CEC 20: Why did a mute

testing?

CEC 20: Okay, thanks. Everyone for your patience. Just getting our technology set up. I welcome everyone to the July, Cec 20 meetings.

CEC 20: So

we're going to have

CEC 20: before we begin. I'll just go over quickly. We're going to have the annual meeting first, and we're going to have the

CEC 20: calendar meeting. Then we'll have the business meeting.

CEC 20: yeah.

before I take roll call. Let's see, there's a question from our mandarin interpreter. Go ahead.

Mandarin - Shiu Tong: Oh, I just want to double check the PIN number now it's It's us that I'm there.

CEC 20: Everything. Okay, yes, thank you.

CEC 20: And

CEC 20: so I will take a roll call attendance.

CEC 20: Steve Stowe here.

yan chen. Okay.

CEC 20: Jon rica.

Elizabeth. Chan

CEC 20: one and 10

CEC 20: may find. Yeah. Yes, here.

CEC 20: Joyce, she, yeah. Tamara stern. Yeah, Maya Rosenbla

is Maya on?

CEC 20: And let me just take a note. A few notes here. So when Ming is here. Elizabeth

CEC 20: choice. Tamara.

Kevin, sow, are you here

CEC 20: also?

CEC 20: Okay, so there's 9.

CEC 20: Okay, there's 10. And that makes sense, because we have 2 seats that are not filled yet. And so there's 10 of us. We have 2 that are not here, 8 that are here, 7 in person, actually 8 in person. So we can hold the meeting.

CEC 20: we can convene the meeting. Could I have our interpreters? Please make their introductions as usual. We have Arabic

CEC 20: mandarin, and Spanish interpreters at our meeting could the if anyone requires interpretation services, you should see the numbers in the chat. And you should also see video of these interpreters. I will now have the interpreters make their introductions and their instructions.

CEC 20: Arabic. Do we have Arabic interpreter?

Arabic Interpreter - Muaad Alody: Yes, I'm right here.

Arabic Interpreter - Muaad Alody: I'll

Arabic Interpreter - Muaad Alody: how the Controller is done.

CEC 20: Thank you. Could our mandarin interpreter? Please introduce yourself.

Mandarin - Shiu Tong: Good afternoon, everyone.

Mandarin - Shiu Tong: me, my, I

Mandarin - Shiu Tong: cheap

Mandarin - Shiu Tong: all. Thank you.

CEC 20: Thank you. And could our Spanish interpreter please introduce yourself.

Spanish-Maricela Flores: Hello! Good evening. The following much. It will be set a set of Spanish offering interpretation services.

CEC 20: Thank you. Just a reminder, because we have

CEC 20: simultaneous interpretation. People please should try to speak slower than usual to allow the interpreters to keep up.

So the first part of our meeting tonight is the the annual meeting.

CEC 20: and the annual meeting is only to elect new officers to the Ce.

CEC 20: Following that we will have our regular calendar meeting and our regular business meeting.

CEC 20: The first order of business is to elect a chair. It's called the chair pro. 10

CEC 20: for the elections. This is someone whose job is just to run the elections. and it can't be someone who is running for

CEC 20: running for President. in the election. And really all the chair does

CEC 20: is just take the nominations for President. and then, once the President is voted in. the President takes over running the rest of the elections.

CEC 20: so we just need someone who wants to essentially be, who wants to be the chair pro tem.

CEC 20: For the electing, the President. And someone can. People can self-nominate as well.

CEC 20: Are there any self nominations for and other nominations?

CEC 20: I'm on the next 8.

CEC 20: You can't nominate me because I'm going to run for President has to be someone who is not running for President. I nominate choice.

CEC 20: and, Joyce, all you had to do is just take the nominations for President, and then just call the votes. Actually, Kevin will record the votes.

CEC 20: but it's real, and here's a

I'm just going to look at this. there's a script right here, Joyce.

CEC 20: Thank you.

Actually

CEC 20: the choice. It's not in the bylaws. This is like the tempest script right here.

CEC 20: It's right. Do you want to have John do it. Just exactly, very, very, John. Can you run that?

It's just the script just or just for electing just for the President election? Yeah, it's starting right there, I hope. First, if you vote, if you're the chair of

CEC 20: so I nominate John, who the chair coach, and is there a second.

and let's all. Is there a vote all in favor of John? Do you have a chair for 10?

CEC 20: I'm not sure if we need to do a roll call vote for that. Can I see that she, for 1 s

nominations proceed to a vote?

