Steve Stowe (CEC 20): Good evening, everyone, everyone online, everyone in person. Welcome to the march.

Steve Stowe (CEC 20): Cec, 20. Meeting.

Steve Stowe (CEC 20): We're very happy to be here at is 2, 23,

Steve Stowe (CEC 20): Principal, Andrew, Frank and School. Our great hosts were really

Steve Stowe (CEC 20): happy to be back here after a year

Steve Stowe (CEC 20): are

Steve Stowe (CEC 20): recording secretary is on her way. So I will just do

Steve Stowe (CEC 20): You know, I'm gonna do before we do the official roll call attendance. I'm just gonna have the interpreters make their announcements.

Steve Stowe (CEC 20): and in the meantime our secretary and others might be here.

Steve Stowe (CEC 20): So, interpreters, can you hear me? And if so, could our Arabic interpreter please

Steve Stowe (CEC 20): for anyone who would like Arabic interpretation.

Steve Stowe (CEC 20): Arabic interpreter. Could you please make your announcement?

Arabic\_Sekoura yousfi: shows up 5 years.

Arabic\_Sekoura yousfi: Harshukara, New Zealand are a big announcement.

Steve Stowe (CEC 20): Thank you. mandarin interpreter, could you please make your announcement?

Steve Stowe (CEC 20): Thank you. And could our Spanish interpreter please make your announcement

Steve Stowe (CEC 20): great? Thank you so much.

Steve Stowe (CEC 20): just as a reminder for

Steve Stowe (CEC 20): anyone speaking online or in person tonight. Please try to speak a little slower than usual to allow interpreters to keep up.

Steve Stowe (CEC 20): our recording secretary is here. We didn't do the roll call attendance yet, but we should. So when you're ever you're ready, Joyce.

Steve Stowe (CEC 20): Okay, so now our secretary will take roll call attendance.

Steve Stowe (CEC 20): Yeah, we're gonna join local for March monthly, meaning quid. And Steve still.

Steve Stowe (CEC 20): First, vice President, John Ripple, here.

Steve Stowe (CEC 20): Second vice President in education. Yeah.

Steve Stowe (CEC 20): Lieutenant Secretary Joyce. Yet here. treasure, Mai Fuan Chen.

Junmi Chen: She's all 9. Okay.

Steve Stowe (CEC 20): Console member Tamalesthem wi-min Chen she said. Yen-chin-chang here

Steve Stowe (CEC 20): my Yellows and Brown

Maya Rozenblat: here

Steve Stowe (CEC 20): hmm. Kevin Zhao.

Steve Stowe (CEC 20): because she's here, is she? Here. Babirus?

Steve Stowe (CEC 20): She's all night.

Steve Stowe (CEC 20): I don't know just you can call her name Joyce. Call her name. Okay. I don't see that line. Barbiola. Yep.

Steve Stowe (CEC 20): Could you hear me? I don't see her online.

Steve Stowe (CEC 20): Perfect

Steve Stowe (CEC 20): Catholic. She's not

Steve Stowe (CEC 20): okay.

Steve Stowe (CEC 20): Okay. We have 6 in person. So right now we have 6 in person, so we don't have a quorum. We can still have the meeting, but there won't be any official voting actions until we have 7 in person under open meeting. Lock.

Steve Stowe (CEC 20): Thank you, Joyce. We will have public speaking sessions tonight, as we do at all of our meetings

Steve Stowe (CEC 20): there will be 2 public speaking sessions, one at the beginning of the meeting, and one towards the end of the meeting, for anyone wishing to speak at either of these

Steve Stowe (CEC 20): sessions. You can either. If you're in person, you can sign up using this sheet here at the front of the room.

Steve Stowe (CEC 20): You can also sign up using the link that's available on the website, and that Kevin will put in the post in the chat.

Steve Stowe (CEC 20): And then finally, you can also dial in using your cell phone.

Steve Stowe (CEC 20): press or you can also raise your hand in the chat or in person. We will be flexible if we have time. Kevin, can you share the schedule, please?

Steve Stowe (CEC 20): Yeah.

Steve Stowe (CEC 20): So the schedule for tonight's meeting.

Steve Stowe (CEC 20): as I mentioned first, we'll have a short public speaking session. Then we'll have a presentation from the New York City Independent Budget Office. Then we'll have a discussion with the office of food and nutrition.

Steve Stowe (CEC 20): We will have the report from our superintendent, which will include a number of of follow-up items from the Town Hall, as well as presentations from a few schools, and the district on the reading curriculum.

Steve Stowe (CEC 20): I will have one comment. Then we'll have a second public speaking session.

Steve Stowe (CEC 20): And we have a session. We have a part of the meeting to discuss Resolution 9.

Steve Stowe (CEC 20): And that will be the last item on the agenda for the calendar meeting. The business meeting will immediately follow the calendar meeting.

Steve Stowe (CEC 20): So in just a couple of where the technology we're going to try to, as we always do, try to make it work hybrid for hybrid settings.

Steve Stowe (CEC 20): when anyone in person speaking what we think is best is to have you come up to one of the laptops, and that includes Ibo. When you guys do your presentation come up to

Steve Stowe (CEC 20): could they do it right from their seats? Okay.

Steve Stowe (CEC 20): And anyone. And how about in in public? In person speakers. They'll probably come up to one of these laptops. Okay? So for in-person speakers, anyone who's speaking come up to a laptop. I'll I'm happy to turn my laptop around and you can speak to that

Steve Stowe (CEC 20): and then for online speakers. And this includes our second presentation from the office of food nutrition. Everyone should be muted when they're speaking. So we'll I'll I'll remind you all of that again. So without further ado, let's go right to Independent Budget office. So glad you guys are here. It's a great, very timely topic. Obviously, I wanted to push it up to this month because we know the budget is in progress.

Steve Stowe (CEC 20): Let's

Steve Stowe (CEC 20): everything. Okay.

Steve Stowe (CEC 20): progress. The budgets in progress. And we have our legislative breakfast coming up in 2 weeks when we meet with all the elected officials in our community. And so we thought this was really timely to be able to

Steve Stowe (CEC 20): learn and inform ourselves about what's going on with the budget

Miina Sadiki: like this.

Miina Sadiki: But

Steve Stowe (CEC 20): actually, I'm so sorry, and I'm II did. I always get excited about presentations. But I did forget we're going to do the first public speaking session. So you guys get set up and we'll go through 10 min of public speaking.

Steve Stowe (CEC 20): So for public speaking in person, first one up is Elena Lewis.

Steve Stowe (CEC 20): and I think if we're

Steve Stowe (CEC 20): in person, we've got 3 people. That's perfect cause. I just want to keep it short. So, Alina, you can do 3 min. It's short. Cool, do you? Wanna just

Steve Stowe (CEC 20): Kevin, you think? Flipped the laptop. Yeah.

Steve Stowe (CEC 20): So projecting this way, this is you, yeah, okay. I'm a district 20 parent with 2 students. I have a grader and a second creature. Hi to everybody. I'm sure you guys recognize me right now. So I'm here tonight to remind everyone of the testimonies that we heard at the last Cec. Meeting on February seventh we had a number of District 20 students

Steve Stowe (CEC 20): speaking about very specific concerns. They had from their direct lived experience about the H. Curriculum, and they spoke very movingly. I'm sure you guys all remember that? Tamara encouraged everyone to really listen to what the kids had to say after they finish speaking, Superintendent Preto proceeded with the Powerpoint, including pictures.

Steve Stowe (CEC 20): to show everyone how great. H. Was going across the district, and I think everyone here is sophisticated enough to know what and see through what that is

Steve Stowe (CEC 20): tonight. There's gonna be an hour long presentation by the superintendent in which the same thing is gonna happen. He's gonna highlight. How great Hs highlight. How well he listens to this community and highlight, how he is made possible for students to read books with. H.

Steve Stowe (CEC 20): As you guys. Listen, I urge you, everyone who heard the voices of our kids last time. And all of you guys did to keep those comments in mind. And I was a teacher. So you guys will have those in front of you when you hear how great H. Is going in District 20.

Steve Stowe (CEC 20): so I urge everyone here to keep the voices of our kids front and center. I encourage everyone on this council and everyone who's listening over Zoom to think about what it means to have a superintendent spend so much time and energy trying to dismiss kids, lived experiences, and convince people in the district that his decision is good rather than spending that same amount of time and energy, actually hearing what we have to say and genuine responding.

Steve Stowe (CEC 20): I will also point out because you're gonna hear about how kids are now reading books with HMH. The absurdity of having to make room for books in a literacy curriculum. Why would a district choose a literacy curriculum that includes no books. In the first place.

Steve Stowe (CEC 20): as you listen to the superintendents report, you can think about what our kids and our parents said last week about their experiences. And you consider, consider what the superintendents response shows about his willingness to actually listen to this community and engage with what we are saying. Thank you all so much. Thank you for listening to the kids. So with so much attention and detail last month. Appreciate all of you.

Steve Stowe (CEC 20): Thank you. Thank you.

Steve Stowe (CEC 20): And it, my, our next speaker. I do wanna take a moment and acknowledge our next Speaker's position, as well as a few others that have joined us. We we always do like to acknowledge when representatives from our elected offices are here. I believe I saw in the participant list. We have Assemblyman Lester Chang with us here tonight.

Steve Stowe (CEC 20): We also have Hey Lester. We also have representative from Assemblyman Bill Colton's office, Imam Ahmed Ali. and then our next speaker signed up to speak. I believe, is on line. Amari Amariche.

Steve Stowe (CEC 20): Madi from City councilwoman, Alexa Avila's office. I apologize if I did not get your name right.

Steve Stowe (CEC 20): But Americha Americhai Ngadi, would you like to say a few words.

Steve Stowe (CEC 20): and you have 3 min.

Amarachi Ngadi - Office of CM Aviles: Sure. Thank you so much. Hi, everyone. I just want to mention 2 things that our office is doing. So we're gonna have a safety audit coming up with our office. Basically, we're going to be walking through the district from District 38 and noticing any flags that we see like

Amarachi Ngadi - Office of CM Aviles: garbage that's piling up in the district, and we're gonna be cleaning it up, or even if there's needles that are on the ground, we're going to try to be picking those up. So we're trying to make our community more safer. And we're gonna do that by starting with the safety audit. I'm gonna put the link in the chat. If you guys want to go to the link, you can put in information about anything you've seen in the district that you wanna flag for our office.

Amarachi Ngadi - Office of CM Aviles: We will also be doing a community conversation that will be tomorrow at the Brooklyn Public Library in Sunset Park. It will be on the Steiner Studio project. So Steiner Studios is trying to build a studio in Sunset Park, near the waterfront. If you have any opinions on that. You can meet us tomorrow at 5 30 at the Brooklyn Public Library. Thank you.

Steve Stowe (CEC 20): Thank you so much. and pets at Assemblyman Chang. I assume you'd like to say a few words as well.

Lester Chang: Certainly, certainly. I'm in Albany right now, and my chief of staff, Sawyer will be will be arriving fairly shortly.

Lester Chang: We are have a an initial preliminary budget discussion.

Lester Chang: and we just went through. So there is some work look like looks like we might probably gonna increase in school meals for all.

Lester Chang: That's a good news, and maybe some increase in budget for

Lester Chang: for for our students itself. So that's a good thing. And but there's a lot of things, though I'll ask. But we're fighting for for and and and we're in the middle of a battle right now, of of getting the maximum funding itself.

Lester Chang: And for those who are concerned about Sunni down state. Such a hospital

Lester Chang: looks like we going to Tem. We will be funding for that for this year. We have enough support to make sure that Downstate Hospital

Lester Chang: will be maintained because without that hospital other hospital had to pick up its pace

Lester Chang: so hopefully.

Lester Chang: Hopefully. it will get through the budget process itself. And that's all I have right now. And and hopefully, I get more update next next our next meeting itself. Thank you.

Steve Stowe (CEC 20): Thank you so much. Assemblyman Cheng

Steve Stowe (CEC 20): in our next. And for the first speaking session final speaker will be Maria Garcia. Maria, are you online?

Maria Garcia: I am. Thank you.

Maria Garcia: Go ahead. You have 3 min. Okay, thank you so much. I'm a parent of 2 children in District 20, and I wanted to voice my opinion on the Middle school, Ela curriculum. Last spring we were notified about the change to the curriculum.

Maria Garcia: and we were told that this was a universal decision across District 20, so that if a child moved from one school to another that it would be the same curriculum.

Maria Garcia: I remember

Maria Garcia: bringing up at my school the vast difference of populations across District 20 and I voiced my concern.

Maria Garcia: When this in the fall, when we were introduced to the curriculum. I. It appeared to me that in this curriculum it was like an amp up test prep curriculum. There appeared to be no in depth, analysis of literature, no reading of novels.

Maria Garcia: And the material seems to be unengaging and redundant. So the students read excerpts from the news poetry, fiction, and nonfiction, and then just answer questions.

Maria Garcia: My son is in seventh grade and reads at or above grade level, and but he was struggling and failing the first couple of unit exams in Hmh. When I reached out to the teacher regarding support, it seems like the curricula provides little guidance and support. Aside from doing these redundant excerpts.

Maria Garcia: this became such an issue that I hired an Ela tutor, and the Ela tutor has to work on helping my son pass these

Maria Garcia: redundant and boring. unit tests.

Maria Garcia: Aside from this, now, I work with him on reading books and practicing grammar because there is value in reading whole text and developing in context grammatical skills.

Maria Garcia: We just went through a decade of Tc. A curriculum that was a disservice to many students, and it feels like New York City public schools is making the same error again.

Maria Garcia: My son was in third grade when the pandemic hit, and he lost a lot of school. We still see the holes today.

Maria Garcia: I ask that you help advocate on behalf of this generation that was robbed by so much by Tc. By the pandemic. And now it seems that by hmh, let's not compound these issues further, our students deserve better. Thank you.

Steve Stowe (CEC 20): Thank you. Speaker. Okay, that will conclude our first public speaking session. Now we can move to the Independent Budget Office presentation.

Julia Konrad: Hi, everyone. Thank you for inviting us to present. Today we're the Independent Budget Office. We're not. Well, first I'll start with my name. My name is Tyna Boarda. I'm the chief outreach and engagement officer, and I'm just gonna give a brief introduction on who we are. I think I'm let me share my screen.

Julia Konrad: So hold on. Sorry.

Julia Konrad: And

oh.

Julia Konrad: oh, okay.

Julia Konrad: and then let me do a presentation work.

Julia Konrad: Oh, sweet, thank you. Alright. We're starting. So my name is Tyno Corda. I'm the chief outreach and engagement officer for the Independent Budget Office. We're nonpartisan city Government agency tasked with providing independent revenue and spending estimates

Julia Konrad: after. And we do these after each cycle of the budget of the New York City budget. So that's after the November plan after prelim nafta, which is where we are right now, and after the executive budget. We also regularly analyze the fiscal impact of major New York City public policies.

Julia Konrad: Our mission is to enhance understanding of New York City's budget, public policy and economy through these independent analyses.

Julia Konrad: And I wanna mention that we accept requests for research into budgetary and policy matters. Recently, for example, we were asked by Senator Jackson to analyze the impact of the class size law, but we also accept requests from the general public

Julia Konrad: and under the new leadership of Louisa Chiefi. We're revamping our outreach efforts. And that's why we're just so happy to be here today, and we're trying to reach out to as many corners of New York City as we can to help the public. The public understand all aspects of the New York City budget in this case that includes school budgets and the implications of the budget on that public policy. And as part of this outreach, I wanna emphasize that we wanna hear from you.

Julia Konrad: You you're the experts on what happens on the ground you live. The consequences of the data points that we study. And so I want to just just throw this out there that please get in touch with us. If there are points in which we see something in the data and you experience something else. We do want to hear about it.

Julia Konrad: Please don't be shy about this. And so, with no further ado, thank you again for the opportunity to present. Here. I'm gonna pass it on to Julia Conrad, our assistant director of education, and a former teacher at the DOE, and my new and our education policy analyst

Julia Konrad: the nearby district. I was in District 15 for sometime. So I'm just gonna go through so today, we're gonna talk about what is ivos kind of started us off a little bit of an introduction to New York City's education budget. And then our main focus is to do a walkthrough of the school budget with the idea that you'll be able to leave tonight and look up your own school budget and know how to ask questions of different school leaders and be informed about that process, and we're hoping to have a little time for additional questions. But as time mentioned, we're here, you can always reach out to us again.

Julia Konrad: So, as China shared, Ivo is a nonpartisan city agency, we do provide mandated reporting, but we also do other policy research, especially on the education team. So our stories linked a little bit to marital control which I saw is on the agenda today as well.

Julia Konrad: In 2,002 New York State law abolished the 32 local school Boards and mayoral control began in 2,009, when there's the reauthorization of Meryl control. There was also a call for more independent analysis of the school system, so that there would be another source for information about the city schools, not just from the mayor, and that's where we gained additional oversight authority to really provide that independent voice. So we're nonpartisan. We're unaffiliated with the mayor. But we give another perspective on what's going on in the city schools.

Julia Konrad: So we, as China said, we do an evaluation of the budget. We also do research on different budget focuses, but also policy. So our reach extends into both what's going on in your school budget. But also what's going on for students and teachers and school communities.

Julia Konrad: So I'm jumping a little quickly. So I can get to the good stuff. We're gonna talk a little bit first about major annual budget events. And I'm thinking, mostly here from the city level. So I know we heard from a State Assembly Member. There's another State budget conversation going on, but on the city level. Especially so I'm gonna talk first through the city process and then sort of flag where some of the school moments are. Especially

Julia Konrad: so in January the city budget. Fiscal year starts with the Mayor releasing the preliminary budget. In January the city Council will review that budget, and there will be public hearings

Julia Konrad: in April the mayor releases the executive budget, which is then reviewed by the city council, and the Council adopts that final budget in June, and the new fiscal year begins each July.

Julia Konrad: So on the school level

Julia Konrad: in about May and June. That's when funds for school based programs start to be released. But they're released throughout the school year. We are gonna call those Sams. But we'll explain that more a little bit, and also planning for school based budget begins, as I'm sure the superintendent knows much better than we do, too. And then in around July you have district and school budget approval processes which many of us probably have seen or been part of before.

Julia Konrad: and the school year starts in September.

Julia Konrad: And one thing that we wanna flag to is part of what we're gonna be talking about tonight is how funding is allocated to schools and a big part of that story, and has to do with school enrollment.

Julia Konrad: So in October of every school year there is a a snapshot taken across the city of the actual enrollment in schools, and we call that the audited registered date. So it's an important date both to know how many students are in New York city schools, but also how much budget are schools getting for those students.

