Is it okay for a teacher to threaten a child about taking away points if they do not turn their camera on? If a student does not turn on their camera while in remote learning, will that discredit a student, or can the teacher threaten the student to not receive credit for not turning on a camera?* Community Superintendent Sheila S.-Gorski: No one is allowed to threaten any child or anyone for any reason. If that happens, it needs to be escalated to the principal and the principal will follow through with reporting it. A threat is a violation of Chancellor's Regulations, A-421. Verbal abuse when someone is threatened is not accusable. The parent will send specific details to the Deputy Chancellor Adrienne Austin and the Community Superintendent at AAustin4@schools.nyc.gov and SGorski@schools.nyc.gov. The parent can also send an email to the CEC32 at CEC32@schools.nyc.gov or call (718) 574-1203.
- xvi. Stacie Johnson, CEC32 Member: *If you take the threatening part out of that previous comment, can you be required to have the video on? I have had some lessons with my child where we are required to keep the video on.* Deputy Chancellor Adrienne Austin: The DOE cannot require that. It wants to encourage parents to participate and have children participate in this way because for many kids it is the only social experience that they are having. At the same time, it is absolutely not required and there are students for whom it would be harmful.
- xvii. Samuel Olivares, CEC32 Member: *Some schools in remote learning are using Zoom, including this meeting. Are you aware of steps that the DOE is taking to ensure privacy and security? As a follow-up to the grab-and-go meals, I think we received an email from the Director of School Foods saying that they are sure there are three meals delivered at schools. I have gotten messages from people in the community who have been rejected, particularly from 32K086. There are adults who are not getting three meals. Families have been told to go to schools for three meals but that is not close.* Deputy Chancellor Adrienne Austin: Regarding, Zoom, over the course of the last two weeks, the DOE negotiated with Zoom and the IT Chief Information Officer worked directly with Zoom to work on safety protocols and data encryption to address privacy concerns. Now the public has to go through the DOE gateway and system to get into Zoom. That is why it is a safe platform; safety and law enforcement agencies agree. You need to have a schools.nyc.gov account to be able to host events in zoom. Regarding the meal hubs, the Community Superintendent Sheila S.-Gorski stated that she has escalated the reports of the CEC to the Dennis Martinez, from the Borough Center Office (BCO). The BCO will also follow-up on policy with allowing schools to distribute pantry items or grocers in collaboration with CBOs. This was discussed with the Executive Superintendent Watts. The Deputy Chancellor added that people can pick up meals for others too. She can connect the CEC to the head of School Food, who, in collaboration with the Community Superintendent can find a solution.
- xviii. Wanda Nunez, CEC32 Member: *There is a time limit for kids to join a video done by the teacher. For instance, if we are late for three or five minutes, automatically we are not allowed to get in. Is it that the teacher needs to let us in or does it automatically block us off once it is timed for a certain time?* Field Support Liaison Daniel Purus (Superintendent's Office): If it is prerecorded and the teacher uploaded it as a file, then it can be viewed at any time. If it is live, then it will be up only during the time that the teacher is interacting with the student. There is no playback if it is not recorded. We have to bring to the principals' attention so they can let their teachers know to keep an eye out for students who are a little late and someone has to let them in.
- xix. Asamia Diaby, Alliance for Quality Education (comment sent to the CEC via email): *New York City schools are currently under attack on both the state and federal level. We will possibly be facing billions of dollars in cuts and during the middle of a pandemic our children need more resources, not less. The Alliance for Quality Education is committed to fighting to full funding for our schools and invite all parents to join us in a number of actions we have planned for the coming weeks. If you're interested, please reach out to our NYC Campaigns Organizer: asamia@aqeny.org / (347)575-9652.*
- xx. Renesha Westbrooks, CEC32 Member: *In terms of workshops and trainings, we would like to see more trainings on remote learning for parent leaders and other parents, as well. This is also a comment for the Deputy Chancellor LaShawn Robinson in terms of health and wellness. I always talk to our superintendent about professional development for parents, especially now. I would like to see trainings focused on schools and the education system so that parents know what to bring into their districts.* Community Superintendent Sheila S.-Gorski: Will bring this to the attention of the DLT.
- xxi. Evelyn Cruz, Office of the Congresswoman Nydia Velazquez: *This is a trying season for all of us. This is a learning curb for everyone - learning from home and how to deal with our families and our children during this pandemic situation; how to help them, provide the mental health they need, support, and how we get resources into our schools. I was a little disturbed to hear about the lunch situation. We have heard it in other districts but not to the point where*