CEC 20: But I show up hands or roll call vote

CEC 20: So let's just do a quick roll call about to say, John is the chair for 10, so, Kevin, can you just do a roll call vote

so. Yes.

CEC 20: it was a 10. Yes. Evans out.

Yeah.

Choice. Yes.

that John.

CEC 20: John. Just a me. the Us. Trade.

CEC 20: Thank you.

CEC 20: You're just voting on it. John will run the first part of the election.

CEC 20: Yeah.

why don't you sit down here?

Yeah. Kevin, was that everyone? So, John, if you can just read through that script, and this will elect the President, and then I'll take whoever wins President will take over

CEC 20: to elect offices who will vote upon each position before moving on to the next to that, any any agent not elected in office.

CEC 20: I will take nominations purpose to nominate themselves. If a member is nominated by another member, I will confirm that he or she accepts the nomination.

CEC 20: Now, combination do not need to be second.

CEC 20: If a member is not present, but as submitting his or her nomination to a a or another member, he or she will be treated.

He had a family member who was President, who didn't have the 2 min to be read allowed by someone else.

CEC 20: Each nominee will be allowed to take a speech of Up to 2 min. all in a candidate presentation, we will conduct a roll call, vote.

CEC 20: All positions must be voted on, even if there is only one anything where there are 2 or more candidates.

CEC 20: each member must make the choice and vote for one or the other

CEC 20: example. John, Joe, and Jane Smith. I'll run into the pleasure

CEC 20: on the roll call. Each member will vote for each John or Jean. The High School must not vote first on John, and on June. that is the abstain from both.

CEC 20: But no candidate receives that recycling folks.

Ts, e, C, d, l, L. Ec. T. 75,

CEC 20: 6. We will vote by show of hands, or whether it be a second time to proceed to the elections for the next office. If a position remains on to build over 2 or more round of voting.

CEC 20: and it will continue in a position. New elections for all onsole positions must be put on your agenda and follow calendar meetings until all the positions are filled.

CEC 20: Is that it was easy to to to all members.

CEC 20: First, we will elect the Council President. Are there any nominations for the office of?

Thank you. So

I accept.

CEC 20: There's no other nomination.

Okay, just I would just say, are there any other nominations

CEC 20: other than any other nominations for President? And so. okay, so we're gonna go from the Pope

CEC 20: there is a chance. Yes.

CEC 20: Are you just sorry, Kevin? Are you tracking these? I can write it down, if you are you? You got the record? Okay. Percy? Yes.

CEC 20: yes.

when make sense.

CEC 20: John. Yes.

CEC 20: yes.

Has been.

CEC 20: I was

CEC 20: got it.

Second, guess is what I've said. If we

CEC 20: so Texas.

right?

CEC 20: What was it? 7, 7 yeses. So we got them. We got the number. Okay.

CEC 20: thank you.

CEC 20: what does it say about from here? I just want to double check if

CEC 20: last time the President took over.

CEC 20: Yeah, the newly elected president may now take over

and sharing the meeting, or or allow. The chair protests into the rest of the elections.

CEC 20: You want to run the elections of

okay, next office that we're going to elect for is the first Vice President.

CEC 20: Are there any nominations for first Vice President?

CEC 20: I'll nominate John Ricketone

any other nominations for first vice Presidential?

CEC 20: Okay, we'll move to a vote on John for first Vp. Kevin, can you do that? Both

Stevens home? Yes.

CEC 20: Was it 10? Yeah.

CEC 20: he is out? Yes. yes. anything. Jen. Yes.

Why, I mentioned

CEC 20: that in general. Yes, that's right.

CEC 20: But yes. Is I actually

CEC 20: okay. Congratulations, John.

CEC 20: We'll now go to second vice President.

CEC 20: will now take nominations for second Vice President.

CEC 20: Are there any nominations for second Vice President? An

CEC 20: you accept Elizabeth

right here?

CEC 20: Any other nominations for the second Vp.

A roll call vote so. Yes.

CEC 20: yes.

CEC 20: twice the yes. hey? Thank you, John. Yes.

What mentioned? Yes. yes.

CEC 20: as it

CEC 20: it's not the 8 or 9 we we have 10. We have 10 people here. Right? Maybe. Yes.

I actually, I think you can vote for yourself. Yeah.

CEC 20: okay. for the nice.

Yes.

CEC 20: Yeah. Candidates, yeah, you can definitely go for yourself.

CEC 20: I don't think we need to. Yeah, I don't think we need to.