Julia Konrad: And we just wanna flag. As Tyna said, that there's a lot of different stakeholders involved in this who are coming from families and parents and the panel for educational policy, school leadership teams and obviously community education councils. And here's an opportunity to where, if you have feedback on this, we'd love to hear more from you. Maybe after this meeting, because we don't know enough about that process, we'd love to learn from you.

Julia Konrad: What we do know is how our schools funded. So Jen, oh, this is mine. So I'm gonna turn over to my colleague mine when he's gonna walk us through the next section. But we're here from our questions.

Julia Konrad: Hi, again, a real. My name is Minea. Win? And yeah, so this is just a general

Julia Konrad: high overview of how schools are funded. Generally they come from city funding of income taxes, corporate property, and sales. We put an example up there from 2022 to 2023 school year, of a total of 37.6 billion dollars. And, as you can see from the chart we created, the majority of the funding comes from New York State in New York City. We do also want to highlight that Covid era stimulus funds will be ending in September of 2024

Julia Konrad: and then the rest comes from Federal funding and other private sources.

Julia Konrad: So for school budgets, we wanted to highlight 2 main areas where the where the money comes in. So one, the majority of it, comes from fair student funding. So these are unrestricted funds where principals alongside school leadership teams decide how to utilize these funds during the academic school year. They're often used for school staffing, such as teachers and administration. They're also based on a weighted people funding model. And we'll go through that

Julia Konrad: a little bit later. The next source of funding comes from something called Sam's school allocation memorandums. And these are

Julia Konrad: categorical Grant funds for specific programs and initiatives. So they are restricted funds that are only allowed for specific types of

Julia Konrad: spending

Julia Konrad: so to dive deeper into fair student funding. This is a model that considers the enrollment number of students, and then also the the needs of the students based on weights.

Julia Konrad: The categories for these weights include academic intervention, special education, English language learners, portfolio high schools, students in temporary housing is actually a new wait alongside the concentration need that was added this school year.

Julia Konrad: So we are actually going to highlight 3 different examples of of students based on their different weights. And how that would impact the funding for a school. So, for example, student A is in grade 2. And so that would be given a 1 point. And then this student, it's the next line, says, Poverty K. Through 12

Julia Konrad: which would then be given a 0 point 1 2 weight, and then the student is also considered an English language learner in K through 5. So that's 0 point 44, and the total weight comes to 1.51 point 5 6.

Julia Konrad: What isn't shown on here is the actual formula for Fsf. But this weight would be multiplied by the per pupil funding allocation, and then that would determine the additional funding for the school.

Julia Konrad: We have 2 other examples as well. Student B and student C, so again, student B is in grade 7, so that would be given a 1.0 8. Wait. They're also considered a special education student. So that would be given a 1.1 8. And then they also they're also given away of a student and temporary housing

Julia Konrad: of 0 point 1 2, and so that would be given. That would be considered in the funding

student C is in grade 12,

Julia Konrad: which is 1.0 3 below centers. 9 through 12 is actually relating to their academic intervention category. And then concentration need is tier one. And so that would all be considered when it comes to the funding of the school for the upcoming fiscal year.

Julia Konrad: So that was fair student funding. And then again, the remaining funds come from something called school allocation memorandums, which is through Grant funds. And do you programs. So the first part is categorical grant funding. So, for example, New York State has a New York State textbook law or library hardware and computer software.

Julia Konrad: Also from the Federal Government, you may have heard something called title, once the Allocation, and then also title 3, which are Federal grants for limited English profession programs for English language, more students

Julia Konrad: also daily programs. And this can also change from year to year. But some examples from this school year include project, piv, pivot, initiative, advance placement for all food, education, Grant, and increased incidents in temporary housing, which you can see was issued very recently in March of 2024. So these can be added very recently, as of last week.

Julia Konrad: So now we are going to walk through a school budget together. And I, this is really to show everyone how to find the documents and just allow all of us to be more informed about what's going on within education funding.

Julia Konrad: So I know I'm sharing my screen. But I wanna share 2.

Julia Konrad: You can't see that. Okay.

Julia Konrad: maybe it's okay.

Julia Konrad: Okay. So

Julia Konrad: okay, so for this district, we chose Denton's Js, 0 62, because it belongs in and so I just put it in the Google search. And then it takes me here. You usually wanna click on the site that says, New York city public schools

Julia Konrad: takes you to this website, and then we go under reports under reports will be budget and finances. And so this takes us to today. We're gonna look at budget summary galaxy, allocation in fair student funding detail.

Julia Konrad: So first galaxy allocation.

Julia Konrad: This tells us what kind of money is coming into a school. So the galaxy allocation page shows all of the different categories on this side, and then the amount for each category underneath the fifth, 24.

Julia Konrad: So, for example, this, this is for fiscal year 2024. But you can actually look through all the different fiscal years.

Julia Konrad: You can also compare them as well. But we just wanna highlight that when you do compare them you want to be careful because the funding can be added very recently. And so

Julia Konrad: just, for example, if you look at 2022 fiscal year.

Julia Konrad: it will say galaxy allocation, as of May third, 2023.

Julia Konrad: But then, if you look for the same school in fiscal year 2024, it will say galaxy allocation, as of March thirteenth, 2024. So just being careful in comparing those those 2 years.

Julia Konrad: As we go down we can see

Julia Konrad: the category, the allocation categories, and then the amount that is budgeted for them. So Arpa Academic recovery arts. This is the American rescue plan, after this is a Federal Grant contract for excellence would be a State Grant

Julia Konrad: title. One would also be Federal. There's a break right here, but there isn't the I mean, they're the same page

Julia Konrad: going all the way down, and that will tell you the grand total that is estimated for the planned money coming in for that year.

Julia Konrad: So this is galaxy allocation.

Julia Konrad: The next thing we want to show is galaxy budget summaries 1 s.

Julia Konrad: So for galaxy budget summaries, this lets us know how the money will be spent in that year. So on this side, you have the different positions in the school. So of course, you have your leadership team, head of school, principal assistant head of school.

Julia Konrad: etc. And then

Julia Konrad: it also tells you how many positions they have.

Julia Konrad: hired those roles, and then the expected budget for those positions as well. So you can also see, be there are planned coordinators, supervisor Dean, position, secretary, clusters of different teachers in their subject areas, special needs, support services, guidance and social workers. Sbs, is it stands for school based support team

Julia Konrad: para professionals, school aides and other support staff family workers per DM. Per DM. After and before school. Miscellaneous

Julia Konrad: otps stands for other personnel services.

Julia Konrad: etc., until you get all the way down. You have 99 positions total, and then

Julia Konrad: your budget for that year.

Julia Konrad: So again, we looked at galaxy allocation which is letting us know what kind of money is coming from us into a school, and then galaxy budget is how our schools use that money?

John Ricottone (CEC D20): Hmm!

Julia Konrad: So I'm gonna go back to again the main page of the school that we're looking at. And then now we want to look at

Julia Konrad: fair student funding detail.

Julia Konrad: So I'm going to open that page.

Julia Konrad: So fair student funding detail as we went over in that in the presentation.

Julia Konrad: This essentially lets us know the enrollment and the change in enrollment of students based on grade weight, and then need need based weight as well. So, for example, in grade weight. You can see that in 2023 it was expected to be 912, in 20 students, 2024, 876 students.

Julia Konrad: And so you can see the register change. There is an expected 36 students, less in enrollment. And so because of that, you can see that there is a decrease in expected funding for for the school of 164,762,

Julia Konrad: based on a change in enrollment of students. So that's great wait. And then

Julia Konrad: the remaining weights are based on needs of students. So academic intervention, for example, you can also click on this blue arrow to see

Julia Konrad: what exactly academic inter intervention is categorized by

Julia Konrad: English language. English language language students as well. Is another need. Special education services. And then we also wanted to highlight that again, students in temporary housing is a new weight added this year. So it was not considered in the last fiscal year, fiscal year 2023.

Julia Konrad: But in fiscal year 2024, 105 students are now considered as students, and temporary housing, which then adds an additional $53,391 into the school

Julia Konrad: for there is not a wait for concentration needs. This is based on specific tiers of the school, and so there would be a 0

Julia Konrad: for the row.

Julia Konrad: Portfolio is also for high schools. This is an elementary school, and so this would be middle school. I'm so sorry

Julia Konrad: this is a middle school, so it would not be considered a career and technical education. School, so there are no ways for that as well.

Julia Konrad: And so then, based on those weights, we can go down to the bottom and see the total allocation amount. And this is funding detail.

What's up?

Julia Konrad: I think I covered Sam's. Yes, lastly, are Sams, which is in budget summer.

Julia Konrad: Yes.

Julia Konrad: okay. So the last one would be school allocation of random.

Julia Konrad: So for that it would be, I mean, how I would do it is go all the way up to the top of galaxy, allocation or galaxy budget, and then where it says, school allocation memorandum, I would click on that

John Ricottone (CEC D20): again. We're looking at fiscal year 2024. But they have all previous school years as well.

Julia Konrad: So in Sam's you have different categories that if you wanted to look deeper into you can. We are going to look by Sam's, by numbers, which is on the very bottom. And so if you are interested in a specific grant, that's allocated to your school. And you wanna know more in detail.

Julia Konrad: This is where you would go to find that. So, for example, maybe we want to look at computer science for all right, which is a Federal grant by the American Rescue Plan Act.

Julia Konrad: So I would click into computer science for all, and generally let me know in detail where the funniest funding is coming from, and how it may be used and how it could be used in a specific way.

Julia Konrad: We especially want to highlight the blue text within each Sam. So within each, Sam you will see a blue text here that says Arpa, computer signs for all. And that that text will match your galaxy allocation category. So you'll know where to find that the allocation category page as well.

Julia Konrad: Great.

Julia Konrad: Okay, I'm gonna bring it back to Julia.

Julia Konrad: how do I get that?

Julia Konrad: Okay? So the good news is actually need to take notes. If you did. That was wonderful. But we have videos online where we do what mine just did for another school. So

John Ricottone (CEC D20): so what I would recommend if you're interested in wanting to do what to replicate what I did. You can click on any of these videos. We'll share the links so that it can be passed around. We can watch like just minded and do a split screen of your own budget and kind of go through each of these pieces. So we also have a budget walk through. There are really dense terms that are hard to kind of navigate. So if you have a

Julia Konrad: but the idea that hopefully, with these resources, you can then use this information to talk to school, to talk to school leaders or talk to other elected officials.

Julia Konrad: So we wanted to leave room for questions. I think we hopefully do have some time. We know that there are few questions that were sent in advance, so I could start with those, or just sort of take more general questions from.

Steve Stowe (CEC 20): Thank you guys, I'm gonna skip to budget situation.

Julia Konrad: should should I be unmuted? I hear back? It's good.

Steve Stowe (CEC 20): Sorry. It's just really distracting to me.

Steve Stowe (CEC 20): can. Can you guys hear me online? Now?

Steve Stowe (CEC 20): Okay, we, we read some of the links you sent over? We know that talks are going on now, Assemblyman said in Albany, on the budget for 2,025 I think the pieces that I saw that you would forwarded to Kevin were dated February and January. Right? If I reference those. So those sort of your most recent thinking on the education budget. Okay?

Steve Stowe (CEC 20): Sure. Okay, can you just talk. I guess just sort of you know, the high level. It looks like, obviously, the big problem is, Covid might is going away right? And I think it's 2 billion dollars in the budget this year for education. Am I? Right?

Steve Stowe (CEC 20): Yeah, I don't think it's a lot of fun

Steve Stowe (CEC 20): budget and different.

Steve Stowe (CEC 20): So anticipating is

Steve Stowe (CEC 20): Covid expires. So our source revenue to support this progress.

Steve Stowe (CEC 20): And so the example. Another example that we looked at is childhood programme.

Steve Stowe (CEC 20): So something related to the last. But maybe this group as well. Well, where the air has a program and eliminate the gap. So we call this pace. It's basically a budget reduction. Every agency has to reduce their budget. Some set

Steve Stowe (CEC 20): budget.

Steve Stowe (CEC 20): So those 2 areas in the do, we budget did see budget production previously, those

Steve Stowe (CEC 20): those in the

Steve Stowe (CEC 20): one thing that caught my attention, and it's caught my attention before, and I would love to hear you guys explain. It is, I think, the first

Steve Stowe (CEC 20): some of the peg

Steve Stowe (CEC 20): reductions for 3 K. That said, we're going to eliminate empty seats or something like that. Can you just explain to me how is it possible that there are

Steve Stowe (CEC 20): fonded empty seats? This is this is a

Julia Konrad: okay. Sorry I was on mute. Yes. So the that is an area that we're exploring, too, because what we're really wanting to do. And I think this is sort of what you're alluding to as well is, we'd like to know how much capacity there are at different sites, and how much enrollment there are, because we've also heard the administration share. It's not a problem that there aren't enough seats is that they're in the wrong places.

Julia Konrad: and we don't know that yet. As an agency, our job is to verify with our own independent analysis. So we're in the process of working on that exact question. And I'd love to get back to you all with that information when we have it, as of now in our communications with the mayor's office of management and budget, there isn't yet a specific plan on how those budget reductions will take place.

Julia Konrad: They're in the works. So they're still thinking through how they will opera operationalize those budget reductions. But I've I've heard that argument made that it's unused seats. I think that's something that we can't verify. But we are very much interested in looking into

Julia Konrad: so unfortunately for us, and maybe for all this, that the budget reduction only exists within a budget category that includes Pre. K and 3 K, so I can't tell you specifically yet. But but that is our understanding. Is that the intention is especially for 3 K

in your research. You had a number of programs. But

Julia Konrad: some provider for another.

Joyce Xie: Do you see a classroom.

Julia Konrad: No, so I don't. I don't see any examples of that that come to mind. I think the the peg reductions took place, and there were some that affected staffing. But when we asked the mayor's office as a follow up, How will that affect staffing in schools? The answer that we were told was it? It won't that it shouldn't

Julia Konrad: that the staffing reductions are the pegs that affected staffing work for regional staff or central administration.

Julia Konrad: not for school based staff. That's what we were told. I'd be very curious what people are hearing on the ground. I can show you in the documents. It's in the November plan. So the November 2023 financial plan. There's the whole document of all these tags, the program to eliminate the gap. And there's some within the DOE budget for things like a hiring freeze, or

Julia Konrad: I'm forgetting them off the top. And so I don't wanna say the wrong thing. But I can. I can definitely follow up with you. But we did follow up on that. And we were very curious is it's gonna affect school staffing specifically. And the answer that we were told at least was it shouldn't

Joyce Xie: I promise for now?

Julia Konrad: How does it work? Right? We're all the education advocates here. We're all pushing for the education budget.

Joyce Xie: There's all these other agents, and you know Mayor has talked about. Give me, you know. Give me a 5. Give me a 5, you know multiple times a year.

Joyce Xie: How does it work behind the scenes within the city? And then how can we be effective? Sort of with that knowledge reaching out to our for the city, count our city council people

Joyce Xie: and saying, Look, I know you're dealing with lots of different agencies.

Julia Konrad: so II don't have insight other than what's publicly known about the like the Negotiation City Council and mayor. We're very much removed from that for our nonpartisan status. But to your question of how can how can we, or how can all of us participate? I think the reason why we wanted to show all of those programs and those budgets specifically is that if there are things that are important to you that you can name and see in your school budget, you could advocate for those specifically with city council members.

Julia Konrad: There are also hearings. There's an education hearing on Monday. So going and giving public testimony or contacting your council members, maybe this group already does that knows that very well. But I do think that matters. And I think if you have specific programs that you are advocating, for it's helpful to know your school received $50,000 in Arpa. Academic recovery. How are we? What does that look like after the Arpa Federal covid

Julia Konrad: covid era. It expires, I think, having informed conversations and those really specific questions that would be my recommendation. So that you can. Yeah, advocate for what you want.

Joyce Xie: Thank you.

Julia Konrad: Oh, shame you.

Tamara Stern: Okay. Now, I've been to

Tamara Stern: 3. That's

Tamara Stern: this, like, you're losing money for shelter based community coordinators.

psychologists, family workers.

Tamara Stern: How the dyslexia program that's supposed to be started, that that the Maya specifically started because that is gonna increase. The students that, you know, have been dyslexic. And it's just

Tamara Stern: finding ways in in how to like, recognize that and screen it and then really help them.

Tamara Stern: Any of that. Those cuts? How does that show in the fiscal year, because, like, it's a number of things that affect our kids

Tamara Stern: and we do. We have been advocating. I have been having meetings. So I've been going to those meetings with us city council people and everything like that we would advocate, and we know ahead of time

Tamara Stern: like what's coming on the pattern so we can, you know, make sure that our schools are prepared. But like, what do we need to prepare? Because honestly, these cuts

Tamara Stern: all

Tamara Stern: like. I understand why the mayor feels he needs to do it. But these cuts are affecting our kids.

and they affecting us citizens.

Tamara Stern: So like is there like something else that he he can. I know you can't probably answer that because I have nothing to do with you, but like, how how deep are these cuts for the the next fiscal year that we need to be concerned about?

Julia Konrad: But I think the ones you're speaking about, the that I can recognize, have to do with those are Federal covid funded. So like mental health for all funded school based social workers, guidance counselors. And so that is an example of a program that receive Federal funds. And and similarly, we are also asking that question, what happens when those funds expire? So II do think that putting like that is something that you can ask about. You can put pressure on to ask what happens next.

Julia Konrad: But I don't. I don't have too much of more of an answer than that, I know. But I will say like just to really reiterate what kind of started with

Julia Konrad: that we are. We are here to provide whatever research and analysis that can support your understanding and your work. So please, I'm gonna share contact information. But if there is specific programs. There's specific questions. We would love to be in touch and and support how we can. With that, our independent analysis. We don't provide policy recommendations. We don't take positions, but we are here to support New Yorkers and provide transparency. So

Julia Konrad: maybe if we could follow up and

Julia Konrad: agency, and so we are, our actual mandate comes from State law. So we are. A charter is part of State law. It's part of the city charter as well. So we exist in this, like very strict legal space of independent nonpartisan status, our director is chosen by an advisory board and then approved by

Julia Konrad: the borough Presidents. This public advocate and the control, I think you. And so there's a a broad range for our director. We're hired by the senior staff. Our our budget is written into State law, and we have a dedicated share of what the mayor's office of management and budget has. So this is all on State law. So you could look this up. But we get 12.5% of whatever the mayor's office of management and budget has

Julia Konrad: the intention behind. That is, it protects

Julia Konrad: alright. There isn't a mayor who could defund our agency without defunding their own office of management and budget. So that's how our funding is allocated and set aside, and how our leadership is chosen. Okay, thank you. Yeah.