people being turned away as adults to get a necessary meal. I want to quickly share some updates of the CARES Act. The Member was very cognizant of the issues and of the needs of our public-school education. It provides \$3 billion in funding for the Governor's Emergency Education Relief Fund. Of that, \$164 million is being allocated to emergency block grants. The state has access to those funds so they can be applied to meet the needs of schools and children (K-12 schools and some post-secondary schools). The Education Stabilization Fund was funded at \$13.5 billion for K-12 schools based on formula grants. The money will be distributed to states based on their share of Title I funding. NY will be getting about \$1.4 billion. These funds can be used to purchase educational technology, support students with online learning education, administrative planning during school closures, and other activities. It also helps the needs of English Language Learners, provides mental health services, and coordinates the distribution of meals to families. We also have to make sure that officials are allocating the funds to the district. Under this recent care package, that is the kind of funding that has been allocated to education. We are entering another care/stimulus package and we are going to fight for education. We need to leverage what money is coming through the CARES Act in the existing budget. Any questions, you can always email my office.

- xxii. Rosa Morocho, Parent: *What supports are parents with students in special education getting? What does the support for parents look like?* Community Superintendent Sheila S.-Gorski: In developing the IEP, schools are taking preventative measures to intervene and make sure that the risk of losing counseling and intervention is low. The guidance counselor and special education team members meet with families to discuss the IEP's goals, and conduct annual, triannual and other kinds of meetings virtually. These constituents provide supports for students. There are teachers of special education in the classes. Students are receiving the same program now remotely as they would have at the building level. Some students, for example, get a special education teacher who supports with special services, counseling, therapy, and speech; they go into classrooms and support students and teachers in the classroom. There is also a group of service providers that design helpful strategies to support students with challenging tasks. They create a routine with visuals. We want to minimize triggers, use timers to help the child understand the routine, use a 5-point scale to help the child understand their emotions, and also make time throughout the day for movement. More information is provided in the PowerPoint presentation.
- xxiii. Martha Bayona, CEC32 Member: *What are the expectations for parent teacher conferences? Do teachers have to reach out to parents or vice-versa?* Community Superintendent Sheila S.-Gorski: There should be a mutual agreement bet parents, principals, and teachers. Teachers are in charge of scheduling a day and time and have to keep logs of what they are doing. The window for parent teacher conferences is from today until May 22, 2020. There some translation and interpretation services in the InfoHub that principals and service providers are using when meeting with parents. Progress reports are on the NYC Schools Account.

- 3. CEC32 President Report and Announcements:
 - a. The Office of the Public Advocate will hold a forum for next week. As soon as the date confirmed, the information will be shared. All the information, presentations, and everything shared tonight is posted on the website at CEC32.org.
- 4. Report of Committees: There were no reports of the committees
- 5. Public comment: There were no more public comments waiting to be made.
- 6. Adjournment: 8:08 PM

Business Meeting: 7:45 PM

- 1. Call to order and roll call: Martha Bayona, Stacie Johnson, Yashaira Longras, Maria Lopez, Wanda Nunez, Samuel Olivares, Renesha Westbrooks. Absent: Joanna Fuentes (unexcused), Desines Rodriguez (excused).
- 2. Approval of minutes: Member Martha Bayona made a motion to approve the April 23, 2020 minutes during the next Business Meeting of May 28, 2020. Member Samuel Olivares seconded the motion. All members present voted to approve the motion.
- 3. Members' report
 - a. Renesha Westbrooks:
 - i. 32K562 SLT Meeting: The principal stated that all students have devices and are being supported. The school has been reaching out to outside organizations that have provided gift cards and aid to families in need.
 - ii. Public Advocates Virtual Meeting: The Office of the Public Advocate is planning a Parent Town Hall Forum with the Public Advocate.
 - iii. Borough Appointees Meeting: The Borough President's Office has a new Policy Analyst, Ms. Jenika McCrayer. She held a meeting that allowed each Borough Appointee to talk about what is happening in their CECs, and also talked about coming together for the Borough President to hear what the CECs want him to advocate for. The Borough President has pushed for food and technology and is currently advocating for the meal hubs to serve for extended hours.
 - b. Martha Bayona:
 - i. Provided her report via email (please see "CEC32 President's Report and Announcement" in the Calendar Meeting above).
 - c. Wanda Nunez:
 - i. 32K383 SLT Meeting: The member was not able to join the meeting with the link provided, but received an email from the school's principal, who offered to send the event's minutes and to ensure that a correct link is provided in the future. Member Nunez will forward the minutes to the CEC.
 - d. Stacie Johnson: Provided her report via email
 - i. 32K086 SLT Meeting: The school's parents, teachers, and principal are working hard together. The most worrisome item discussed is that Comprehensive Educational Plans (CEPs) are not up to date online; all sources provide the 2018 CEPs. It was also mentioned that all who wish to join the school's SLT meeting should inform the principal via email. There should be no last-minute changes to the information needed to join the event.