Yeah.

CEC 20: So next is recording secretary.

CEC 20: are there any nominations for a recording secretary.

CEC 20: I'm gonna I'm gonna love it myself.

Any other nominations for recording secretary.

CEC 20: So Tamara Stern is nominated and choice. She is nominated.

CEC 20: So this is the first one where we have 2 candidates. So just a reminder. We'll go through and vote once, and just say the name of the candidate that you're voting for when Kevin does the vote.

CEC 20: So Tamera.

CEC 20: and actually, maybe we should give a chance if either of you want to speak. We haven't done that so far, because it's just been one candidate. But do either of you want to make a short statement to America? Go ahead

the list.

CEC 20: If you so

and I want to make sure that all of you and I'm curious doing it.

CEC 20: Keep up. Okay. Next

CEC 20: choice. Yeah, this is. Thank you. Thank you for the opportunity. This is Joyce. I'm the group kids.

CEC 20: Yeah.

CEC 20: I wish we had set these up like in a semicircle. Yeah, for tonight, Joyce, do you want to? Maybe stand up also, I can tell you, you guys are here. But it's just if I'm right, it's good. Yeah, this is Joyce. My name is Joy. I'm thank you for the opportunity for normally, myself. So I'm the

I know you guys line my voice.

CEC 20: Thank you.

But taking a note in particular, recording a minute of your reading, I I have a very experience from that. So it's

CEC 20: it's time I actually. And the other thing is that I taste him more. So you want to win this, and I can, you know, communication with the other people on the doodle. So in the development about training. I can teach how how I do the recording secretary, because next time, maybe it's not me I can't. So that everyone.

CEC 20: How is the one important meeting. And then the other thing is, I say, most important is that I am getting so yeah, every really is important for 2 of each, so I can. And I I don't have one can go for me. And I I can. I get more contribution within the CC. In this, because the last time I have 3 on a two-year experience

and I will get

CEC 20: you want to go again. Hit the mic so that people down the end can hear you better.

CEC 20: Yeah, I just. I don't know if they can hear you the first time

here in the college of the Senior, and

CEC 20: so

CEC 20: great thanks.

So, Kevin, now we'll go to a vote.

Correct? Yes.

So, Joyce.

the same.

CEC 20: Heavens out, Joyce.

CEC 20: Right?

That makes sense.

CEC 20: But.

CEC 20: for example.

gentlemen.

Joyce has 8 votes. I was that, please

CEC 20: congratulations you And then finally, we'll vote for treasurer.

CEC 20: for the position of treasurer. Are there any nominations make one.

CEC 20: Tamara nominates yourself any other nominations. and they found Chen

CEC 20: any other nominations.

CEC 20: Okay, same thing will now allow each candidate to if they want to do a short

a short speech.

CEC 20: and the mic is there, and you're both close to it. So who wants to go first?

CEC 20: You want to go first.

CEC 20: Okay.

so okay.

CEC 20: thank you.

CEC 20: And for this one, may find is going to speak in mandarin. And then could our interpreter please? interpret that for the meeting.

CEC 20: Mandarin interpreter. Is that okay.

the

CEC 20: is that okay.

can you hear me?

Mandarin interpreter Shi feng: It's a great

CEC 20: thank you as well.

CEC 20: Is it too many mics. So let's just have so, mandarin. I don't think I think we'll just do in-person interpretation. We'll have someone here interpret what she's saying. If that works

CEC 20: as well as so go ahead any time you can speak, and then Kevin will translate.

CEC 20: I. Everybody manage to. They find change four-year-old heights heightened to the P as a 2 to 9. I have 2 kids. They're both attending in key as 2, 29.

Okay.

CEC 20: okay.

okay, one. Attend in Ps. 229.

CEC 20: You don't pay time in. I'm honored to be edited as a cuc 20 member

CEC 20: I mean, I'm what I would like to volunteer to, you know, treasure for that. CC, 20

CEC 20: to contribute to my health

CEC 20: for your junior, and

CEC 20: I have 9 years experience in in a Treasury field, and I'm also a man of

CEC 20: he's in. He's in his own. I'm sorry. All that business of

CEC 20: I am the expert on catch management budgeting and financial credit. that's all we have. Thanks. And I'm looking forward for your voting.

CEC 20: Thank you.

CEC 20: Okay, thank you. Kevin. Can we now move to a roll call, vote for treasurer. please don't I go from May?

CEC 20: Was it 10?

That is out? Any fun?