Julia Konrad: Oh, I'm sorry.

Kevin Zhao: First of all, thank you very much. This first time I have a clear answer on the budget.

So

Kevin Zhao: since I have the answer, only I just have 2 quick questions about the summer race. Is there any budget cut on it this year.

Julia Konrad: My understanding is no, that the city restored the funds that had been, that there was a concern. So it's it's maintaining now I am not a. I'm not working for Dycd and not a program provider. So I can't really tell you what on the ground is happening. But from our line item perspective. It seems like it. It has been restored to its current original status. But that's something that I could look into, some more

Julia Konrad: cause. It's it's a hard one to trace in that. It's both in the Department of education, but also do Icd, which is youth and community development.

Julia Konrad: Quick bottleneck.

Steve Stowe (CEC 20): the webpages my was showing before W. With those include Dycd funded programs like summer rising on the schools, budget on the galaxy pages, something that schools individually get funds to summarize. Okay? So then it would. I think there is a stand for summarizing.

Julia Konrad: Okay, then, yes, I think it should. If there, if it is allocated within a school budget trying to get a no, II don't know. But I sounds like, yes. Oh, okay. If you've seen it on your slt, then yeah, yeah, okay, thank you.

Julia Konrad: There are a lot of Sams. But I feel like I know a little bit about most of them.

Kevin Zhao: So the second one is about the weighting. I know the weight. The budget waiting is determined by a committee.

Kevin Zhao: Yes.

Kevin Zhao: yeah, go ahead.

Julia Konrad: So there there was a task force last year, working Group task force that met over the course of last year. And that's where the distant they made recommendations at the end of that working group period, and there are a couple of recommendations and the recommendations that the mayor's administration took up where the students in temporary housing wait, and that concentration need

Julia Konrad: I would have to check about historical when all those other weights were added. But it's it's something that is city based. So that is like at the discretion of the city policy level. And that is for specifically how New York City is funding school budgets. It's separate. Then the way that State foundation aid comes into city budgets. So specifically for student funding is, how does the DOE take the money for schools and by enrollment and those weights bring it into a school budget.

Julia Konrad: Hello!

Kevin Zhao: The committee do I mean task force is that I mean.

Julia Konrad: is it independent, or it's like recruited by Mayor office? I I'm not sure who invited. I think maybe it was the Mayor's office. But that's very public. So I think if you Googled even like the Task force working group, you'll be able to see a list of the members. One of our team members was on it. Now she's our seat. One of our senior staff members as an observer. So we didn't participate in that task force. But we were.

Julia Konrad: We were there to provide our independent analysis at times as well.

Julia Konrad: it's a

Steve Stowe (CEC 20): a follow up to that. And I think what what he's getting at. And I'm curious. Does this fall within your purview like the Ibo? Would you be set up for a project like with the weights? Right? The weights have existed for decades, for fair student funding.

Steve Stowe (CEC 20): At some point they're arbitrary, right? I mean, we. We rank things relative based on need.

Steve Stowe (CEC 20): But if you talk about is this, and why should it be? 1.2 versus 1.3. Why should it be point 4 versus point 5?

Steve Stowe (CEC 20): And just, you know, taking a look at is, is that an effective way of funding education

Julia Konrad: is that sort of outside the purview of the Ibo to sort of dig in and take a look at something like that. I wish one of my colleagues were here. Cause that is passion at exactly what you're describing behind it is that you're following. Money is following students and based on student need. So both. How many students. But what kind of services will we provide to support those students? So that is something that we are interested in exploring. And we have, we have.

Julia Konrad: I'll tease it. We have a project in the works on that. So once that's published, I can definitely share with you as well.

Julia Konrad: Yeah.

Tamara Stern: Okay. Now, I'm getting back to the the 3 K, because I know, like the application process is open now with with the, with the the decrease in possible seats.

Tamara Stern: Should parents like really like be concerned with possibly not being able to get a seat like.

Tamara Stern: I know? Like, I know you guys are looking into. But that's that's concern that a lot of parents are dealing with, especially because, you know, 3 K. Was created so people could get back into workforce. You know what I mean. II it didn't benefit me, because, like, by the time it came around my kids already in school. But the thing about. It is the whole point of being able to have a place that

Tamara Stern: to put your kid so you could actually get back to work. It's been a concern for a number of New Yorkers. Not not just possible, like everybody, everywhere. But you know, because if if you could have a reliable place

Tamara Stern: from Monday to Friday that could watch a child. And you know what I'm saying. Then you could get, and having more people into the workforce means more revenue for us as a city. So like, you know, it's should people be

Tamara Stern: concerned about maybe finding a alternate? Because that's that's the thing.

Julia Konrad: So I don't think I can. I can speak to whether or not they should be concerned, or whether or not there will necessarily be seats. What I I'll say that we are interested in looking at is not only if there are seats, for what type of seats like are they extended? Day do they have extended day? Are they?

Julia Konrad: Is there within one site different flexibility among different types of seats by age? If I have a 3 K student, will there be a seat for them if they want to stay for Pre. K. So I don't have an answer to that at all. Unfortunately. But it is. It is exactly what we're interested in explaining to you, because I know that it's a huge concern to many families and also elected official speaker. Adams talked about it today as well that this is something that people are really concerned about.

Steve Stowe (CEC 20): Everyone on mute. I always forget to. You mentioned the Ibo study of the class size law. 1.6 billion to 1.9 billion estimated costs. Is that money already in the DOE budget? Or does that require new funding? Was what is the total cost of and this is specifically for teachers not looking at capital costs which would be separate.

Julia Konrad: so that number that range of 1.6 1 9 is for our estimated teacher. Need of 17,700 teachers

Julia Konrad: there. At that time there were already budgeted about. I think it was about 7,000 teachers within the DOE budget that were vacant.

Julia Konrad: so the estimated additional teachers needed would be 10,000 more teachers. As of that analysis that we did

Julia Konrad: so. The long winded answer to your question. The short version is that 1.6 1.9 is the total cost for 17,000 teachers. If the DOE is already budgeted for 7,000 of them, it won't be that total amount.

Julia Konrad: And we do actually have that. I don't have the number in front of me, but we do have a reprising for that. It's sort of it's a hard

Julia Konrad: question to answer to some extent. And DOE, I know, and hearings has tried to give some of their own numbers as well. They're similar to ours, but they also haven't yet released a capital cost assessment, and that's something that well, they've started to. They end up hearing they shared some numbers. So I think that's just to be clear. That's like a separate

Julia Konrad: estimate that we have not yet done of what would be the capital needs for the class size law.

Julia Konrad: Yeah, I can share it. So we we did an estimate of for just what were the non vacancies like? Yes, the 10,000. I don't have it in front of me, but I can follow up with you thereabouts. Yeah.

Julia Konrad: about that.

Julia Konrad: 1 point.

Julia Konrad: yeah, yeah, around. Yeah, we have. Our estimate was without it. But I'll call some like specifics to it. But but yeah, right? So the 1.6 1.9 is inclusive of what's already budgeted. It's the total cost of hiring that many new teachers.

Julia Konrad: Does that cost me 10.

Julia Konrad: So they're repricing. Okay?

Julia Konrad: So for the additional teacher needs, so that not that 17,000 number, but the 10,000. We estimated in our last budget cycle analysis that there'd be a need of 214 million dollars in 2026, 427,000,02027 and 427 million in 2028.

Julia Konrad: The reason why it stacks like that is because those are there's different years of compliance. So with every additional year more of our do schools have to be in compliance with the class size law. And it starts in 26 cause we're actually already in compliance, as of this year. Because it increases the number. I will say those are our numbers as of now, but this is a difficult number to estimate. So we're gonna keep thinking and iterating on that analysis as well.

Julia Konrad: Incremental growth each year. So by the time you get to 2028. It's a billion. No, no, thank you. So the way we talk about numbers, it's like, in that fiscal year, you would need to add that much money to the budget. So it's not. It's no. So it's like, in that year you would need in 2020

Julia Konrad: 8. You would need to add to the Daily Budget for 2028

Joyce Xie: 28.

Julia Konrad: I think so. But if I'm hearing you correctly, yeah, I'm not saying that in 27 you would add the 400 plus the yeah. that's it's the new numbers, the number that that year would need.

Joyce Xie: And then saying by 2020 years, how much bigger will the whole budget be. I think you'd have to add up each one of these years right

Julia Konrad: if you're looking across all the years. Yes, yeah.

Julia Konrad: so.

Joyce Xie: But so

Joyce Xie: I think I feel that on 2026

Joyce Xie: we need a 240 community out. and then 23, 7 went into 420

Joyce Xie: social

Joyce Xie: that 427. That's the cover. I mean.

Joyce Xie: let's say that 2026 will hide one or 214 million dollars.

Joyce Xie: that 427. Does it include salary for that? 1,000%? Right? Okay?

Julia Konrad: So our our estimates are using for the reprising that I just described. We're assuming that they have the minimum salary. So yes, it would change right. And that's why it's an estimate like, I'll say that those are estimates of what we think the cost would be. It could be more if those teachers are hired who have 10 years of experience. That's a different teacher. Salary cost. That's a yeah, an important point to raise.

Julia Konrad: And the newer teachers that you're hiring the beginning. They're gonna ask or cost more money towards the end, cause. It's gonna be like 4 years down the line. They're gonna get a pay rate. That would be a better model. Thank you. We should include that.

Julia Konrad: Any other questions for agile

Joyce Xie: right on the budget, you always say using a budgeting always come from like.

Joyce Xie: for because it's not not an impact on the class size? No, because when we ask about budgeting, they say

Joyce Xie: yes, of money. So we will see. Here's money mostly coming from the tax corporation text under 30 new States 6, 54 phone CD, and they've got hour is almost 9 11. So when we ask other 9 people.

Joyce Xie: other partition, they always say there's a funding over there. Is there any additional resource school can get funding

Joyce Xie: from other than being? Yeah.

Joyce Xie: that's a good question.

Julia Konrad: I think. I mean, generally, what's flowing into school budgets coming from the Federal, the State and city.

Julia Konrad: There is that category of private or other services. So I guess there's some that could be from like philanthropic sources in addition.

Julia Konrad: yeah. But I think I mean, this is, this is sort of how we think about the money coming in that it's either Federal State or city for that small exception of private sources.

Julia Konrad: and it's increasing as like over the last 5, 5 to 10 years. It's increased. And

Julia Konrad: so there's some element of perhaps revenue from some more from the state of Federal sources. Right now the city does shoulder a lot of the budget, and it hasn't always been that way.

Julia Konrad: And so, you know, there are philanthropic that goes aren't always as

Julia Konrad: potentially reliable as I mean, the Federal Government has normally operated within fusion in the last decade. but in the past we've seen them shouldered a larger share of the of the education as well. So something to consider.

Julia Konrad: Do you guys know any major corporation has? And it gave us any grants for the DOE?

Julia Konrad: No, but that's something that would that we? If you want to follow up? We could look into that, too, because I don't know that offhand. Thanks.

Julia Konrad: I wanna put up before we leave our contact. Yes, and you can. Sorry I'm gonna have to click, click, click. So tyna me and Mike, please feel free. Yes, if you wanna take a photo. Those are email addresses. I have cards, too. If you wanna come, say, Hi, I'll be sticking around for the meeting. But we're really here for you. So please stay in touch or reach out, and we'd love to talk to you more.

Yeah, thank you. All.

Steve Stowe (CEC 20): Okay, our next presentation will be from the office of

Steve Stowe (CEC 20): food and nutrition services.

Steve Stowe (CEC 20): Kevin, do you see them in the room?

Steve Stowe (CEC 20): Food, nutrition services? If you are here, you can introduce yourselves. Thank you for being here.

So

Steve Stowe (CEC 20): Hi, good afternoon, everyone. My name is

Annecia Virgo-Shakes: okay.

Steve Stowe (CEC 20): Good afternoon. My name is Anissa Berg, and I wanted to. Can you hear me?

Annecia Virgo-Shakes: Okay? And I'm joined tonight by my Co. Supervisor, Mister Andrew Goodman, and one of our school for service manager, Dana Hiki, and we're just gonna give a brief overview of the organization and just

Annecia Virgo-Shakes: address any concerns or questions you have about the budget reduction.

Annecia Virgo-Shakes: I'll turn over to Mister Goodman.

Andrew Goodman: Thank you. As Miss Verbal state. My name is Andrew Goodman. I am the co-supervisor for Oscar, for nutrition services participate. Our school food team has worked diligently respond response. This fiscal prices without sacrificing traditional standards

Andrew Goodman: and with a continued focus on student choice.

Andrew Goodman: We are proud that every young person has access to nutritious and delicious meals, serving passionately, passionately, 900,000 meals per day.

Andrew Goodman: who offered the wide list actions to meet their requirements. The National School lunch and breakfast programs.

Andrew Goodman: We offer prep, we offer culturally diverse meals to meet the needs of all New York City students. And we taste test

Andrew Goodman: every recipe with students throughout throughout the school year this testing is held at our well city 100%.

Andrew Goodman: Alright, you'll exceed USDA. Stands.

Andrew Goodman: The Daily Menu never stopped offering several options for students to choose from, including high-quality options and vegetarian and plant parrot

Andrew Goodman: choices.

Andrew Goodman: The main changes did not in any way affect the high quality of school food.

Andrew Goodman: we have fresh fruit and vegetable daily.

Andrew Goodman: This was very most remote. Immediately

Andrew Goodman: daily options between a saddle bar and the sad bus that we offer in our schools. They are there to help emphasize the many. For example, to day was plastic free day. So all the items on the saddle bar were.

Andrew Goodman: There were finger friendly items. For example, we had carrot sticks, slows, solar sticks.

Andrew Goodman: broccoli florets.

Andrew Goodman: high cauliflower.

Andrew Goodman: and also great tomatoes just to name a little bit of the options that we'll also play for the basic free day on our sale. Wall.

Andrew Goodman: we've heard that heard directly from young people, advocates, accounts, members that changes to our

Andrew Goodman: we are overjoyed to announce. We are able to restore a range of many items, including hunch, toad sticks, peanut cheese, burritos, chicken dumplings, and also chicken thighs, and also

Andrew Goodman: chicken dresses.

Andrew Goodman: These ads will appear on our menus starting at the end of March.

Andrew Goodman: remain committed to serving healthy, culturally inclusive and tasty food.

Andrew Goodman: We may have any questions for us.

Steve Stowe (CEC 20): Andrew, can you hear me? Okay.

Steve Stowe (CEC 20): we were having some trouble hearing you.

So I do apologize for that.

Steve Stowe (CEC 20): We we're we'll take some questions now, I think a few Cec members did have questions. So Cec, members, if you have a question.

Steve Stowe (CEC 20): Just unmute yourself.

Steve Stowe (CEC 20): and then Andrew will be able to answer that way.

Steve Stowe (CEC 20): Any questions. Tamara. Go ahead.

Tamara Stern: Hi, Andrew! Iii couldn't hear you as well. I the last part II heard chicken nuggets and and dumplings, drumsticks.

Andrew Goodman: the chicken thighs, and also the chick chicken doubles.

Tamara Stern: Okay. Now, okay.

Now.

Tamara Stern: would these continue to stay on the menu to the end of the year?

Tamara Stern: Questions, and will they continue to be on the menu even after this year is over.

Andrew Goodman: Yes, and also just, you know, settings new products and also some recipes.

Annecia Virgo-Shakes: Did you hear that clearly.

Tamara Stern: or would you like me to elaborate. No, I'm I'm still. I'm I'm still having a hard, a number of us. I'm having a hard time

Tamara Stern: clearly hearing what Andrew saying like when II don't know if he

Tamara Stern: if he's close to too close to his mic. So I know at 1 point he's like you could tell that he sat back, or he sat back, and we were able to hear him a little bit.

Tamara Stern: But I did the last part

Annecia Virgo-Shakes: alright. So basically what he just stated that those items will be back on the menu

Annecia Virgo-Shakes: so basically, we'll have the chicken dumplings, the chicken tides, the chicken jump sticks, chicken tenders. They'll be all back on the menu. And, as you ask, will that be throughout the school year? Yes.

Annecia Virgo-Shakes: he also stated that we'll have additional items added, because we're now doing test tastes tested for a few new items that will be added to the main.

Andrew Goodman: Okay?

Andrew Goodman: Equal?

Steve Stowe (CEC 20): Oh, good Tamara, I have a question.

Steve Stowe (CEC 20): How do you guys? Can you talk about food waste, and how you

Steve Stowe (CEC 20): number one, how you track it? And then number 2, what are the trends. What are the trends? Been? Say, the last 3 years.

Andrew Goodman: So one of the things that we offer the schools is, we pull a record, a share table.

Andrew Goodman: Okay? So child takes takes an item that is wrapped up. Example like no, or

Andrew Goodman: a piece of banana, or let's say, apple slices they choose that they do not want, that. They put it in on the shared table for another child to go and help themselves.

Steve Stowe (CEC 20): So if I just heard you right.

Steve Stowe (CEC 20): that basically, you're saying, if if a kid takes of a banana or a self enclosed an item that's packaged in some way and don't

Steve Stowe (CEC 20): use it. You guys will put it back on the cafe line. But

Andrew Goodman: no, not on the cafe, or it's it's a shared table. So where that's close. And you know, then they decide they don't want that milk. They put it on the shared table.

Steve Stowe (CEC 20): Okay? And what about the food that's left over the cooked food that's left over at the end of the day. How do you guys track the waste at the end of the day? Sort of all the food that's prepared and cooked but not eaten.

Annecia Virgo-Shakes: I'll take that question, basically what we try to do in our schools. We do batch cooking.

Annecia Virgo-Shakes: and that eliminates a lot of the ways. For example, we'll we'll basically reach out to admin most times we get account the daily account for the day. We also request the Rsal, so we basically have an idea of how many students are in the school. And our managers are basically no give and take

Annecia Virgo-Shakes: a a, a rocket, rough point about how many students will have a meal each day. So we do batch cooking in order to eliminate that kind of waste. We also have donation plan that we just introduced or principals. And that is basically for items that we have left over. For example, if we have solid stuff. We ask them, do you have a need for these items? So we could give it to the, to the schools, or to a pantry basically for them to utilize. And we just introduced that a few months.

Annecia Virgo-Shakes: So we are working on that.

Steve Stowe (CEC 20): Okay? But as as far as saying, Okay, system wide, you know. Is there anyone in the office that's looking at

Steve Stowe (CEC 20): sort of the volume of wasted food and tracking that over time to assess how successful these programs are.

Andrew Goodman: yes. So that is being done on the school level. So in each school we have to look for a food production record book.