Regarding the CEPs, Renesha Westbrooks informed that the District Leadership Team talked about the CEPs in October, 2019 and were looking forward to having them updated in terms of structure and accountability. The Superintendent would monitor the CEPs quarterly. Due to events outside of the DLT's control, the restructuring of the DCEP was postponed. Updates can be provided during the CEC's biweekly conversation with the Superintendent's Office and during future DLT meetings.

Regarding the school's petition to email the principal prior to attending an SLT meeting, Member Martha Bayona explained that no one should request permission to attend the SLT meeting, nor be disallowed to participate. This has been communicated to the Superintendent's Office.

4. Motion to modify the Business Meeting agenda to allow for a conversation with the Student Member Yashaira Longras so that the Council may learn more about her, gain her insight, and hear her questions, made my Member Martha Bayona. Motion seconded by Member Stacie Johnson. All members voted to approve the motion.
 - a. Member Yashaira Longras reported that despite difficulties she is well. As a senior student, she has noticed that some of her peers have been disheartened and losing motivation in school because they feel that they worked for four years, yet are getting graduation and prom waived, but it is understandable. Besides the support given to students academically and mentally, she asked about the existence of any initiative to try and motivate students academic-wise. She explained that in school, a big motivator for students are their friends and remotely, it can difficult to stay motivated. It is concerning to watch peers become unmotivated to go to calls or feel upset to do so because they are not in the right head. The Council discussed that as a CEC, the Council does not have any initiative regarding this, but can suggest the High Schools Superintendent Janice Ross that it would be good to that type of program, something fun to do with the students, and can inquire about what the high schools are doing to support students socially, emotionally, and in their mental health. The same issues are also experienced at the elementary level.
5. Treasurer's report: After reviewing the CEC32 Budget/Treasurer's Report, members voted on the following:
 - a. Motion to allocate \$700 for each of two devices for the remote use of the CEC during the COVID-19 pandemic and to allocate any excess funds in the budget lines to a Contribution for Students in Temporary Housing line, made by Member Martha Bayona. Member Stacie Johnson seconded the motion. All members present voted to approve the motion.
 - b. Mr. Steven Wieser, District-Based Parent Leader Liaison, will provide guidance on the definition of a student with a disability for purposes of the allowable member reimbursement childcare costs.
6. Motion to move the remaining agenda items to next Business Meeting on May 28, 2020, made my Member Martha Bayona. Member Stacie Johnson seconded the motion. All members present voted to approve the motion.
7. Old business: Unfinished agenda items of Thursday, April 23, 2020
 - a. Vote after assessing whether the CEC should keep a record of all audio recordings (5 min)
 - b. Executive session (pending vote): Roles and responsibilities of the CEC32 administrative assistant
 - c. Establishing new committees (e.g.: Funding, Parent Engagement, etc.) (8 min)
8. New business
9. Building of the agenda
 - a. Future Calendar Meeting presenters to consider (10 min): the Brooklyn Defender Services, Advocates for Children (IEP, busing, dyslexia, etc.), Alliance for Quality Education (advocates for state funding).
 - b. Unfinished agenda items of Thursday, May 7, 2020
 - i. Vote after assessing whether the CEC should keep a record of all audio recordings (5 min)
 - ii. Executive session (pending vote): Roles and responsibilities of the CEC32 administrative assistant
 - iii. Establishing new committees (e.g.: Funding, Parent Engagement, etc.)
10. Adjournment: 9:36 PM

APPROVAL OF CALENDAR, AND BUSINESS MEETING MINUTES	January 16, 2020 and February 27, 2020 - Approved [Met Quorum]
NOTE: A draft of all meeting minutes are available within two weeks after the meeting and posted on the Council's website at CEC32.org .	
ADJOURNMENT	Meeting adjourned at 9:36 PM
SUBMITTED BY:	Silvia Belmonte, Administrative Assistant

Approved on: Thursday, May 28, 2020

_____ Recording Secretary