CEC 20: May fan

CEC 20: one weekend.

I do.

CEC 20: and there's a

CEC 20: okay. So what's that? No, we need, we need 7.

So now what we will do is by the show of hands. Do we want to go to another vote?

CEC 20: Or do we want to postpone until the next meeting?

CEC 20: That's the next step in the process. So if if everyone wants, we can go to another vote.

CEC 20: Same 2 candidates, or we can, or we can postpone.

Yeah, I mean, let's take a show, a vote show of hands. Who wants to go to another vote right now.

CEC 20: does anyone want to go to another vote? Right? Now?

CEC 20: Yeah, I say, one more vote.

CEC 20: Anyone want to go to a vote. Right?

CEC 20: So it's it. Just me

if if they don't want to take another vote. Now, the choice is, take another vote, math or augment.

CEC 20: and because we could take one more vote, and if we still don't have the winner, then we go to August 20. So I say, one more vote right. Now, if this is finished today.

CEC 20: I mean, I did. Yeah. So we have what? 1, 2, 3, 4, 5, 6, hey? Fine. You want another vote now? 7, 8.

CEC 20: So both my hands. So by show of hands, we'll take one more vote.

CEC 20: Does everyone. Does everyone understand what we're doing?

CEC 20: So same to the candidates. Another roll call vote.

CEC 20: yeah.

Yeah.

CEC 20: One mentioned. Yeah.

Jonathan.

CEC 20: yeah.

like you said they.

CEC 20: So we'll go to August. Yeah.

CEC 20: yeah.

CEC 20: if we what's that.

CEC 20: because on the left they formation of them are muted.

CEC 20: Oh, I see the chat.

the doom check.

CEC 20: I just wanted to clarify. I I I was a big anguish. Right? Yes. So because I want to speak the Smoothie in the the right. Yes, so I just want to call for I I understand, and I speak a little of English to yes, yeah, no. I mean, I very clear that

CEC 20: so many Cec's. For with people whose English is not the first language. And you have to absolutely include everyone. Yeah. And I reject this idea that the English has to be someone's first language for them to play a role on a Cdc has been posted in the chat.

CEC 20: okay, great. So so Treasurer will move to next one, and that's it for the annual meeting. So I will. Now, I'm not sure if you have to officially close out the annual meeting.

CEC 20: motion to adjourn the annual meeting. We'll just practice this. Is there a second.

CEC 20: everyone. Second, all in favor of adjourning the annual meeting in favor, kind and okay. so now, that's the end of the annual meeting.

CEC 20: and we will now I will now call the calendar meeting to order

CEC 20: at 6 35

CEC 20: Kevin can, or actually our new recording secretary, Joyce, can you take attendance for the

CEC 20: roll? All for the calendar meeting?

CEC 20: Welcome to

CEC 20: say that again.

CEC 20: Yeah, you're just going to take attendance. Residents people here.

CEC 20: That's how much it is for 10 here

CEC 20: reporting category, Louis here.

CEC 20: and so number

CEC 20: 7. Here.

CEC 20: yeah.

CEC 20: you can.

CEC 20: My?

CEC 20: Well.

what

CEC 20: great. Thank you.

CEC 20: we just had the interpreters introduce themselves.

CEC 20: so I don't think it's necessary to have a new introduction, but if anyone could, the interpreters please post their numbers in the chat again.

CEC 20: And just as a reminder, we have Arabic mandarin and Spanish

CEC 20: interpretation available. If anyone in the meeting would like to dial into one of the language lines.

You can see the numbers posted in the chat.

CEC 20: And I'm going to ask a 7.

CEC 20: You're keeping an eye on the chat as well. There's this back and forth going on with one member, and if we need to, we can take them out of it if it gets more intense.

What's that?

CEC 20: Okay.

CEC 20: yeah, I'll just say right now for the meeting. We don't want to limit the chat. We never want to turn off the chat, but I'd ask that the the back and forth about the Cdc. Members speaking English stops, or we're going to close the chat.

CEC 20: So for the calendar meeting tonight, Kevin, can you share the agenda?

CEC 20: So for the calendar meeting? we're not going to elect the President that's already been done. we'll usually we start with a public speaking session. and we can start with that tonight.

CEC 20: and then we'll have to record it. The superintendent.

CEC 20: We'll have a from Council President, and then we'll approve the June

CEC 20: calendar meeting minutes. and that's a and then immediately following the calendar meeting. We'll have the business meeting.

and that's a very short agenda

CEC 20: for public speaking.