Andrew Goodman: okay? And in that record book. They are actually documenting how much food they prepare, how much them is truly serve. And also the leftovers.

I'm so sorry. But, Anichiak. Can you just repeat kind of what Andrew said, his audio really is not good.

Annecia Virgo-Shakes: Okay? Basically what we do. We track that on basically on the school level. So we have a food production book, and basically that outlines what the means that we prepare daily. It also records the left over and what was served so based on that. We actually used that plan for the next day

Annecia Virgo-Shakes: or for the next week, based on attendance and based on the portions that we served in what was left over. We also have the survey that we sent out to principals into the students, and so we kinda get a feedback of the items that they do like, and the items that don't go so well with the students, for example, on a plan Friday, if we know that they're not gonna actually a lot of students won't take

Annecia Virgo-Shakes: the chickpeas. Gumbo will try to prepare more like a cheese sandwich or burrito, basically, because we know that it will take more of that item. So yes, we do track that daily.

Steve Stowe (CEC 20): Okay, thank you

Andrew Goodman: and Steve, just to add, that is done on the school level.

Steve Stowe (CEC 20): Each school has their own own own record keeping for that.

Andrew Goodman: So it may be very, very popular at school number one may not be so popular at school number 2, for example.

Andrew Goodman: and vice versa.

Steve Stowe (CEC 20): Got it? Thank you.

Steve Stowe (CEC 20): And th. There's just there's one question I'll just take from the from the chat just asking about vegetarian options. I know. II think it's been Mayor Adams, I think, sort of initiated a Vegan Friday, I think. But can you just run through? Sort of you know

Steve Stowe (CEC 20): you know how many vegetarian options are available? Sort of each day of the week.

is it?

Andrew Goodman: Sure? So go ahead.

Steve Stowe (CEC 20): Anita. If if you could answer, that would be better.

Annecia Virgo-Shakes: Okay? So basically we do, we do have vegetarian options offered daily every day. Okay, however, on Mondays and Fridays, Monthly, Mondays or meetings, Mondays and Fridays are planned powered Fridays. So on those 2 days, basically, that's when it's all mostly vegetarian. But

Annecia Virgo-Shakes: overall, we do have the options available every single day.

Steve Stowe (CEC 20): Okay. thank you.

Council members. Does anyone have any questions for food service?

Steve Stowe (CEC 20): II do have a question I don't have my

Steve Stowe (CEC 20): The question is, what options do you have for kids who have had allergies to foods?

Annecia Virgo-Shakes: Could some people

Andrew Goodman: thank you.

Annecia Virgo-Shakes: Go ahead. Students with food allergies. We, we actually take on different level. If they have a 5 or 4 form, we basically well.

Annecia Virgo-Shakes: meet with the parent. We'll set up a meeting with our nutritionist, which is out of Hq. And we'll come up with a menu plan for them. Specifically. We we do have in our schools right now.

Annecia Virgo-Shakes: And basically, we work together with the principal school admin or nutrition team and Us. Supervisors to provide that.

Steve Stowe (CEC 20): Hmm!

Annecia Virgo-Shakes: Will there be any more questions

Steve Stowe (CEC 20): following those onwards? Trick kids?

Steve Stowe (CEC 20): Sabiola, can you say that again? You can just leave Anita with the feedback? Yeah. I know from there is that they not familiar with the options for their kids.

Steve Stowe (CEC 20): and we see more and more, you know, now, with inflation. Parents can really afford

Steve Stowe (CEC 20): to buy food for the kids in particular, you know, kids with a lot of food allergies. Okay?

Annecia Virgo-Shakes: Alright. So we'll leave our information in the chat, and you could reach out to myself or Mister Goodman, and we'll make sure that we reach out to that school. We could reach out to the parent coordinate to the principal, or even the school nurse. Find out who that student is, and then we'll cut, formulate of set up a meeting with you the parent, and then we could go over the options that we have available, and could come up with a menu plan for that student.

Annecia Virgo-Shakes: and you're muted.

Steve Stowe (CEC 20): Alright. Let me, I mean myself. Thank you both for being here, Andrew and Anita. Appreciate it, and

Steve Stowe (CEC 20): we we will. I'm sure some of us will be in touch following up. And there's other questions in the chat that we'd like to relate to you as well. So thank you.

Annecia Virgo-Shakes: You're welcome. Thank you for having us

Steve Stowe (CEC 20): next up is our superintendent's report.

Steve Stowe (CEC 20): which will have a couple of components to it, David.

Steve Stowe (CEC 20): like I said short.

David Pretto: So good evening, district 20. It's really good to be here with you all I appreciate first principle, Andrew Frank for and his staff for hosting the meeting, and it's really great to see all the principals

ap staff and and teachers

David Pretto: with us tonight. So I'm excited for the presentation. Let me share my screen here

David Pretto: if I can learn how to do it. There we go.

Okay.

David Pretto: I appreciate the presentations from the Independent Budget Office and food services before us. But this march I'll be providing, as I have the last couple of months an updated Nyc reads, and this month I'll focus on the district 20 learning lab structure and some some really well deserved principal and teacher celebrations of the work. I'll provide an update on the Ongoing Feedback and Action Plan in

David Pretto: a partnership with CC. President's Council, the title, One District Parent Advisory Council and Educators from District 20. I'll provide a few se updates on our new schools, our 3 schools that are opening in September, and then a few follow up questions from the Chancellor's Town Hall in

January.

David Pretto: So first, I want to just loop back to the district 20 learning labs. One of the components of the implementation of Nyc reads in District 20 was

David Pretto: the implementation of what we've called the learning labs. These are monthly professional development sessions that we coordinate through my office for 3 great bands of teachers from every single district, 20 school. So K, 2, 3 to 5 and 6 to 8. So about a hundred 20 teachers and teacher leaders across the district who are are a vital key component to the success.

David Pretto: The successful implementation of the curriculum and the science of reading Nyc. Reads in the district, and this is led by Dr. Lucia Presmina, the senior achievement manager in the District 20 office, who leads our literacy team who support all the Amazing Teacher leaders in the district.

David Pretto: This is designed to provide district wide professional development and support all district 20 schools specifically for the implementation of Nyc reads and to be able to

David Pretto: focus on the 6 literacy shifts that are part of Nyc reads and how to support teachers in making connections between the curriculum and what those shifts are.

David Pretto: We also aim to provide practical strategies and approaches for for teachers. And then also for myself and my team to get feedback from teachers on the ground about how things are going with the curriculum, so we can support in making any any kind of adjustments.

David Pretto: and hopefully make this successful. And

David Pretto: frankly, you know, we talk a lot about the shifts and the curriculum. And it's has not been able to be done without with the people in the schools who are the ones who are actually doing it. It's the the teacher leaders and the principals who support them and make sure that the work that they do

David Pretto: meets the needs of of our kids. And today, we have obviously teacher leaders in every single one of our schools. And we but we've identified a few teachers who have really done

David Pretto: a a truly amazing job in not just implementing the aspects of the curriculum and the science of reading in their classrooms, but also supported their colleagues and the district in rolling out this implementation. In a district with 33,000 students, and you know, over 3,000 staff members. It's impossible to to do it alone. And it's without teachers and without principal supporting them. It'd be impossible to do this really well. And

David Pretto: I I'm so I'm so proud of of the work we've done. So I'm really excited today to to invite some of our teacher leaders and their principals to recognize them and highlight some of the key features of the work that they've done in their classrooms and with their colleagues

David Pretto: to accelerate the the successful implementation of Nyc. Region district 20

David Pretto: so today we'll be highlighting teachers from 4 different schools from PS. 1 27, Mckinley Park, principal Alec Agatha Alecandro, Ps. 2, 47. New York City College Partnership School, principal, Jessica Mckenna, PS. Is 1, 63, Bath Beach, principal Jared Shapiro, and PS. 1 60, William Sampson, Principal, Margaret Russo. So

David Pretto: what I'd first like to do is I'd like to introduce Principal Agatha Alecandro who's going to in partnership with me describe the work in in and to, you know, introduce the teacher leaders from 1 27 via Makooka and Karen Dory. So I'd like to introduce Agatha.

Yes. feelings come up here instead of her.

David Pretto: Once you once you come around and yeah, yeah.

David Pretto: watch all this stuff

speak. It's

David Pretto: find people crazy.

Steve Stowe (CEC 20): how many rooms be taught of his eyes have

Steve Stowe (CEC 20): impact?

Steve Stowe (CEC 20): Right? Guys. which

Steve Stowe (CEC 20): should just

Steve Stowe (CEC 20): yeah, okay, thank you. Good evening. Thank you, Dr. Predel, for allowing us the opportunity to share our wonderful practices at PS. 1, 27, and celebrating our school community.

PS. 1, 27 began the implementation.

Steve Stowe (CEC 20): Okay? So Ps. 1, 27 began the implementation of into reading during the 2021 2022 school year.

Steve Stowe (CEC 20): Shifting mindset to a more inclusive curriculum, provided our students with endless opportunities to enjoy literature that is culturally responsive and more relatable, allowing them to make connections to real world experiences and engage in deeper content. Learning.

Steve Stowe (CEC 20): implementing a new curriculum into reading was possible with the work and dedication of our staff members, who consistently participate in professional learning.

Steve Stowe (CEC 20): collaborate with colleagues, and contribute to the success of all students moving into the 2023, 2024 school year.

Steve Stowe (CEC 20): Our work needed to align to the New York City, reads initiatives and the literacy shifts, and

Steve Stowe (CEC 20): in order to embrace these ideas, participation in district, wide professional learning and the literacy labs paved a new path for professional growth and collaboration to deepen. Student learning.

Steve Stowe (CEC 20): PS. 1, 27, at PS. 1, 27. We are proud of our wonderful staff for creating an environment where all students are provided with the tools they need to become successful readers and writers.

Steve Stowe (CEC 20): We celebrated them for their commitment to student success and their efforts to implement the New York City reeds initiatives as well as the literacy shifts, and

Steve Stowe (CEC 20): at the forefront of this crucial work of Aioletta Mikuka. our grades to KK. To 2 literacy lead, and Karen Doherty. Our grades, 3 to 5. Literacy lead.

Steve Stowe (CEC 20): They each attend monthly meetings and support professional learning and literacy. While establishing a shared understanding of the curriculum and research based instructional practices.

Steve Stowe (CEC 20): The literacy leads, exchange new learning with colleagues, and often welcomed visitors into their classrooms, where high quality, teaching and learning lives.

Steve Stowe (CEC 20): They are here with us to night to share the many ways. Our school community has leveraged the resources from inter reading supported knowledge, building and maximize access to core instruction. Together we celebrate the implementation of high quality literacy practices as well as the positive impact on teacher practice and student outcomes

Steve Stowe (CEC 20): congratulations to our dedicated staff and thank you to our literacy leads for their impactful role.

Steve Stowe (CEC 20): Hi, everyone! My name's Violetta. We need to.

David Pretto: Hi, everyone. I'm Vila. I'm the first

David Pretto: first grade teacher and the K through 2 literacy lab lead.

David Pretto: And as the K. Through 2 literacy lab teacher has been a great journey, being able to attend the district monthly meetings.

David Pretto: It has been inspiring and motivating to see how hard teachers across the district work every day to reach the needs of our students. During the meetings we have been presented with opportunities to deepen our understandings of the literacy shifts to support our students, we are able to work collaboratively with other schools, share ideas and embrace new techniques. This has not only impacted student progress, but also improved my teaching methods and philosophy.

David Pretto: the collective effort and shared confidence in implementing these practices or a Testament, and the positive change happening within our school community, and something that I always go back to tell Ms. Alicandro after these meetings. Sometimes we feel like we're doing too much. But after collaborating with other schools and teachers and seeing what is happening in their classrooms. I always tell her sometimes I feel like I'm not doing enough personally just to see what's happening in the other classes and schools.

David Pretto: My name is Karen Doherty.

David Pretto: and I'm the literacy lab representative for Grade 3 to 5 at PS. 1, 27,

David Pretto: and our goal at literacy lab has been to provide a space for grade band teachers to come together to engage in professional learning, share best practices and plan to ensure that content is accessible and comprehensible for all learners

David Pretto: as the grade 3 to 5 literary literacy representative. I've attended the monthly lab Sessions maintains a literacy site at PS. 1, 27. And, most importantly, I've had the responsibility of turning the professional learning from each meeting with my colleagues in the 3 to 5 grade band.

David Pretto: This learning opportunity allowed me to work closely with teachers and other schools within District 20,

David Pretto: with our leaders in District 20 that have mentored us throughout this process.

David Pretto: As well as the my colleagues in my own homeschool.

David Pretto: our collective knowledge, experience, and talents have allowed us to craft a strategic, meaningful

David Pretto: plan that outlines clear structured path for reaching students using the inter reading

David Pretto: program and resources.

David Pretto: So I personally have been at PS. 1, 27 for 20 plus years. And in that time I've worked with so many different programs and philosophies.

David Pretto: The one thing that I've learned over the years is that there is no perfect program. There is

David Pretto: not a reading program or a math program that's going to fit the needs of everyone. It just doesn't exist. We wish it did right. I think we would all say that we wish it did, but it doesn't.

David Pretto: So we have to make adjustments.

David Pretto: and we need to deliver those adjustments in our instruction.

David Pretto: And what I found different in

David Pretto: the mentorship that I'll call it is that in New York City reads this initiative of the science of learning is looking at it differently. It's not a philosophy or an idea.

David Pretto: There is

David Pretto: research driven program.

David Pretto: And it's coming at us quickly now, because the technology is changing. But I feel like we had the best environment to work through this together.

David Pretto: So at PS. 1, 27, we created a knowledge map that aligns with the New New York City, read shifts.

David Pretto: and we are expecting our students at the end of every module to create a knowledge map. And it's an ongoing knowledge map. They go back to it at all times they add onto it. And then they highlight. Okay, what did we learn? And what did we take away from this specific module? And what are some questions that we have and what we related to at most. So at this is our third year using inter reading, and we took

David Pretto: upon ourselves the teachers, and we create our own, our own knowledge map what works best for our students, for our community and our teachers? And how can now we apply it to the different shifts.

David Pretto: So the first shift, which was the systematic, explosive, explicit phonics instruction.

David Pretto: So that is going from our word walls to our sound walls

David Pretto: that was like a big shift, and I remember just hearing about it, where we were all very like confused as to what it was. How do we zu use it? And one thing that really stuck to me with the sound walls is in a 2,002 study. If a child memorizes 10 words, they know the 10 words, but if a child learns the sounds of 10 letters, they can read 353 letter words, 4,324 letters.

words and 21,655,

David Pretto: 5, 5 sound words.

David Pretto: So that was a great shift going into just deepening the sounds. And how important sounds are in the words, and that was the K through 2 for the sound walls, the morphology walls. In the 3 to 5 we sat with our speech providers, and we

David Pretto: then took it upon ourselves. How can we now

David Pretto: make this accessible to our students? And then how can we now apply it to the second shift, which was the use of the codeable texts

David Pretto: in our school we created binders. What for Phoenix? We use foundations. So we were using the tools that we had in Hmh. Which were the blended books. The start right, readers.

David Pretto: so, and we were like, How can you now align it. So we sat after school and we aligned those readers to our foundation program and we go back to it. This is important because it allows for students to really understand that all letters and words matter and provide repeated exposure to learn letter sounds

David Pretto: and relationships to math and more mastery.

David Pretto: This builds confidence, and it's the application of the skill. This year I have to vouch for my students, even though I have a great group. I have to say that this year through the use of just teaching them the sounds using the codeable text. They are phenomenal readers which makes them amazing writers, and I think we could vouch that my students have been excelling in such a high rate that I myself am very impressed.

David Pretto: and

David Pretto: the decodable text, it also recognizes the gap and embedding time for students to transfer phonics, skills to decoding practice and reading, which was something that we always said, our students don't have enough time to practice skills and read in the classroom. So this really allowed that for them to gain that confidence and

David Pretto: practice right?

David Pretto: So shift 3 is where we look at small group, differentiated instruction based on student need, because not every child is the the cookie cutter image. We have to meet the children where they are.

David Pretto: and

David Pretto: some of our challenges were with the anchor charts, for example, they were all English, and not all of our students are English speaking.

David Pretto: So we were able to work together on Monday afternoons. The Esl team, I have to say, need a dary has been translating things for me for years, and when she works with me in my classroom. She always makes sure that we have those points that everyone can be successful at.

David Pretto: So our support staff really worked alongside the teachers to make sure that our students have access to the necessary tools and the scaffolds to plan on making content comprehensible for all learners.

David Pretto: One really great thing that I enjoyed about this part of it was that we got to kind of work together and build our team, and that we brought our talents to the table.

David Pretto: and as a you know, K. To 5 and all of our support staff, we have a lot of different talents, but we were able to bring all those talents to the table to benefit all children, utilizing comprehensive approach, to address the diverse needs and ensure a successful implementation of the science of reading

bye, bye.

David Pretto: So the the next is Shift 4. Where we look at explicit instruction and practice in fluency.

David Pretto: One of the things our school. I think we were worried about was

David Pretto: the past few years. We worked really hard on making sure that student voice was heard. and we worked on it so so hard and so faithfully, that we didn't want to lose that.

David Pretto: And what we were able to do was incorporate it and take the good practices that we have, that we know these protocols work and incorporate it. So it was really nice that we could include all of our best practices while learning new things.

David Pretto: One of the things that I really like the most was the collaborative discussions which is a section of the Hmh program that we really lent itself to the read, think, talk right protocols where the children are having their discussions and helping each other, and building on each other's ideas before they write. I always say, if you can say it, you can write it. So, giving them that opportunity to discuss, I think, is invaluable.

David Pretto: Some of the new protocols were Buddy and core reading. And if you want to talk about Buddy meeting your your kids, do it better. Yeah. So my first grade students. The first thing that I heard in September was I can't read, I can't write, and that is very natural. That's what all students say. So now, me being the only

David Pretto: teacher and adults in the room with all my students, I can't read or write. Okay, so how can I tackle this? And that was the first thing that I was like, okay, so this student can read, these are struggling students. How can I make it work to now release all that workload off of me because I need to pull my small group. I need to have my instruction tailored. And now, but I have so many struggling students. So through Buddy reading, it has worked amazing in my classroom, and the sense of it builds such great confidence.

David Pretto: And now I had a strong reader that was basically being that support for the student that was struggling with reading that didn't have that confidence within them within themselves.

And

David Pretto: I can vouch that probably a month or 2 into just practicing how it works.

David Pretto: highlighting great buddy reading, showing my students how it looks like about a month in. When I asked, what is your favorite thing about reading? They all had to say, Buddy reading. Not only did it build relationships, it builds confidence, and it was now something that I was like, okay, they have a text, and I know that they can tackle it because tackle it because

David Pretto: they have that stronger support which release me from having to be that whole group scaffold.

David Pretto: And these are just up here, the 2 little bookmarks that they had, and it was just a reminder for them that they would always reference back to in first grade. It's all about routines and keeping structure.

and

David Pretto: you move on to the next shift.

David Pretto: So the next shift was assessing, reading, using diagnostics and additional formative assessments. So, after assessing our students through Acadians and through, I ready, we were looking at their strengths, their weaknesses, and

how we can

David Pretto: support our students. The first thing that we did was backwards plan what's expected of our students through these performance tasks through these module assessments. What are they expected to know? And how are we going to take them from where they are to now being able to

David Pretto: how, how they're able to

David Pretto: master the skills that we're presenting them with. So while highlighting the key skills that students need to learn.

David Pretto: we, as a team met with our as Cnl. And Special education providers, and we translated texts. We differentiated organizers, and something that I started doing was recording many of my stories, putting them into Powerpoints. And now, my students there were. It was so hard for them to log into teach Hub, because it was not like or clever where they scanned a badge, and they were in there 6. That's hard for them to type their login in.

David Pretto: So what I did was, I recorded my stories, and

David Pretto: I recorded my stories, and I put them into the drive which made it accessible for them. It was very easy for them to use, and that is something that we all came together as a team in my school and made sure that our students had all the support that they needed in

reading.

David Pretto: Oh, yeah.

David Pretto: So the sixth shift addresses background knowledge and vocabulary.

David Pretto: I'm not gonna read all of them to you. But we we needed to make sure that we were providing our students with experiences class trips. We recently went on a trip candle making in colonial times at historic Richmond town. We've had lots of assemblies and project based learning opportunities to broaden their knowledge that connect with the modules in

David Pretto: the modules. Big ideas.

David Pretto: I happen to be on the accelerated learning team as well

David Pretto: for the past 2 years. So I learned a lot on that team about project based learning. And we've had some help with that team this year. They've kind of supported us into making the research and inquiry projects in Hmh. A little more of a Pbl, which is a nicer experience for kids a little bit

David Pretto: They make much deeper connections when they get the chance to go on trips and go to assemblies and do things like this.

I was still, yeah.

David Pretto: that's good. So our last thing that we wanted to look at is

the data. Our schools is a bit unique in that. It's one of the few schools in the district that's been using this program.

David Pretto: this is our third year.

David Pretto: So we just took a look at our overall proficiency.

David Pretto: and the first bar on the left is reflects when we were using the journeys curriculum. So that was pre inter reading.

David Pretto: So that year we were at 57% in 2,018 2,019. And there's some missing data because of Covid. And then in 2,021, 2,022 school year, we saw overall proficiency at 62% and 2,022, 2,023. We start at 71%.

So I mean.

David Pretto: it is encouraging. I think when we look at that data based on, you know, the fact that we we were using the program a little bit longer.

David Pretto: And the last thing we wanted to do was to share with you, what our students had to say.

It's gonna work.

See? What happens?

Thank you. So yeah.

no, no. Sound

David Pretto: oh, you want me, to be a reason, why?

David Pretto: So, what are we working on. We're working about, tempt yourself and text to text.

David Pretto: Okay, so wait. But I,

what story are we reading day and night

David Pretto: almost without a hitch.

David Pretto: and her instructional coaches. Stephanie Steinweiss and Mary Toner.

David Pretto: Yeah.

I just ended up with mistakes.

David Pretto: Oh, I gotta share my screen.

I gotcha please

David Pretto: screen here.

David Pretto: Someone was 20 guys could do, maybe like.

David Pretto: Okay.

Joyce Xie: oh.

Joyce Xie: there you go.

Joyce Xie: Okay. Good evening. Everyone. We are. So be here tonight. Just yeah. And a spotlight on 2

David Pretto: powerful women who dedicate so much of their

Joyce Xie: their time, their heart, their energy to our community.

Joyce Xie: Collectively. They've worked over 50 years serving New York City's children. I'm so very grateful to have Mary Toner and Stephanie Steinweiss at PS. 2, 47. They work tirelessly to ensure that all 65 teachers are prepared to roll out. The New York City reads initiative.

Joyce Xie: Mary and Stephanie are the quintessential coaches providing training tools. Pep talks to ensure that all of their teachers feel supported and ready to provide thoughtful, purposeful quality literacy, instruction to the 754 students that call our school their second home.

I know I should avoid cliches, but when anyone visits our building visitors always mention that PS. 2, 47 feels like family.

Joyce Xie: Stephanie Seinway's arcadated 2 Literacy coach has called PS. 2, 47, her home since 90 99 fun facts. Stephanie also attended PS. 2, 47 as a child, and still shares stories about her experiences she had in our school.

Joyce Xie: Stephanie has been the literacy coach for 9 years in her role as Coach. Stephanie has successfully changed. Each early childhood teacher who has entered our building as well as provided structured professional development, and on the spot support to all of our teachers to enable them to reach their full potential as educators.

Joyce Xie: Mary Toner began her career in 1,990, and she began to work as our 3 to 5 literacy coach in 2,003. Mary has sent all 4 of her children beautiful children, to our school, and I had the pleasure of teaching them.

Joyce Xie: Mary has trained and developed every upper elementary school teacher that has come through our doors, and I was one of the lucky teachers who learned from Mary and her years of experience.

Thank you, Mary.

Joyce Xie: And tonight Stephanie and Mary are being recognized for all they do to create an environment that is conducive to professional learning, growth, and development.

Yes, this year has been full of change.

Joyce Xie: Change in materials change in curriculum, and for some of us change in philosophy.

Joyce Xie: But Stephanie and Mary have rooted these ships in strong practice, solid structure, and the belief that it's our duty to do what is best for our students

Joyce Xie: tonight. You'll get to meet them and see what dynamic and powerful women they are. They will share some insight into what made the rollout of the New York City reason initiative, something to be celebrated, and our school could not do it without them.

Joyce Xie: Good evening, everyone. Thank you for acknowledging our school's hard work, and our journey into reading the New York City reads initiative.

Joyce Xie: My name is Mary Toner, as

Joyce Xie: as Jess has has clearly made.

Joyce Xie: Thank you for all your compliments, I appreciate it. We have been working

Joyce Xie: for a long time in this district, and we have certainly seen lots of initiatives as Karen from 1 27 was was already mentioning.

there is no one program

Joyce Xie: is really about our teachers. And that's really what we ended up talking about, or at least what I was focusing on a little bit is the strength that we've had in our school, and how our practices and what we believe are

Joyce Xie: are able to roll out. Really, really, whatever comes our way.

Joyce Xie: the science of reading is wonderful, because it is a science-based program.

Joyce Xie: So as long as we have the the teachers

Joyce Xie: that are well developed and have strong practices. We believe that they can really do a great job, and in the end what we want is success for our students.

Joyce Xie: Luckily, I'm not on this journey alone. Again, as you pointed out, I have great partner, and Stephanie

Joyce Xie: Hi, my name is Stephanie. Have to say, my, my, I need a name because my dad is here and shout out to my dad.

Joyce Xie: yeah.

Joyce Xie: So yeah, I've been a teacher for 25 years in the same building.

Joyce Xie: And it's been an incredible journey.

Joyce Xie: this has been a really challenging year, because, you know, incorporating a new program. But

Joyce Xie: we've had so much support from the district, from our admin our assistant principal, Andrea Fisaro and all the teachers. II mean, they make our job easy. II kind of feel like, you know, we're there. We go to these meetings. We get all this information. And we we sit, we collaborate, we talk it out, we check it through. And then we sit

Joyce Xie: with our teachers. And we really really have such great structures

Joyce Xie: in place. At our school we get to meet with our teachers. every biweekly

Joyce Xie: it used to be once a week. Now it's every 2 weeks we meet with them at great planning meetings. So we really get messages and we get them out as quick as they come in, and

Joyce Xie: we work through everything together? It's really been a journey, and should I?

Joyce Xie: So when we sat and we were like, how should we present everything? Because I don't know which one he's.

Yeah, there we go.

Joyce Xie: So when we started our adventure, we just asked ourselves what are the strengths in in our building, hence our our theme.

Joyce Xie: We were kind of thinking that they were our superpowers, that we were gonna rely on to go back to. And the first one simply was teamwork. the administration of literacy coaches and teachers like like you just said we already we know that we're working together as a team. But now we had an added piece of support. We have the district learning labs that we were going to, as well as our Hmh. Coach, who was large for fully.

Joyce Xie: So bringing back that knowledge required certain structures and places where we could go where we could meet. So there were teams that we had to set up.

Joyce Xie: Yeah. So some of those structures, some of the teams that we have. Obviously, the learning labs monthly at first, in the beginning it was overwhelming, and then

Joyce Xie: it kind of all like fit together. It started making sense, and we brought it back to school like we said, we have Cabinet meetings, which is with our admin, with all the providers, guidance counselors.

Joyce Xie: everyone, really Esl teachers, Esl leads literacy team meetings, vertical team planning after school planning our H coach meetings full day planning with the Hmh. Coach.

Joyce Xie: as well as our grade planning meetings.

Joyce Xie: should I go into the og, and

Joyce Xie: yeah, so but most

Joyce Xie: we really really

why not?

Joyce Xie: We built solid relationships with Dr. Preto, Dr. Lucia, Nazina, Perez, Sylvana, Michael and Jeanette, and they've really been such a great resource for us. I emailed Sylvana

Joyce Xie: very often the questions and she gets back to me right away. So it. It's really been for that.

Joyce Xie: So the other relationships that we really wanted to focus on in addition to the great support that we've gotten is is really our teachers. Obviously, we can't say enough.

Joyce Xie: We are coaches. It's a little bit different in some of the learning labs. It's a teacher that's going. And she's going back to her own room, and she's going back and trying out those practices at our pool as coaches. We really needed the trust and support of our teachers to try out those practices that we were bringing back to them.

Joyce Xie: So we can't shine a light enough on the teachers in our building, and how hard they work, and how much they trust us to be able to do things that maybe they didn't even see first hand at the lab.

Joyce Xie: So our little, our little vertical team, instead of just being the one teacher who went to the lab we came back, created a vertical team. We had the Literacy team lead and the grade leader on every single grade. Each one of those teachers would meet with us. They would then try out the new practices. They would then turn Kia to their grade, come back to another grade meeting with us, and then we would work out the kinks.

Joyce Xie: Any issues with it any little ways to strengthen it. And then that's how it rolled out. Instead of having one lab site on 3 to 5 and K to 2, we have 2 lab sites on every single grade. So it really didn't feel like one person on a pedestal doing all that hard work. It really felt like all of us together in the trenches involved in that.

Joyce Xie: And and we were, gonna yeah, a really important relationship is our relationship with the families. With parents. We try.

Joyce Xie: we have monthly newsletters that go home explaining our curriculum. What we're doing for that month. We have parents as partners. They come in once a month.

Joyce Xie: sometimes twice a month, to experience age. Mage practices reading math

so many things. Yes.

Joyce Xie: okay.

Joyce Xie: So another great strength definitely superpower of our school and many schools in District 20 is just. We have really well developed teachers that lead to strong practices.

Joyce Xie: For the last few years we had been working with Paul Bloomberg. He did have a strong foundation of research, based practices which I just felt really set us up nicely for the the science of reading

Joyce Xie: which, again, is a research based learning. So we were already looking at practices, and what research says, and how those practices could be tweaked and made better. And now through the district literacy labs, we're able to do that more. Some of the key things that we're both from what we used to focus on, and what is now really in a spotlight is explicit teaching.

Joyce Xie: making sure that we have clear models that the children can see they can mark up. They can

Joyce Xie: practice with us. I know they said it before, but you know we do it. I do it. They do it. We do it. We're all in there in the mock, trying to figure it out together. We also have success criteria which really labels out specific tasks.

Joyce Xie: and how kids will know exactly how they are successful.

Joyce Xie: Student engagement has always been prime. We have discussion protocols which we're now trying to bring into the collaborative discussion lessons that we have in Hmh. And brand new to us, reading protocols where children can practice. And again, 1, 27 was highlighting some of those different buddy reading protocols in which you could practice fluency with grade level. Text.

Joyce Xie: yeah. So we also one thing that really has helped us, and I know we have like 2 min left.

Joyce Xie: Quickly. Sorry. Yes. Working with Jill and Ann Edwards from Edwards. Og. Has really provided us with so much support, so much knowledge, so much. II mean, they've really really helped us along the way with the signs of reading.

Joyce Xie: this pro this progress that we've we're making is ongoing. We're learning every day.

Joyce Xie: here's some of the work that our teachers with our students have been working on sound walls.

Joyce Xie: individual sound walls.

Joyce Xie: orthographic mapping. That's something that we've just started to embark upon.

Joyce Xie: Word, study toolkits in grades K, one and 2

Joyce Xie: the use of decodable text during small group instruction.

Joyce Xie: And to wrap it up, our last super power was just these new resources that we have. It's really set up to have tons of material again, in which our Hmh, coach is kind of like helping. See?

Joyce Xie: Yeah. So they have units with essential questions in it. Videos, technology books, slides, my books. The kids all have the books in front of them to highlight vocabulary cards, all of that, combined with our strong research. Strong practices, we believe, is setting us on a great path for success

Joyce Xie: in the end. All we really want for for this whole program is for the success of our students, which we are monitoring closely, and thinking that all of these things will bring to fruition. Thank you for your time, and

Maya Rozenblat: didn't get the speaker

Maya Rozenblat: pursuing 2 of the lens page

Joyce Xie: our next school we'd like to, and also like to. We operate these

don't

David Pretto: the next school principal and teacher leader. We'd like to highlight phase from Psis 163, Bath Beach, Principal, Jared Shapiro and Corin Lubrano, who is mid will highlight the work that she's been doing with her colleagues and her students in middle school, specifically with multilingual learners. So I'm really excited to have Principal Shapiro and and Corinne to come up and talk about the work.

David Pretto: They're not really confirmed by the ministry

David Pretto: mute tonight.

Joyce Xie: Good evening, everyone. It's a pleasure to to be here with, with all of you. As the principal. Psi. 163. I'm glad to to represent the middle school perspective

of Hmh. And into reading is our elementary program, and into literature is what we use for grades 6 to 8

Joyce Xie: as our

Joyce Xie: philosophy of education has sort of evolved over the course of the past. Several years. After the pandemic we were heavily embedded in social, emotional learning, and now we switch to more of getting back to the nitty gritty of the academics, Dr. Preto and I. When we had our initial conversations at the end of last year, beginning of this year I had discussed the main concept that

Joyce Xie: the depth and breadth of 1 63 as a family and as a school community relies solely on exploring and highlighting, the individualness and the talents and strengths of the individual teacher and the individual student, and the supports that we provide for our families. And I didn't wanna lose that sense of social, emotional learning.

Joyce Xie: And one of the big practices when we had to incorporate hmh.

Joyce Xie: across 9 grades because we're a K. To 8 school. Was that? How do I empower my staff in order to not lose their sense of self with a program that

Joyce Xie: for the most part was believed to be a script that they would have to follow. That would be uniform across New York City, and that

this sense of autonomy might be diminished.

Joyce Xie: and we saw none of that with with Hmh. What we saw was a new opportunity to enhance what we had already done, not only as a district. But as a the citywide platform grew, and as

Joyce Xie: the superintendent's call for all means, all across all levels, all facets for all students, we really embrace that.

Joyce Xie: and at 1, 63, our one of our main goals as an administrative team which I have our assistant principal, Ms. Samantha Promani. Here with us

Joyce Xie: is that sense of distributive leadership and empowering teachers, so that when they go to the labs they come back and they work with administration, and then together we would turn key these relevant information from each of the modules, each of the units, each of the steps that go through the course of implementing into reading and into literature initiatives.

Joyce Xie: and one of the the best parts of this evening is that I get the pleasure and honor of highlighting Miss Carillon Labrano

Joyce Xie: as an E. And L. Teacher. She has many, many hats that she wears across many different classes, many different grades, and she does such a phenomenal job.

Joyce Xie: not only working with diverse Ela math, science and social studies, teachers throughout grade 6, 7, and 8, but the infusion of choral and echo reading into the inter literature program with Socratic seminars, which is something that we had begun several years ago. When you walk into a classroom, you do not know that you are walking into a room, whether it be ICT or Enl or our higher performing student classes

cause it's seamless.

Joyce Xie: and it seems, because of the hard work and dedication of the staff

Joyce Xie: and students and administrative support that that I receive not only from Mr. Mona, but from our other assistant principal, Miss April Brandwine, that empowers our teachers to have that continued love of learning and to work through a lot of these challenges that many of us are experiencing with a brand new program cause. This is our first year at 1 63 with hmh, so without further ado, I'd like to pass the torch over to the wonderful Ms. Karen Labrano.

Joyce Xie: Thank you, Mr. Shabbara.

David Pretto: So I'll be presenting today on the multilingual learner strategies that we've incorporated throughout the Hmh curriculum and, like Mr. Shapiro said, this is for our intro literature. Grade 6 to 8.

David Pretto: So I focus on 3 particular

David Pretto: parts of the science of reading for this presentation. We worked on comprehension. using the following strategies, the wrap strategy and paragraph shrinking which comes directly from our learning lab

David Pretto: vocabulary. We talked about

vocabulary and context.

David Pretto: Visual vocabulary supports close sentence frames with our word banks

and morphology.

David Pretto: And again, as Mr. Shapiro said, our fluency has been increased by incorporating the strategies of coral reading

and echo reading.

David Pretto: So I wanted to highlight one of my strategies that I worked on in the eighth grade integrated A and L class for a comprehension strategy known as rap.

So we use the trunking method. So we take

David Pretto: larger parts of text and we break them down. This was from our first unit in Unit one for eighth grade about technology. So we were reading an article

David Pretto: in regards to automation. What are the effects and impacts of automation on human workers.

David Pretto: So, using the gradual release method, I had used a teacher model to show how I use the strategy. First, I had a checklist.

I made sure I hit all the steps of my strategy. We do a read in Chunk.

David Pretto: We ask ourselves who and what. So we're thinking about our thinking.

David Pretto: and we paraphrase in our own words to check our comprehension. So there's a small snapshot of a model I used, and then to the right. We have an example of our guided practice where it's an active engagement with the students to practice the strategy together. So the students were able to take a paragraph.

David Pretto: and they were also able to ask themselves who and what, and they were able to break down this complicated text with many technical

David Pretto: and higher level, compreh vocabulary in it.