CEC 20: There are several ways to sign up for public speaking. One is using a Google form

CEC 20: everyone from the chat.

CEC 20: It is also available on our website.

CEC 20: If there are a limited number of people at planning a meeting, we can also simply take raised hands in the zoom.

CEC 20: We will also take questions from anyone on the interpretation.

CEC 20: Okay. can you drop the

CEC 20: you did put it in there. Yeah, awesome.

CEC 20: We have anyone signed up for public speaking yet? Yeah. correct. You you can call them if you want was with that

CEC 20: Elizabeth Elizabeth Edmonds. And just so every from those are, we have a 3 min speaking time limit. The the rule we asked speakers to please.

CEC 20: Consider it of is focus on ideas. not people.

CEC 20: but otherwise this is a public forum, and it's your chance to have a say.

and share your views on education in. Just a so, Elizabeth, are you able to unmute? And if so, you can speak.

CEC 20: Is she in?

CEC 20: I'm on? She's in the meeting.

Elizabeth Edmonds: is it working? It's good now, all right. Sorry there seem to be a delay. I'm so sorry, so thank you so much. I'm just speaking as a private citizen, but also as a member of the Bay Ridge neighborhood. I live right around Alicehead Park and A few weeks ago. there was a special Cec. Meeting, where there was a discussion of rezoning in light of the new school, K. 0 53.

Elizabeth Edmonds: And that school is about a block from my house. but, interestingly, the rezoning expect that students who live around Dallas Head Park will continue to take a bus about a half a mile to a mile over the Belt Parkway to Ps. 939

Elizabeth Edmonds: And in light of the fact that we're building a new school literally within about point 2 miles from most where most of these students live. It really seems to me that the students who are being bused

Elizabeth Edmonds: should go to to the school that they can walk to And another concern I had with the new zoning proposal was that it seems to move the lines from Ps. 185 so that students from Ps. 185 will move to Ps. 102,

Elizabeth Edmonds: there are obviously a couple of different ways that we could do this. And I'm I'm happy to propose the new maps, but I just wanted to reach out and say that a lot of us are concerned, that there doesn't seem to be any need to be busing students from the area around Alicehead Park all the way to P. S. 9 39.

Elizabeth Edmonds: I can show you

Elizabeth Edmonds: the zone map. I don't know if you can see it very well here, but what it is is that there's a car out here. And here, just for 9 39, we see where's and it really frankly makes no sense for those students who literally cannot safely walk across the Belt Park way to go to school. So thank you very much. I don't want to take any more time, but I appreciate it.

Thank you

CEC 20: in just a quick comment, for for all the Cdc members who are new, this is an issue that we're going to be dealing with a lot over the next few months, the rezoning that Miss Edmonds just mentioned. So we can talk more about this at the right time. But that's a very important topic that she brought up right now.

CEC 20: Next Speaker Kevin. Yeah, right?

Yeah.

Francis is in person.

CEC 20: My name is Francis Brown. I'm here on behalf of Senator M. 2 she is she 1717 to 17. Your seat, Senator. and I just wanted to come and con her back and congratulate all of the newly elected members at returning members of C. You see 20, and present you with certificates of recognition for all of the work we do for our community. I

that once you get to that. But thank you all, and congratulations on your elections.

CEC 20: Thank you so much, Francis.

CEC 20: I really appreciate that. Yeah, thanks to the Senator as well. Yeah.

CEC 20: And are there any for the interpretators? Are there any? Is there anyone on the interpretation lines. Who would like to make a public comment.

CEC 20: Whoa!

15. Can you hear me?

Mandarin interpreter Shi feng: Hello!

Mandarin interpreter Shi feng: I cannot hear you. If you're speaking right now.

Mandarin interpreter Shi feng: I just wanted. Okay, I don't know for somebody that can. I hear you right now? But I just wanted to know that there's no one on the other one.

CEC 20: Okay. we heard you. Thank you.

Spanish-Maricela Flores: And this.

okay, thank you.

Mina Elias - Arabic Interpreter: No, no, there's not

CEC 20: great thanks so much. So we'll now move on to

The rest of our meeting.

CEC 20: you know, maybe it does. Actually, I maybe it does make sense for everyone to just quickly introduce themselves.

CEC 20: since we have so many new members, and it's our first meeting.

CEC 20: let's do that. Let's just take a minute, and everyone just introduce themselves. You can say who you are, where your you know number of kids. It doesn't have to be long. It doesn't even have to be as long as the speeches for the election. But just so. Everyone on the meeting can

can meet their Cdc. For the first time.

CEC 20: so I'll just start my name, Steve Stowe. I'm a returning member. I have 2 children. One is a junior in high school. One is a eighth grader. I'm going to be a senior and a freshman next year.

CEC 20: and I

and I've been involved with the Cec. For a little over 2 years now.

CEC 20: and I very much enjoyed the time. Enjoy getting to know everyone in the district as well as getting to know many people and individuals at the DOE and across the city and working on a lot of issues that impact the the district. 20. that that that the DOE is deciding on, that that elected officials are are voting on in Albany and city Council. So everything, from sort of meeting with the with elected officials, the Chancellor down to

CEC 20: visiting schools, and talking to principals, and hearing from from individual parents with concerns the whole range or all things I really enjoy, and really hope to continue working on for the next 2 years. So I thank thank everyone for for going back in

CEC 20: Should we just go? Should we go this way right down here, Kevin? We want to go next.

CEC 20: Hi, everybody. My name is, Kevin. It's honor, the way we all get it to learn. Consult I hope we can won't let it get our kids in the next few years

right.

CEC 20: Hi, everyone! My name is Amy and Tan. So I have the 2 kids of of the mon for me, and there's a subway. thanks for what? This year that I would be Cuc vendors. Thank you.

Hey? Everyone! My name is Joyce. Well, at least at my E. So I'm so grateful this opportunity and thanks for everyone for both for me and my my school support. I'm I'm so enjoying my last term for the school building, and I communicate with their hands and principles, and I may allow the my parent leaders so this

CEC 20: opportunity

I like to get anybody to master. I have 3 children. I have all my

CEC 20: In August 8

CEC 20: they had to

work in part of one. Thank you. Then. I don't know when you have been so

it

Hello, everyone. My name is

okay.

CEC 20: and the

CEC 20: and a negative city.

CEC 20: I think.

okay.

shit.

CEC 20: that's the.

CEC 20: And

CEC 20: great. So thanks. Do we have our superintendent.

CEC 20: David, are you there?

Dr. David Pretto: Hi! Good evening, Steve. Yes, I'm here.

Dr. David Pretto: Can you hear me?

Dr. David Pretto: Not? Good.

Dr. David Pretto: So good evening. district 20 and CC, 20 to all the returning members of the Council. Congratulations. I'm looking forward to working with you all again for another 2 years on

Dr. David Pretto: topics that are relevant to the district, to all the new members. congratulations as well. I look forward to meeting you all, obviously in person and working with you on supporting all of our kids in the district. My apologies again for not being in person. I am typically in person.

Dr. David Pretto: everybody in August in person and moving forward. so I will proceed with my presentation. So I'm just gonna share my.

CEC 20: I just want to confirm that everybody can hear me.

Dr. David Pretto: Well, good, great!

Dr. David Pretto: So I'm gonna just start with the priorities of Chancellor Banks which guides all of the city's work. Obviously, my work as superintendent, and will be

Dr. David Pretto: the guiding principles for the design of the district's goals on the district. Comprehensive educational plan

Dr. David Pretto: each year the district crafts with the district leadership team, which is represented by a Cec. And all constituents in the district Inform and craft a an action plan aligned to goals, and these are the the priorities that will

Dr. David Pretto: inform the goal setting at the district. And they're same from last year. So the the number one goal is.

Dr. David Pretto: all students in New York City will learn to read well, and this is the focal point of Chancellor Banks. Now with the New York city reads campaign, and I will be giving an update on that.

Dr. David Pretto: On our work in District 20 around Nyc. Reads, so for returning members, it will be no surprise for new members. it will be. This will be a a big focal point of the work and presentation that I will provide in the upcoming year, and the goals that we will

Dr. David Pretto: and then going on down the line number 2. All students are physically emotionally safe. Number 3. All students have a high quality, academic experience

Dr. David Pretto: number 4. All students will graduate college and career ready and have a strong plan and pathway to economic security

Dr. David Pretto: All districts and schools are more inclusive and responsive for parents and families, including having more families, choose New York City public schools and a specialty priority of the Chancellor. That will be that will inform work that we do at the district, and I will be able to provide updates on the work that we did last year, this area, which is to reduce chronic absenteeism, that is, students who have a an attendance percentage under 90%.

Dr. David Pretto: So I'd like to just start by with a review of the primary assessment tool, the way in which we monitor how students are doing in relation to our reading and math goals. So this year, as last year and the prior year.