David Pretto: highlighting their nouns, highlighting their verbs, getting to the real meat of the paragraph who and what? So they were able to summarize in their own words what the paragraphs were about.

David Pretto: And then moving forward, I showed a sample of their independent practice.

This is how they use the strategy with scaffolds and support. So this is an Ann L. Class 18 out of 30 students.

David Pretto: speaking 12 different languages

David Pretto: and all enl levels from entering new beginners to expanding intermediate level as well. So they were able to break down this article and use each paragraph.

use their strategy make sure they check their comprehension, and they were able to paraphrase to get

David Pretto: the gist of the article.

David Pretto: So that's the model that we use to make sure that the students are in control of their learning, and that they understand the text. Another strategy that we use comes directly from our Hmh learning lab paragraph, shrinking.

David Pretto: and in the same vein as the rap strategy. We take a paragraph, we break it down.

David Pretto: we make sure we get all the components, the who and the what.

we ask ourselves, what's the most important idea?

David Pretto: This was a text from Unit 3, about an immigrant story.

David Pretto: an immigrant, a narrative immigrant story from the book of the unknown Americans, where the students were expected to be able to determine the theme of a story.

So, using this strategy, we were able to comprehend the text.

David Pretto: using the paragraph shrinking model. So again, a sample of a teacher model where I use the strategy. First, I highlighted in different colors. Who and what and what was the most important thing that I needed to know

David Pretto: that way? I can summarize a main idea in 10 words or less.

and you'll be very surprised how difficult it is to break down paragraphs at 10 words or less.

David Pretto: So again, just showing you on the right-hand side.

David Pretto: This is where our guided practice comes in again, are all of our students working together. We're able to give them direct feedback. It's a very interactive part of the lesson. We take a sample of the vocabulary. We keep it in contact. So they're getting all the grade level material with the scaffolds and supports.

David Pretto: and that way they can name the who and the what they can tell me what the most important thing was, and then summarize in their own words again to check their understanding, and then be able to establish or determine the theme of the story.

David Pretto: So, given the students opportunity for their independent practice.

David Pretto: they were able to choose from. A selection of possible themes for this part of the story.

for example, the sample that I chose.

David Pretto: this student was able to highlight and correlate that there's a family involved in the story. They were able to find the nouns. They were able to find their actions on the events that happen. I physically gave them 10 little lines, so that they can make sure that they're summarizing everything down and shrinking it so that they understand the paragraph, and then use that to then identify

David Pretto: and support their theme. So the student choose, chose. It's better off, safe than sorry we give them a predetermined

David Pretto: idea of what a theme might be, but then it's their job to then go back and analyze and use support and cite evidence for why they chose that theme. So they were able to hit all those progressively higher level skills, using the paragraph shrinking model.

David Pretto: So moving forward to vocabulary the vocabulary. In context, this is coming straight from the Hmh curriculum.

David Pretto: Again, this was Unit 3 in the story, the book of the Unknown Americans. We showed them the picture support. We preview the vocabulary, and we make sure we use it in a sentence the way that way. There's context. And there's meaning.

David Pretto: And one of the ways that we assess is with the close sentence frames that gives them more context and less of a cognitive load, so that they can

pick out the vocabulary work correctly.

David Pretto: Just to continue, this is in collaboration with the integrated analy and general Ed teachers. We have interactive word walls.

David Pretto: We have an interaction interactive word quiz where the students will actually come up to the smart board and they'll be able to circle the pictures and associate the word, and then again for our entering and emerging students. We also have more modified quizzes to help assess them and give them those

David Pretto: guidance and supports with the visual vocabulary.

David Pretto: So something this year that we also used in our eighth grade classrooms was focus on morphology

and the root words, suffixes and prefixes. So as an example, here's a student sample

David Pretto: from Unit 2

David Pretto: which was actually about the horror genre. And we were reading a story with the following vocabulary, words condole grimace, credulity.

David Pretto: and compensation, so the Hmh.

David Pretto: Supports are in the middle. This is what we have in our curriculum, and then we we supplement that with making charts and adding in any of the word formations, including prefixes and suffixes.

David Pretto: My students also like to draw a little visual, happy, sad dollar sign. So again, anything to get them to own that learning and to connect the words with the meeting.

David Pretto: and finally, the fluency strategies.

David Pretto: including choral reading. Which is something that I, as a less than 10 years of teaching experience teacher have not seen as frequently in the classroom, but was able to incorporate

David Pretto: with my eighth grade classroom this year. So we have these strategies up on the board, and we make sure that the students are checking themselves for accuracy

to make sure they're reading the words correctly, rating themselves

David Pretto: their expression and using punctuation. So again, we will model that for the students.

David Pretto: This is in conjunction with another staff member. That is also part of the learning lab. And we've been turnkeying this

David Pretto: to show how fluent reading can help comprehension.

David Pretto: So, as an example, this is a teacher model for a lesson on how to determine central idea.

David Pretto: So she combined the wrap strategy and a fluent reading strategy. She was able to model the coral reading passage where the whole class reads together and then pick out the who and the what, make sure that they break it down, and then make sure that they are able to determine the main idea of that paragraph. So it's a collaboration between the comprehension and the fluency to promote understanding.

David Pretto: And again, in conjunction with Miss Sabin from our eighth grade class, she's also using this strategy now in ICT, and we're also using it in our self-contained

David Pretto: special. Ed, eighth grade class. So just another model of how the teacher will model it, have a guided practice, together with the class. Make sure the students are checking off each piece and self assessing.

David Pretto: and then making sure that they can answer

David Pretto: the question based on the strategy. So for their independent practice, they have a checklist. They're able to rate themselves with the rubric.

David Pretto: And there's a sample here of how they use the wrap strategy and the fluent reading to determine their main idea for the paragraph.

David Pretto: And finally, in conclusion, oh, I'm sorry if that's difficult to read. This is a snapshot of our eighth grade data from the beginning of the year assessment

David Pretto: and the middle of the year assessment. It's on my yeah, on my screen. It's yeah. So I'm sorry about the font. And I'm sure that if you can see the bar. We do

David Pretto: have some growth from the middle of the the beginning of the year to the middle of the year for their

David Pretto: I already diagnostic, which is their English reading level diagnostic.

David Pretto: We moved from 3% of students that are mid or above grade level to 7% of students.

David Pretto: We also have

David Pretto: students who move from one grade level below and the beginning of the year at 10, and at the middle of the year they were at 7. So one grade level below moved from 10 to only 7

David Pretto: and then finally, 3 grade levels are below. Beginning of the year was 70, and by the middle of the year move to 67. So

David Pretto: we noticed the progress absolutely, and I'm very proud of my eighth graders this year. So, looking forward to seeing what they do by the end of the year.

David Pretto: So thank you very much for listening to our presentation.

I just wanna

David Pretto: how it's going to impact our students and their ability to learn their ability to perform on the upcoming state assessments. And the main thing is that anybody can use any program. Cause programs are flat programs are words on paper. It's our teachers that bring those programs to life. It's the hard work. It's their drive. It's their work. Ethic that is so strong in District 20 cause the leadership from the top down

David Pretto: is crucial and essential for that development, that freedom, that passion, that exuberance that we see from building to building to building. So from the bottom, my heart, I say with fidelity, with integrity, that the hard work

David Pretto: will continue, and has continued throughout the course of this year with Hmh. With Dr. Preto at the helm, and with all of our wonderful teachers and administrative in this district that we will continue to show growth and thrive. And I am incredibly thankful for our talented teachers, administrators, and all of you, parents and community members. So thank you so much.

David Pretto: Thank you. Thank you.

David Pretto: Thank you.

David Pretto: Thank you so much. I appreciate it. Thank you always. Thank you.

Thank you.

David Pretto: And last, but not least. I'd like to invite up PS. 1, 60, William Sampson, Principal, Margaret Russo, and the instructional coach for kindergarten through fifth grade. Alice and Jaffe.

this is the one that's gone.

I wasn't able to have this one.

David Pretto: Okay, good evening, everybody. First of all, I would like to thank Dr. Preto for acknowledging our teacher leaders today because, the work that's been going on in our school is just incredible and not just my school. But up with the district 20 schools. And it's so important to take those teacher leaders and say, Thank you, and that you're doing an amazing job.

David Pretto: So PS. 1 60 has long known that we need a very strong foundational program, and 16 years ago we began training our children in our teachers in Orton Gillingham. And we've been using that program ever since. And every year we get new training, new teachers come in. They get training

David Pretto: over the years. We've used various literacy programs.

David Pretto: And we moved from program to program until we found Teachers college and we firmly planted ourselves in Teachers College.

David Pretto: And it was a philosophy that everybody believes in in the school, and we worked very hard at it

David Pretto: when we heard we were diving into into reading. It was a big shift for us. It was a shift in the way we thought it was a shift in the way we taught. It was a shift in the way our students learned. So it was really a a kind of scary thing.

David Pretto: We needed somebody to work with our administrators to lead that charge. Somebody who knew what they could do to help our teachers learn about this.

David Pretto: Alison Jaffe sock, sock chef was a teacher in our school for 16 years, and as a teacher, a classroom teacher. She was also a teacher leader. She was a grade leader. She conducted a lot of professional development. I know her particular grade team met every day at lunch, and they ate lunch together, and they talked chopped together.

David Pretto: And it was just a very wonderful thing. And then she became our literacy coach 7 years ago.

David Pretto: I want to talk just for a second about the impact of of Allison, because

David Pretto: she was one of the people who was entrenched in Teachers College. So this was a huge undertaking for her.

David Pretto: But now she's coming in and she's bringing in podcasts and Youtube videos to support the teachers and understanding it. And she has really bought into it. And that's so important because the buy-in to me was very important for my teachers, right? We didn't want them just to get up and teach the program. One of them to believe that the program was gonna work and that our kids were gonna do well with it, and Allison is really the person responsible for that.

David Pretto: The other day I was in a classroom, and I said to the teacher, Alice and Jackie is going to be Yonnid, or I'm at the Cec. Meeting this week because of the work that she's been doing here, and she said to me, these are the exact words she said to me.

David Pretto: She is so smart, and she has taught me so much.

David Pretto: and my! I am so much better at teaching now from her coaching.

David Pretto: and because I'm better at teaching. This is a chat. This is a true story. I'm not making this story up, she said, and because I'm better at teaching, my kids are better at learning.

David Pretto: That's the impact that Allison has had on our particular school community, and now she's going to share her part of the journey.

David Pretto: That was some introduction. I was a little nervous to speak today, but I feel like so much of my staff is here. It's like a regular day at school. So I'm just gonna act like we're here on a regular day, plus. I have my son's lucky coins. Thank you, Nico. That he gave me for luck, so I'll I'll be brief, cause I know it's the last of the night. If I?

David Pretto: Oh, great, okay, awesome. 495, or else 466 non else these are some of the languages that are spoken predominantly Chinese, but we have a very good mix.

David Pretto: Okay? Some things, Mrs. Ross already mentioned. I am a mother of 2. I have both my kids attend public schools. So this shift was really important to me as a parent as well. I was a classroom teacher for 16 years, coaching for 7 years.

David Pretto: I

David Pretto: do few things as literacy coach providing professional development turnkey, the information from our district, 20 learning, lab modeling some lesson components. I work side by side, often with the teachers and coaching cycles. Which is my favorite thing to do is to get down on the floor, you guys know, and and have some work with kids. I sometimes conduct parent workshops, and I am the unofficial tech support, though you wouldn't know it today, as I was half on mute.

David Pretto: So, as we made this shift to the science of reading, I had some questions as a teacher, as a parent like, first of all. What is the science of reading? I had to admit that I didn't know at that time had never really heard the term. I wanted to know why we wrote shifting to this curriculum. Why, h! And why now? A little bit of like why, me also. But we've we've over. We've overcome that

David Pretto: so that started our my learning journey, and I think journeys like the word of the night. I've heard it several times. It really has been a journey. This is a year of transition for us.

David Pretto: but the learning lab has been so helpful. I'm so thankful to to Dr. Pratos, Dr. O'brien to Dr. Lucia Medina to all the leaders in the learning lab for sharing information with us and really getting us going on this. But also I've done some reading on my own right? Now, I'm reading the Knowledge Gap highly recommend that one excellent and listening to some podcasts, to just try to get my brain around this information and share it with the teachers as best as I could.

David Pretto: So these are some of my big understandings, big takeaways with all the teachers that are in this room already know. The need for systematic phonics instruction so important. We were already doing Orton Gillingham, but we needed to add on more use of decodable text, more fluency practice. Coming to the understanding that all kids need to read and grapple with complex text.

David Pretto: moving away from meeting levels having wide repeated reading led to such deeper understanding. And our kids are really liking that and the shift to thematic units because it's increased the use of vocabulary and background knowledge, which is something that we've said over the years. Over and over again. Kids need

David Pretto: some of the shifts that our amazing teachers have entrenched themselves with and taken on, are moving to that evidence-based shift. Mindset. Increased use of decodable text. Increased fluency practice, as you heard before, reading, echo reading, moving to thematic units to build background knowledge and vocabulary that we would like some more time for that for building the background knowledge.

David Pretto: If I can put a little plug in all kids reading grade, level, complex text. And we really do appreciate the access and the use of data that we've gotten from the assessments.

David Pretto: So this is a few of our highlights. I'll be brief with these pictures of our sound walls, our morphology walls. We have our reading rope up. This is going on in the hallways and every classroom something that we're really proud of

David Pretto: our focus walls for K to 2 with our essential questions, vocabulary knowledge maps in all of the classrooms, and for 3 to 5 the morphology walls have been a big focus for us to adding on, because we already had some of that, but building it across across the grades

David Pretto: and engaging in professional learning with our Hmh. Coaches, she comes and professional development set that I've been leading as well

David Pretto: use of data. This is one quick example of how we took apart some of the module assessments and looked at where kids were performing highest and lowest use that information, to inform instruction, to know where we were going, to slow down, to know where we could speed up.

David Pretto: Our impact on students has been really great, and I think the 2 biggest

David Pretto: things to say here are the equity and the access equity, because all students now have the opportunity to read grade level text access, because our newcomers, which we have many, many in every classroom, now have the opportunity to participate in a whole new way.

David Pretto: This is one picture of our kids using decodable text, shifting away from using

David Pretto: PE guessing and pictures and other queues to try to guess the words. Now, kids, using the quotable text, one huge huge benefit that we've seen to this program is the the digital side of it. This is a kid using the translated text.

David Pretto: and it allows our kids to really participate in the conversations like they never were before.

David Pretto: And our, I think, any teacher you ask any teacher. The favorite part of this program is the inquiry projects. The teachers love it. The kids love it, they get a chance to really show off their learning. So we included a few pictures here of the game projects the westward expansion. So many things, great things, kids performing plays in all the classes.

David Pretto: No, they go back. I don't know if I could go back. This one was that a newcomer? No, I have it on the last.

David Pretto: and this is this is the side that we're talking about. This class in particular was a third grade class, where the kids wrote and performed the play in Chinese. And one of these kids had just come to the country a week before this happened. So we were super proud of that.

David Pretto: okay, this is this is the end. I want to end with a little cartoon. You guys, all you guys will get it. We just wanted to say Thank you to everybody. At the district level, the learning lab. Thank you to administration, because none of this would be possible without the support of the administrators, Mrs. Russell, Mrs. Hampton, Mrs. Edwards, Mr. Gullow, and our other Ap. Mr. Jerosa, and thank you to the teachers and thank you for letting them feel great. Today

David Pretto: you get my good sign.

Thank you.

David Pretto: I just want to get one more round of applause for all the teacher leaders and their principals like.

David Pretto: I think it's like

David Pretto: this is my favorite thing to do.

David Pretto: Look at the other things on your chat. But can you share that slide again? I wanna pick and choose what we're gonna do.

David Pretto: I just I have

David Pretto: the implementation plan schools implementation plan for interviewing. It's it's a side point plan. I could be like, 5 can be quick. Yeah, yeah. Sure.

David Pretto: So the next piece on the agenda

David Pretto: is just some midyear feedback that we had been collecting from parent leaders as well as from

David Pretto: educators. and a summary of the

David Pretto: consistent common topics that were coming up across. Educators and parents included

David Pretto: some of the information that you heard about today, but also some school specific information. And we heard a lot of, you know, particular challenges, and in response to some of those challenges and concerns we made some shifts, and I announced those shifts at the District 20 Presence Council meeting last week, and I appreciate Steve as well as Norma Arias, our title, one Dpac chair joining as well, and make sure that parents were able to get that information.

David Pretto: But our action plan is 5 steps. So I'm forming 2 teacher advisories in response to the concerns that there weren't enough opportunities for accelerated learning. We wanna make sure that these practices where, while they are happening in the district, wanna make sure that they are cascading across the entire district, and in similar way that we've been in year one utilizing the learning lab to ensure. You know, implementation of the curriculum across this across the district, as you've seen, and we'll continue to see

David Pretto: from our Amazing Teacher leaders across the district, including the the ones you're able to hear from today. We made some. We made some revisions to the assessments. There were a lot of concerns with the length of the assessments with student access to them. So we did make some shifts in the assessments in elementary school. Second graders will no longer take the assessment online. That will be a school choice in terms of how they administer it

David Pretto: rates 3 to 5. We did cut the assessment in half. We did remove some questions as well as the extended response. So we'll monitor the impact of those shifts as well as the impact of the shift from the unit assessment in into literature to the selection test. But we will find that they'll be responsive to some of the concerns around the length of the assessments. But we'll we'll get more feedback from teachers from principals and parents at the end of the year.

David Pretto: as we prepare for year 2 in the implementation of the curriculum.

David Pretto: The learning labs will start to have a shift in the spring around writing and give us some more support to teachers on the writing workshop component of the curriculum. And there's been a lot of you know, outreach around

David Pretto: just communication about the curriculum. So we have been. And I really appreciate. President Stowe, who gave us a lot of like detailed feedback around the website. We've been really working hard to incorporate that feedback to ensure that the website is loaded up with as much of it information as possible about the overall curriculum, and then really, working with schools to ensure that all of the specific information that comes around homework and the use of decodable text. And how much time my child, is on a computer

David Pretto: making sure that that information is available to parents through a variety of workshops, you know, parent visits to school and then use of Google classroom and other school websites.

David Pretto: So we're looking forward to the impact of those shifts. You know, we'll come back at the end of the year in June, around some of the findings that we find and the impact of these shifts. And you know, in preparation for year 2.

David Pretto: Just to shift to the new schools. Everyone knows that we are opening 3 new schools in in September 2024. So I just wanted to give some updates on those first. I'm very excited to announce that at middle School 407. This is the Nathan site. We will. Host District 20 s. First middle School Asd Nest program. We're very, very excited about that. This is a program that you know, we've been fighting very hard to get.