Dr. David Pretto: all students in district, 20 schools in grades, kindergarten through eighth grade will be assessed 3 times a year with what with an academic screener, this is a tool that we use to monitor student progress towards

Dr. David Pretto: their expected benchmark. So where they're supposed to be in relation to

Dr. David Pretto: the science of reading and reading and nationally norm benchmarks and math. So

Dr. David Pretto: every student in grades, kindergarten, first and second grade will be assessed 3 times a year via the Acadians assessment. This monitor student progress towards benchmarks in learning how to read, aligned to the tenants of the science of reading, and I will provide updates over the course of the year in how our students are doing

Dr. David Pretto: based off of their performance. in the Acadians assessment, and what we're doing at the district level to support student growth in learning how to read. And then all students in grades 3 through 8 will be assessed 3 times per year via the I ready diagnostic assessment. And this monitor student progress towards grade level performance in reading.

Dr. David Pretto: and then in math. All students in grades, kindergarten through 8 will be assessed 3 times per year via the I ready assessment which monitors student progress towards a grade, level performance and mathematics, and next month I will share some brief information a as long as well as information for

Dr. David Pretto: follow up over the course of the year part of the Nyc. Reads, initiative has extended to our Pre. K. Program. So all of our students in our Pre K program. That's in our 11 Pre. K centers and our 8 schools that have commute have Pre K classes at the community school will be assessed with a

Dr. David Pretto: early childhood screener, which is called ages and stages. So I'll bring. I'll be sharing more information on that.

Dr. David Pretto: but that the the the work that you're doing. It is one screen.

Dr. David Pretto: So

Dr. David Pretto: as as all returning Council members know, and and something that is definitely important for all of our our new Council members is that Nyc reads, is the the the primary priority of the Chancellor, and definitely work that we have been digging into very deeply in the district for the past

Dr. David Pretto: year and a half.

Dr. David Pretto: We have obviously.

Dr. David Pretto: several months ago that

Dr. David Pretto: all of our district, 20 schools will be implementing a a common reading curriculum from a huff to Mythlehawk Harcourt, or H. And

Dr. David Pretto: the into reading curriculum in grades, kindergarten through fifth grade and the into literature curriculum and sixth grade, seventh grade and eighth grade, and I've invited

Dr. David Pretto: to come and give a presentation on the background and the design of the program. But just to reiterate some of the Ha. You know, big ticket items regarding the implementation of inter reading and into literature.

Dr. David Pretto: first, around the goal of all students learning how to read by the end of second grade

Dr. David Pretto: our kindergarten through second grade foundational literacy programs. These are the programs that teach phonics, phonemic awareness vocabulary at the great, at the early childhood levels. Specifically in the efforts aligned to the tenants of the science of reading to teach students how to read all of our schools in District 20 will continue to utilize the programs that they have been using and have been approved by the central DOE

Dr. David Pretto: in the upcoming year. So these the the most commonly used foundation literacy programs in the district are Wilson foundations, really great reading Orton, Gillingham, and hegrity, which is specific for for a phonemic awareness. But these are the most commonly used curricular resources and programs to support foundational literacy in kindergarten and second grade that will not change with the shift to into reading and into literature

Dr. David Pretto: in Cada to those programs will operate alongside into reading but the the other big, important pieces around the implementation of this curriculum is that one. All students across the district will be engaged in grade level, appropriate standards, aligned instruction and reading and writing. Which is it? Which is a huge priority of the Chancellor, and is definitely a huge priority of mine in all 4 content areas.

Dr. David Pretto: including English language arts. the implementation of this curriculum is aligned to the tenants of the science of reading.

Dr. David Pretto: and our focus this year will be on building student background knowledge in their efforts to to read, to learn the learning of a vocabulary. obviously reading, writing lessons that are aligned to a thematic into the study, and we'll see some more information from H on that in a second we will monitor student performance against the expectations of the next generation. Learning standards

Dr. David Pretto: in every unit via a unit test, and the progress of all students in the district will be monitored at both the school and the district level, which is something that we have been very closely focused on over the last couple of years in my superintendency you with through the use of Acadians and I ready. And now we will be balancing out that look at student performance with

Dr. David Pretto: in relation to individual signers, the the into reading into literature unit assistance.

Dr. David Pretto: And then, finally.

Dr. David Pretto: schools will continue to maintain flexibility for how they implement small group instruction.

Dr. David Pretto: independent reading.