David Pretto: So we'll have. We'll have more specific information about the establishment of that program at 407 in the coming months. But I wanted to be able to announce it to the community because we were just able to get the go ahead. So I'm really excited about that. And then PS. 331. This is the Angel Guardian Home, and PS. 4, 13. This is the doctor's office on Third Avenue, as it's affectionately known.

David Pretto: The principals have organized additional open house dates. I've got the dates up here. The dates will also be on the district 20 website, d. 20, brooklyn.com. So we're really encouraging families and folks who are interested in our new schools to get another opportunity to connect with the leaders, ask questions and and find out more about the opportunities at the school.

David Pretto: and then sorry. Just one question you could probably answer very quickly. Just came in the chat, will 407 also have superintendent program? Yes. And then, finally, there were questions from the Town Hall that weren't able to be addressed I gave the the general pieces here. These were the overall. So first around available in District 20

David Pretto: at the at the Town Hall we weren't able to share around the new sites that we're building. So there are additional d. 75. Middle school seats at MS. 4 0 7. There will be 72 total d. 75 seats at the New Middle School on 80 Sixth Street. We are also building. Sorry, not building, but we are

David Pretto: transforming the Our Lady of Guadalupe site that is over near. That will be also a standalone middle school site, both of those sites. We anticipate on numbers at least right now, closing the seat gap that we had in middle school for District 20 residents who are middle school students, and we're working to we're working with the office and the office of enrollment

David Pretto: to to connect our resident district 75 students with these new sites, and then at the at P there will be 96 d. 75 seats in a co-located site as well at the Angel Guardian Home. So that will, add additional elementary school

David Pretto: seats. In terms of enrollment patterns. There was a question about enrollment patterns. The do we releases official enrollment data. Once per year at the end of all the admissions cycles. So at the end of the year. When the data is available, I will share that information.

David Pretto: Crossing guards has been a lot of concern about crossing guards. We have been working directly with the precincts to be able to advertise the the postings for

David Pretto: for crossing guards in places where we're requesting an additional crossing guard. It is it is a big staffing challenge. But we are really encouraging the community. It's a very community-based position. It's something that we find that is, we are usually highly staffed by folks who live in the community. So I really want to encourage

David Pretto: All folks in the community who are interested, the we are able to provide that posting to all of the schools and all. Ha! We will blast that out again, but that, you know, we really wanna work hard to make sure that we have enough crossing guards. There's a question about specialized high schools there. Was an announcement that there will be a high school, you know. At the

David Pretto: say, Nicholas Home. That's something that I am absolutely open to working with the Council and advocating for to the Chancellor in terms of if that's a possibility that could happen. That's where I would stand as superintendent.

David Pretto: And then there was a lot of questions I can maybe at a different time. Talk about some screen of data, core curriculum and academic intervention. There were a lot of questions about how we're using data to inform the implementation of the curriculum and provide interventions to students. I think we saw a little bit of that today, but I can do it more in depth. Presentation at the time. Crc, we question around, how are we ensuring that

David Pretto: we have students having access to culturally relevant materials? And, you know, exposure to

David Pretto: different cultures. We did have a couple of teacher leaders referenced today. How the the Hmh curriculum has provided some of those opportunities through the texts and the authors of the the text that are embedded in the curriculum, but is also something that we really try to highlight through the hidden voices curriculum. The release of the Asian American Pacific Islander Series. Just very recently, the Global African Diaspora

David Pretto: Series and we really try to incorporate and highlight schools that are able to take new materials in a very short period of time and find strategies to expand those out. So that's something that I can continue to kind of find schools to highlight individual examples of how we do that. And then, finally, I spoke to the Asd Program expansion. I'm continuing to look for opportunities to establish new Asd programs

David Pretto: we're now continuing to look for opportunities, for you know, Nest has been, you know, a hot topic, but horizon is also a need in our district as well. So I'm actively. I have been actively in

David Pretto: collaboration with the Special Ed office to identify opportunities and sites, to be able to establish a new nest. I'm sorry. A new horizon program. We do not have horizon middle school in the district, so that could main continues to be a priority. I'm continuing to work on on that. And I'll continue to provide updates. So II appreciate it. And that's that's the conclusion of my report. Thanks, David. Yep.

and fantasy

Steve Stowe (CEC 20): and thanks and thanks again, teachers. It was very interesting to hear and see. Actually see the program. A lot of the slides. I was definitely for myself, it was helpful to actually see the information. On the screen

Steve Stowe (CEC 20): next up. Let's move a lot. So my only announcement is for President's report, and is our legislative breakfast is coming up.

Steve Stowe (CEC 20): March 20 s.

Steve Stowe (CEC 20): Please attend. It's at PS. 1 70,

Steve Stowe (CEC 20): march 20, s Friday, 9 to 11

Steve Stowe (CEC 20): and this is an event. It's an event for Pta Presidents for

Steve Stowe (CEC 20): title, one. Representatives for school principals

Steve Stowe (CEC 20): and elected officials. And it's a great opportunity. And we're we just wanted to highlight that

Steve Stowe (CEC 20): that event is coming up.

Steve Stowe (CEC 20): that's all I have to say about it right? There's no other key point about the breakfast.

Steve Stowe (CEC 20): There may be swag.

Steve Stowe (CEC 20): Kind of coronagr. Also.

Steve Stowe (CEC 20): parent coordinators are, and will be invited to as well.

Steve Stowe (CEC 20): Just gonna let some people bile out of the room here.

Steve Stowe (CEC 20): Okay, so this is it. That's this is from the online form. And one more. Okay.

Classical.

Steve Stowe (CEC 20): Okay.

Steve Stowe (CEC 20): we'll move on to our public. Our second public speaking session.

Steve Stowe (CEC 20): that's

Steve Stowe (CEC 20): for anyone to remind anyone in the room who would like to speak. There's a sign up sheet

Steve Stowe (CEC 20): and we've got a couple already signed up.

Steve Stowe (CEC 20): So we're going to prioritize individuals in the room

stuff

Steve Stowe (CEC 20): giving a minute for.

Steve Stowe (CEC 20): say, what?

Steve Stowe (CEC 20): What choice?

Steve Stowe (CEC 20): See another one ready to start streaming.

Steve Stowe (CEC 20): Look at that.

Steve Stowe (CEC 20): okay. So for speakers who signed up to speak. I believe I don't know if any who's in the room and and who's not. I believe the ones I'm gonna call might be in the room is

Steve Stowe (CEC 20): Para here, Kara Woodward, or is she online?

Steve Stowe (CEC 20): Kara, Woodward, are you on the car

Steve Stowe (CEC 20): and if so you can speak

Steve Stowe (CEC 20): and we'll go we can

Steve Stowe (CEC 20): Tara, can you hear me?

Steve Stowe (CEC 20): okay, we'll move on. And we can come back to Kara, if she comes back

Steve Stowe (CEC 20): was, she no one heard, her right, correct.

Steve Stowe (CEC 20): yeah, correct. Okay.

Steve Stowe (CEC 20): we can come back to her.

Steve Stowe (CEC 20): Next up is Jeff. Jeff Rome.

Steve Stowe (CEC 20): Hi, I'm on Jan. I think you mentioned. Hey, Jeff, go ahead.

Geoffrey Roehm: yeah, yeah.

Geoffrey Roehm: really appreciate it. Thanks, Steve. I guess. First and foremost. If I were to say one, take away headline from the night, it's that we have some really wonderful educators in District 20. I don't know if any of them are still in the room, but thank you so much.

I. My name is Jeffrey Reem. I've been in

Geoffrey Roehm: public school, Middle School educator in New York City for the last 20 years. I have 3 kids in District 20 that all go to PS. 102 one of them is in fifth grade and about to go to middle school next year and just feel very lucky that I'm in this great district.

Geoffrey Roehm: all of that said. I have some really significant concerns as my eldest son is about to transition into middle school

Geoffrey Roehm: with the use of the Hmh. Curriculum at the middle school level.

Geoffrey Roehm: obviously based on my own experience as a mid middle school educator. You know I have some background in some of the curricular choices.

Geoffrey Roehm: And you know the Hmh curriculum? Well, it has, I think, some benefits, I think, has some really significant drawbacks, and I would say I cannot overstate enough in the sort of brief 3 min that I have here.

Geoffrey Roehm: How wrong a choice I believe it is for our middle school students. And I'll start, I think, with the the simplest point that I can make.

Geoffrey Roehm: Our kids in middle school won't read any class books together with the Hmh curriculum.

Geoffrey Roehm: That's not a way to help develop kids, knowledge and skills in Ela when they're at the middle school level.

Geoffrey Roehm: I also have really con serious concerns that as a district

Geoffrey Roehm: we didn't engage you know, with literacy experts to really evaluate the 3 choices in front of us at the middle school level.

Geoffrey Roehm: while I understand there are probably some advantages of having Hmh. At the middle school level when it's also at the elementary school level.

Geoffrey Roehm: Those maybe sort of like logistical advantages certainly shouldn't outweigh choosing. What's the thing that's gonna best engage our kids and set them up for the most success in middle school and in high school.

Geoffrey Roehm: And I'll I'll just close by saying, I think there was a great example that was given. I know it was at the elementary school level, but by one of the great literacy specialists that presented tonight. You know she noted that with the accelerated learner program

combining a deeper study of project-based learning.

Geoffrey Roehm: and adding that in to the Hmh. Curriculum much more deeply engaged her students

Geoffrey Roehm: right, and was able to lead in her own words, to deeper understanding and deeper knowledge.

Geoffrey Roehm: At the middle school level we have 2 other curricula that could be chosen, whiten wisdom and el education, that both do that as just part of the curriculum without any additions. So I would urge us in the strongest possible terms as a parent whose child is about to go to middle school and not read any class books together.

Geoffrey Roehm: Please, can we reconsider at the middle school level our choice for a district 20 curriculum? Thank you so much. I appreciate it.

Steve Stowe (CEC 20): Thank you, Speaker. I'm gonna have to say something to but I'd like to move along, David. I'm so sorry.

Steve Stowe (CEC 20): Next speaker up is

Steve Stowe (CEC 20): Marjorie, Marjorie Nadic.

Marjorie Naidich: Marjorie! Can you hear me. Can you hear me?

Steve Stowe (CEC 20): Yes, go ahead, please. Hi!

Marjorie Naidich: My name is Marjorie Ned. My daughter is Penelope and she is a sixth grader at the Brooklyn School of Inquiry. And I do think it's great. That the curriculum is working in so many teachers classrooms, and I congratulate them on that, and I agree that we have some awesome educators in in District 20

Marjorie Naidich: However, it doesn't mean that this is this curriculum works in every classroom, in every grade. And I appreciate the midyear updates that we had and the changes that are being made right now in our schools to adjust the Hmh. Curriculum, because how it was it wasn't working.

Marjorie Naidich: We've heard from numerous students last month on how the Hmh cur curriculum was not working for them, and in particular, I'll agree with Jeffrey at the Middle school curriculum into literature does not work

Marjorie Naidich: it's not mandated by the city, by the central DOE for for the whole city. To have it in middle school and it's being implemented, and parents and families weren't asked, you know, if if we agreed or wanted to have our curriculum change in middle school?

Marjorie Naidich: the curriculum doesn't incorporate reading whole books, it doesn't incorporate how to write, using your own free thinking and your own research. And it doesn't promote creative thinking, hands-on learning or writing beyond short answer test prep.

Marjorie Naidich: And so I'd like to read my daughter's she's allowing me to read her statement that she said last time, cause I want everyone to hear again how she feels about the Hmh. Curriculum.

Marjorie Naidich: So her name is Penelope, and she's a sixth grader at BSI, and she says.

Marjorie Naidich: I don't think I am learning anything into the inter literature book, because all our writing is either repeating what the book just said, or having the book feed us words for responses about the excerpts

Marjorie Naidich: in earlier years. Instead, we would read whole books, and we would be given questions to ask about with partners

Marjorie Naidich: who, let's say, if I didn't understand it, my partner, who did understand it, would be able to explain it to me.

Marjorie Naidich: On top of that

Marjorie Naidich: they make it extremely hard HMH. To add creativity, or express yourself in the writing. In fact, the unit about expressing yourself how to choose a mode of self expression, to write a persuasive essay on

Marjorie Naidich: the book forces you to cite evidence from the excerpts in the book.

Marjorie Naidich: limiting you. limiting what you could write your essay about to the topics that are in the workbook.

Marjorie Naidich: This stopped me from choosing my favorite mode of expression, which is singing because it wasn't in the book.

Steve Stowe (CEC 20): So instead, 3 min.

Marjorie Naidich: I'm just gonna finish what she had to say.

Marjorie Naidich: I researched my own for my own evidence to support my essay

Marjorie Naidich: doing what I wasn't supposed to do on music as the best mode of self-expression, and I ended up with a much better essay than sticking to the book, because it expressed who I am. More than an essay where I just repeated back info from the book.

Marjorie Naidich: the workbook overall. I'm just gonna finish what my daughter had to say overall the Inter literature book, as you repeat what it just stated, feeding your words to the

Marjorie Naidich: Thank you, Elizabeth. Can you hear me? I went over.

Elizabeth Edmonds: Yeah, I'm here. Hi.

Elizabeth Edmonds: thanks to

Elizabeth Edmonds: I'm not talking about the Hmh curriculum, but the I wanted to talk. I'm sort of a broken record on this issue. I'm the mother of 3 kids. One of them has an Iep wanted to talk about, which is the new school on Senator Street and Third Avenue for a couple of years that have been attending all the meetings on this school, and you guys have all heard me say that we were all hoping for outdoor recess accelerated math and learning a twice exceptional program nest

no homework. And now, recently, it's been floated French dual language program which would be culturally responsive to our neighborhood.

Elizabeth Edmonds: But in January it was announced that basically the only program the school is going to have is going to be dual language Arabic. It's a tiny school, 300 kids. So it's not gonna have a ton of funding and I think it would be great if we could learn what exactly the programming is. I've reached out to several folks haven't heard back.

Elizabeth Edmonds: I know the kindergarten applications have already gone in. So I understood that if certain programs were not subscribed to they wouldn't run if they're not gonna run, maybe we can have some of the stuff that everybody asked for at that school. I think that would be a big positive.

Elizabeth Edmonds: And then just one related issue, like literally. While we've been on this meeting it was announced that 2 kids were killed or sorry. One kid was killed in a crosswalk in Queens, an 8 year old walking across the street with his 10 year old brother, who was also injured. That intersection at 60 Eighth Street and Third Avenue is one of the top 10 most dangerous intersections.

Elizabeth Edmonds: in a community board. 10. And I've been advocating since the school was built for more pedestrian safety measures. So I'm hoping to. E is going to be doing something to make sure that the kids who are going to school there are going to be able to actually walk around there safely. There's a slipway, and it's very dangerous right now. The streets closed off like you could leave it that way. That would be wonderful like there's a big crane there. Nobody minds so like maybe we keep it closed off and fill it in with some greenery.

Elizabeth Edmonds: But anyway, thank you for your time, and I'm just hoping, you know, just kind of hoping we can get some response on this issue. Thank you.

Steve Stowe (CEC 20): Thank you. Cara Woodward is back. So, Kara, you can speak now

3 min.

Karah Woodward: Thank you very much. Thank you. Hi. My name is Cara Woodward, and I'm the parent of a sixth grader at is PS. Is 6, 86,

and I wanted to share some of my thoughts on the Hmh. Program. First, I would like to congratulate the principals and the teachers who spoke earlier on the successes that they've had with the program, and what it has done for their particular schools and students in meeting their needs. I also heard when I was hearing them speak, I heard them talk about the dedication of the administrators and the teachers.

and then it was more the dedication and the work that they were doing than it was the program itself that was creating the successes that they were experiencing their students, and although they may have had successes at their schools.

I cannot say that that has been the experience for all students at all schools. I also heard them saying how that a program may not meet all the needs of all students, and I would like to share that at my school. Particular school. I do believe that Hmh. Has not been

an advantage for us for our Ela program. My daughter is in sixth grade. She spoke last CC. Meeting as well sharing her experience concern that the program would not be culturally relevant for her as a middle school student who has a wonderful middle school curriculum that she is looking forward to participating in

Karah Woodward: where we have our middle school. Ela Teacher has curated a very deep, rich, novel-based middle school program that will develop this sort of critical thinking and oratory and skills, using the Socratic method and other ways to advance our children in their Ela.

I think if Dr. Predev had engaged the parents of our particular school and said that you have a program, or you've chosen a program that can improve upon our Ela proficiency, which for last year for sixth graders was 98% proficiency testing 100% of our sixth graders.

Or you told our eighth grade parents that you could improve their students proficiency, scoring it over 90% proficiency. I think they probably would have been skeptical as to whether or not that would be possible.

I definitely don't believe that is the correct direction for our school, and I don't believe it's the correct direction for probably other schools within District 20. Although I do applaud the many successes that those who have spoken have.

I think it cannot be overshadowed that the input of teachers and administrators, and particularly parents, is paramount in developing a program that will develop the kinds of readers and thinkers that we are looking to do. BSI is founded on project based learning and inquiry.

Karah Woodward: It was very great to hear 3 min. Okay, I just like to say that was wonderful to hear teachers applaud project-based learning, that is, philosophy fee of our school, and that is what we would like to maintain. So I applaud the changes that have happened.

Karah Woodward: But we need to see more time is up. Thank you.

Steve Stowe (CEC 20): Our next

Steve Stowe (CEC 20): speaker is

Steve Stowe (CEC 20): see Kara Francis Brown

Steve Stowe (CEC 20): from Senator Chu's office.

Steve Stowe (CEC 20): Francis.

Steve Stowe (CEC 20): are you there?

Frances Brown, Sen. Chu: Yes, I'm here. Hi! All

Frances Brown, Sen. Chu: Yes, so my name is Francis. I am from Senator Uncheose Office.

Frances Brown, Sen. Chu: Senator Chu represents District 17, which includes Bensonhurst Steiker Heights, Sunset Park

Frances Brown, Sen. Chu: for Hamilton Parkway, Fort Hamilton. Etc.

Frances Brown, Sen. Chu: I'm always happy to be here and listen to hear all of all of your thoughts, and bring that back to the Senator. But particularly, I'm happy. I was happy to be here today to hear from food and nutrition. Because over the last

Frances Brown, Sen. Chu: 2 months or so the Senator has been working very hard to fight for better school lunches.

Frances Brown, Sen. Chu: At the beginning of February a number of students started reaching out to the Senator directly. With photos of mouldy and slimy food, smaller portions and consistent protein

Frances Brown, Sen. Chu: and nutrition nutrition, deficient offerings from all over the City.

Frances Brown, Sen. Chu: Staten Island, Tech.

Frances Brown, Sen. Chu: Brooklyn Tech, Edward Murrow, Midwood, Stuyvesant, Laguardia, new trick

Frances Brown, Sen. Chu: and so the Senator was appalled to receive all of these, and to hear from the students directly that what they're receiving

Frances Brown, Sen. Chu: is insufficient and not edible at times.

Frances Brown, Sen. Chu: And so she reached out to the DOE. She sent a letter

Frances Brown, Sen. Chu: condemning this and requesting that action be provided, and we were very grateful this week.

Frances Brown, Sen. Chu: or perhaps grateful. It's not quite the right word, but

Frances Brown, Sen. Chu: was glad to see this week that some of that is being reversed, and some of these school lunches that the kids wanted that are good and edible, and that kids aren't

Frances Brown, Sen. Chu: just not eating at lunch, because they do not like the offerings or the offerings aren't safe to eat because of mold, and such are being reversed, and she plans to keep on and pay attention and make sure that they are reversed. The kids do like the lunches that are coming back. And that if we can get more, we can get more.

Frances Brown, Sen. Chu: if you or your kids have any additional input, if you see anything, please let us know our email is uncheew@nycinit.gov.

Frances Brown, Sen. Chu: and that goes for most things. If you guys have any problems, please let us know we're always happy to help.

Frances Brown, Sen. Chu: Thank you and have a good night.

Steve Stowe (CEC 20): Thank you so much, Francis. Our next speaker, is

Steve Stowe (CEC 20): Kathleen.

Steve Stowe (CEC 20): Kathleen rove definitely. Pew or Kathleen. Rough. I can't tell if it's a P. Or I do apologize. That's okay.

Kathleen Rugh - PS/IS 686: Hello!

Steve Stowe (CEC 20): Hello! Hi!

Kathleen Rugh - PS/IS 686: Thank you for letting me share my voice. I'm going to be kind of reiterating some things that have already been had said, and I hope that I'm not sounding like a broken record. But I think it's important that that this voice gets heard. So I wanted to say that first off I'm I think it was helpful to hear that some schools and teachers were sharing positive things about the hmh! Reading program.

Kathleen Rugh - PS/IS 686: I'm glad to hear that there's positive things, but I have to say that it doesn't match at all what I'm hearing from my own child. I and I think that just proves that

Kathleen Rugh - PS/IS 686: choosing a curriculum and implementing it across our very diverse district is not a productive way to have things operate. My daughter is in fourth grade, and she has always had a very positive and enthusiastic attitude. Attitude towards school.

Kathleen Rugh - PS/IS 686: Until this year. Her love of learning and being at school has really been eroded

Kathleen Rugh - PS/IS 686: because of the reading program with Hmh.

Kathleen Rugh - PS/IS 686: she. I really found that it has been a a downward slide from her experience when she was in kindergarten through third grade. She complains about the program. She says that she barely has any time to read at school

Kathleen Rugh - PS/IS 686: that they don't get to experience whole books and she and that that's

Kathleen Rugh - PS/IS 686: taking away the the joy she used to feel in the classroom.

Kathleen Rugh - PS/IS 686: She misses the opportunities that they had in previous years, where they had Socratic seminars, where they got to read and discuss books together as a class. She felt like this

Kathleen Rugh - PS/IS 686: reading.

Kathleen Rugh - PS/IS 686: This experience helped her better develop reading comprehension skills through the opportunities of talking with her classmates and her teacher about a text

Kathleen Rugh - PS/IS 686: and her biggest complaint is how these these, the new reading program. And it's emphasis on booklets and excerpts of text are really just test prep. She feels like she's always preparing for state tests. Which is obviously not a very engaging and encouraging way to read or learn to read. It's taking away all of her joy of reading and her

Kathleen Rugh - PS/IS 686: love of the learning process.

Kathleen Rugh - PS/IS 686: So now she feels frustrated, bored, and she also feels ignored in this reading program because she complains that the vocabulary and the word study units are things that she's already learned and mastered, and that this reading program isn't addressing her and her needs as a student. So I really hope that we can think about ways that this program doesn't have to be implemented across the district. So that.

Steve Stowe (CEC 20): thank you, that's fine. I just don't think it should be district wide for every student, because it's not addressing every student's needs. Thank you.

Steve Stowe (CEC 20): Thank you.

Steve Stowe (CEC 20): And it. Our final speaker of the night is Tamira R.

Tamuira R: Hello! Can you hear me? Okay.

Tamuira R: yes, okay, thank you very much. Hi, I'm speaking tonight. I'm a Ccse. Member, not speaking in that capacity. I'm the parent of a district. 2 middle schooler also, not speaking in that capacity, also a temporary guardian of a Grader. Which is why I'm here tonight. I know that this Hnl. H. And H.

Tamuira R: curriculum discussion is very important for many families, as it's taken up a lot of space at the last meeting. And this meeting I do wanna point out that it's really difficult to learn how to read and to continue building that Literacy when your mental

Tamuira R: wellness as a student is compromised.

Tamuira R: I thank you, Dr. Predo for mentioning crs, I think that we need to focus on Crs. And really looking at how we're supporting in particular, our Lbgt plus community. Given the recent attacks

Tamuira R: from several Cec members, particularly anti trans student rhetoric. We've had an uptick in suicides in New York City schools. We've had an uptick in attempted suicides and hospitalizations.

Tamuira R: We need to do something immediately to let it be known that we stand by, and we affirm these students and their community. I urge you to reach out to the DOE to

Tamuira R: have a presentation with the Lbgt. Q. Plus program and their programmers at the DOE. They did one for District 2, which was really informative, very, very helpful. And Dr. Proto. I would be interested in the percentage of elementary and middle schools in particular, that have

Tamuira R: active Gsas, and what we can do to ensure that every school has an active Gsa, so that the student community feels safe.

Tamuira R: Full scene

Tamuira R: doesn't feel threatened, and they can actually care about something like reading. Thanks.

Steve Stowe (CEC 20): Thank you.

Steve Stowe (CEC 20): That concludes our public speaking. Session.

Steve Stowe (CEC 20): The next item on the agenda is Resolution 9. Renew mayoral control with reforms. Kevin. Can are you able to share that?

There's.

Steve Stowe (CEC 20): I'm sorry. Say again.

Steve Stowe (CEC 20): transcribe anything. Yeah, please.

Steve Stowe (CEC 20): Sure thing. Yep.

Steve Stowe (CEC 20): this resolution. I'll just speak to it briefly before, as Kevin's getting getting it shared. Mayoral control is a very

Steve Stowe (CEC 20): impactful topic right now, and it's very timely because they're literally discussing in Albany whether to renew it or not.

Steve Stowe (CEC 20): This is basically the way our schools have been run since

Steve Stowe (CEC 20): 2,002.

Steve Stowe (CEC 20): And over the years it's it's gone back and forth. New York City has tried different models of school governance.

Steve Stowe (CEC 20): I'm not gonna talk a lot about this. This is a short resolution on purpose. The issue is

Steve Stowe (CEC 20): really complicated. There's a ton of history here.

Steve Stowe (CEC 20): And I am not going to try to summarize it in in one resolution, and I'm not going to try and

Steve Stowe (CEC 20): do a lecture on it tonight.

Steve Stowe (CEC 20): The the real point of this resolution is to say. there's no better system that we're now march.

Steve Stowe (CEC 20): It's March thirteenth

Steve Stowe (CEC 20): and the new. The Meryl control ends on June thirtieth, unless it gets renewed.

Steve Stowe (CEC 20): That's not nearly enough time for an alternative system to be put in place

Steve Stowe (CEC 20): to start the new school year, and something as complicated as governing, as running New York City's school system. It just isn't. And I'm strongly opposed to the way that the reforms were done.

Steve Stowe (CEC 20): 2 years ago, when it was last renewed, they were done very quickly, and suddenly it came out of nowhere. It was all done in Albany without a lot of public input. There's a lot of talk about it for many, many months. But then suddenly we get these changes. And it gets renewed for 2 years. That's not an appropriate way to do something as impactful as how New York city schools are governed.

Steve Stowe (CEC 20): I happen to think we need somewhat of a hybrid model. And that's part of what this resolution does tonight. But I also think there's it's it's really crazy to say we should just drop meryl control.

Steve Stowe (CEC 20): Right now. And on July first start with a new system that has yet to be. There haven't been any public you know, organized public hearings or proposals on what the new system would look like. There's ideas out there. But it's not being done in a a structured way. There's a lot of uncertainty. So this resolution really says

Steve Stowe (CEC 20): we need to renew mayoral control. Now, and you know, in the future, working on reforms is definitely a good idea. The second part of this resolution just touches on the superintendent hiring process. This is one of the areas where Cec's

Steve Stowe (CEC 20): we have advisory. An advisory role. I think it should still be advisory. I don't think Cec. Should hire and fire superintendents. But I think we can strengthen the role of the Cec. In some ways. In this resolution. Kevin, can you scroll to the last part with the the requests?

Steve Stowe (CEC 20): Basically, there's requested amendments to education law 2590 E, just allowing Cecs to contribute names during the the hiring process, and, you know, potentially allowing Cecs to have selective veto power over candidates. Have Cecs have more participation in the the annual evaluation process right now. It's pretty toothless.

Steve Stowe (CEC 20): And also, you know, just just make sure that the evaluation process is part of the public a little a little bit more part of the public public record.

Steve Stowe (CEC 20): Those are sort of some of the recommendations. Again, the important point being

Steve Stowe (CEC 20): it'll still be a mayoral controlled system. This superintendent will still report to the Department of Education, not to a Cec. Body, for his his ultimately for his, you know, hiring and firing and performance evaluation.

Steve Stowe (CEC 20): So those are the suggestions in this resolution. Any Cec members want to comment on the resolution.

Steve Stowe (CEC 20): thinking you should added a lot more like.

Steve Stowe (CEC 20): even though we can't hire or fire. Maybe the the mayor shouldn't be able to

Steve Stowe (CEC 20): fire successful superintendents when they come into office.

Steve Stowe (CEC 20): It's an interesting idea. It's it goes to the idea Elizabeth, of like

Steve Stowe (CEC 20): like when the like. When Adams came in he made everyone interview for their job again, you mean like. And then he made some replacements. You're talking about that kind of process, right? Yeah. But sometimes maybe so that they'll kind of be like.

Steve Stowe (CEC 20): like the parents, still, like the superintendent center in their district, but they will still allow, instead of always switching superintendents within zoom.

Steve Stowe (CEC 20): How could you? I like what you're saying, and I think it's an important process. And that happened a lot across the city. There were some instances where

Steve Stowe (CEC 20): superintendents were kept on, even though initially they were supposed to be

Steve Stowe (CEC 20): let go. Because apparent pushback. How could we do that? But still have ultimately, I think, the power still needs to. The mayor ultimately still has to be able to make decisions.

Steve Stowe (CEC 20): Do you know what I mean? Like?

Steve Stowe (CEC 20): I think I think this will help strengthen that process.

Steve Stowe (CEC 20): Do you have a suggestion? I'm trying to think of a way to put it in into words.

Steve Stowe (CEC 20): Like. What might you think. What might you think this sentence could be if you were to?

Steve Stowe (CEC 20): I know it's hard on the spot to sort of

Steve Stowe (CEC 20): new Chancellor, and he goes to a district where he might want to make a change. But the superintendent has had really positive reviews, and and you would measure the impact based on the annual evaluation. Is that correct?

Steve Stowe (CEC 20): I mean, I think you'd have. That's how you'd have to do it. You'd have to say

Steve Stowe (CEC 20): if the if the superintendent has had good annual evaluations for some period of time.

Steve Stowe (CEC 20): Then

Steve Stowe (CEC 20): then he he can hold his job, his or her job for at least a year or something.

Steve Stowe (CEC 20): or what, there should be parental input in their hiring or their hiring

Steve Stowe (CEC 20): right? Right?

Steve Stowe (CEC 20): I think we can write that in in in those terms, I think, yeah, I think we can write that in those terms. So establish basically how I would say it. Kevin, are you edit editing up there.

Steve Stowe (CEC 20): Do you want me to type? Yeah, let me.

Steve Stowe (CEC 20): What's that

at?

Steve Stowe (CEC 20): Got it? Alright cool.

Steve Stowe (CEC 20): Do this quickly, because I do have something in mind. I think it's a good idea, Elizabeth.

Steve Stowe (CEC 20): and and all I'm going to say is sort of in general terms establish a process for that kind of that kind of review, because it is a good point about turnover and transition. We don't want the situation where every time there's a new mayor, there's excessive turnover.

Steve Stowe (CEC 20): okay, 1 s. So I'm just gonna say, right?

Steve Stowe (CEC 20): Right? Yeah, I mean, that's a little different. Yeah, no. I get it. Establish a process by which

Steve Stowe (CEC 20): whether so alert that whole thing with the supreme families can't see that that was never done before. That was done with the new

Steve Stowe (CEC 20): Chancellor.

Steve Stowe (CEC 20): the one that they like. We had to be votes for these years and years and years

Steve Stowe (CEC 20): there was no offer.

Steve Stowe (CEC 20): Anybody will do all. It was just done

Steve Stowe (CEC 20): through

Steve Stowe (CEC 20): something that technically was never done before except when this new chance came in.

You know.

Steve Stowe (CEC 20): I think it's because it's it's not a

Steve Stowe (CEC 20): something will stop

Steve Stowe (CEC 20): all of a family, because it's called family that die.

Steve Stowe (CEC 20): and a lot of

Steve Stowe (CEC 20): parents, you know, on the platform, I guess, wanted to have it put data with a number of

Steve Stowe (CEC 20): trying to get rid of them.

Steve Stowe (CEC 20): Yeah, I think you guys agree, that would be like just

Steve Stowe (CEC 20): C, 3, 7, 8.

Steve Stowe (CEC 20): Some of this is is implicit in the C. 3. And I didn't mention again. I'm trying to keep this simple resolutions can be simple. It's it's an expression of principles, I think. But I think you guys agree right that we want to make sure that that

Steve Stowe (CEC 20): that there's not sort of the abrupt. If if we can.

Steve Stowe (CEC 20): you know, make the change of administration a little bit more. You know, sort of insulate against maybe some of the abrupt changes, and they would still have the right to do it.

Steve Stowe (CEC 20): because that's my oral control. Establish a process by which existing superintendents are review.

Steve Stowe (CEC 20): okay,

Steve Stowe (CEC 20): I'm gonna just try to type this

Steve Stowe (CEC 20): for change of

Steve Stowe (CEC 20): mayoral administration.

Steve Stowe (CEC 20): establish a process by which parent

Steve Stowe (CEC 20): that which Cec's

Steve Stowe (CEC 20): Oh, actually, I've got it. So for the for the performance evaluation process.

Steve Stowe (CEC 20): It'll be the same process for change of administration. So when you evaluate the superintendent under this proposal every year there's a group that make the decision in its in its

Steve Stowe (CEC 20): slightly in favor of the the Department of Education. But it's made up of Cec members as well.

Steve Stowe (CEC 20): So I'll just say this same process shall apply

Steve Stowe (CEC 20): for mayoral and

Steve Stowe (CEC 20): change in mayoral administration.

Steve Stowe (CEC 20): this same process shall apply when superintendents

Steve Stowe (CEC 20): I reviewed

Steve Stowe (CEC 20): upon a change of mayoral administration.

Steve Stowe (CEC 20): Elizabeth, what do you think about that? And Elizabeth and Tamara? I don't know if that gets to what you're saying, but I think it does, because basically, it puts in place a process where Cec members will have input

Steve Stowe (CEC 20): into any changes that are made. I mean.

Steve Stowe (CEC 20): I can share my screen. Actually. So I can share.

Steve Stowe (CEC 20): Is it? Did it just show when I made the change? Okay.

Steve Stowe (CEC 20): so that's the that's the edit right there. And we have to agree anything we do on this resolution we have to agree as amended. So that'll be the amendment.

Steve Stowe (CEC 20): But any other comments from anyone on the rezo. Okay.

Steve Stowe (CEC 20): is there a motion to vote on the resolution? Is there a second? Okay.

Steve Stowe (CEC 20): Joyce, can you please take a roll call? Vote on the resolution.

Steve Stowe (CEC 20): Yeah. Resolution for video review or mail control with a reform.

Steve Stowe (CEC 20): Steve Sco, I vote. Yes.

Steve Stowe (CEC 20): John, yes.

Did it spit?

Steve Stowe (CEC 20): Yes.

Steve Stowe (CEC 20): Joyce. Yes.

Mayfang.

Junmi chen: Yes.

cool.

Steve Stowe (CEC 20): She's online. I see her. Yes, thank you.

Steve Stowe (CEC 20): When Ming, can you hear us?

Wenming Chen: Yes, I could hear. Yes, I will be

Steve Stowe (CEC 20): sorry. Can you just say your your vote winning?

Wenming Chen: Yes.

Steve Stowe (CEC 20): okay, thank you. Yanching. Yes.

Steve Stowe (CEC 20): Maya

Steve Stowe (CEC 20): Afsuni, Tamala.

Steve Stowe (CEC 20): No.

Steve Stowe (CEC 20): Dennis Kevin.

Steve Stowe (CEC 20): Here we need

Steve Stowe (CEC 20): upon the

Steve Stowe (CEC 20): 5 year old. She had to leave. Yeah, she had to leave.

So we got.

Steve Stowe (CEC 20): we are a yes.

Steve Stowe (CEC 20): one low, 2 absent.

Great.

Steve Stowe (CEC 20): Okay. The resolution is approved.

Steve Stowe (CEC 20): Is there a motion to adjourn the calendar meeting? Oh, sorry. I'm so sorry. The minutes.

Steve Stowe (CEC 20): Yeah. You know what we'll do at the business meeting.

Steve Stowe (CEC 20): or just now. Let's just do it. Let's just throw it. I don't want to move the calendar meeting minutes to the business. Let's just get the calendar meeting meeting minutes approved, please.

Steve Stowe (CEC 20): so can you share those, Kevin?

Steve Stowe (CEC 20): So everyone, please review the minutes from February.

Steve Stowe (CEC 20): and if you have any changes, please speak up.

Steve Stowe (CEC 20): Doesn't reach

Steve Stowe (CEC 20): should be the end. Any changes to the minutes?

Steve Stowe (CEC 20): Okay, hearing none. The minutes are approved. Is there motion to adjourn the calendar meeting

Steve Stowe (CEC 20): all in favor? Yes, anyone. Post. No, would everyone like to just start the business meeting? Now