Dr. David Pretto: the the reading of class novels and independent tasks and project based learning that schools use for both a remediation and support of students who are striving to meet standards as well as students who

Dr. David Pretto: our meeting and exceeding standards, and it's appropriate to provide extension so more on that. But these are some of the the big goals that we're looking to meet in the implementation of the curriculum.

Dr. David Pretto: And just, I provided that as a as a set up an overview and a a refresher around the implementation of the curriculum, and specifically to introduce our partners from H. Which I've invited to to join us this evening, and provide the Council with a presentation on

Dr. David Pretto: on the curriculum. So I'm going to stop sharing my screen.

Dr. David Pretto: Did I? Shop? Stop sharing my screen?

CEC 20: The screen wasn't shared.

Dr. David Pretto: I will. I'll I'll run back to the slides in a second. So I I I very much apologize, but I have invited H. To have a presentation. So we have Aaron Canard. I see Shoshana Green here, and I see Kobora Reeves all from H.

Dr. David Pretto: So I just want to welcome them all, and if I'm not sure who needs a co-host privileges in order to be able to share. So, Aaron, I I was gonna say, I'm gonna have the same issue, unless unless I can be given a hosting privileges. Perfect. Thank you so much.

CEC 20: nice. It's really lovely to be here as I attempt to share my screen again. I just want to thank Dr. For for inviting us

Erin Kinard: inviting. I'm sorry what I'm gonna pass it to my colleagues, Shawna and Verbala to introduce themselves, while I figure out how to properly share this presentation in Zoom versus teams, which is what I'm used to. So for, Bora, do you mind taking for a second there.

Verborah Reeves: can you all hear me?

Verborah Reeves: Good evening, everyone. I'm for Bora Reeds, the area sales director of H. For all of New York City. We are delighted to be here this evening, and I'd like to invite my colleagues, Shoshana, to introduce herself as well, and then we'll be ready to get started.

Shoshana Green: Hi, good evening. I'm Joshanna Green. I'm the senior account executive for H. In New York City, and I'm on District 13, through 1720, 2123 and 32.

CEC 20: And Aaron, you can see.

Erin Kinard: Wonderful. Thank you so much. And can you hear me? Okay.

Erin Kinard: great. And do you or or I just need a time check versus, I think. What's in the agenda? I just wanna make sure I'm I'm within the appropriate time frame here.

CEC 20: yes, you're fine. Go ahead there. So 20 I can. I can talk for 20 min, and that will be okay.

Erin Kinard: perfect. Okay. Great. Well,

Erin Kinard: again. Thanks for inviting us to be here. I wanted to let you know. I I was part of the teams that developed into reading and into literature. when they when they were created. It's It's it's truly an honor to be participating and partnering with district 20 in in the in the fall. I'm a former

Erin Kinard: first grade teacher, and although I live in Texas now, I have. I did spend some great early years in Brooklyn. So it's really lovely to be here with with all of you tonight, and especially to have the chance to speak directly to parents, because we often we that's a that's that's not something that we get to do on an everyday basis. So thank you.

Erin Kinard: into reading is the program designed to teach a comprehensive reading language arts to kindergarten through grade 5. And as Dr. Pretto said, I'm going to be touching just on a few elements of the way the

Erin Kinard: that. And I'm going to try and speak more slowly than I normally do. in a in a quick presentation So into reading is a research-based, evidence-informed reading program. It is 100% aligned to the New York next generation. Learning standards.

Erin Kinard: you'll see that it is designed around multi-genre tech sets that are truly worthy of reading and deep text analysis, and it is designed to have tasks embedded within the curriculum that prepare students for high stakes. State tests and to perform well on those within their daily instructional opportunities.

Erin Kinard: we will into reading and into literature. Both have extensive opportunities to support

Erin Kinard: students at all levels, and particularly around extending learning for students who are ready for even higher level instruction than grade level instruction, and there is also extensive support for parents. within the program and on the platform

Erin Kinard: inter reading has been given the highest rating by a third party review. Ed reports an all green review on Ed reports is the highest review that they give any program in their criteria around text quality and alignment to standards around building knowledge and with with reading and text in the content areas, building vocabulary

Erin Kinard: and also usability from a teaching and student perspective. So we're very, very very pleased with that independent rating of all green on Ed reports and invite you to investigate more on your own

Erin Kinard: into reading was designed really based on the research of what we know about how children learn to read And anyone who's ever spent any time focused on on reading instruction knows that there are really essential elements to literacy instruction. Dr. Pto, already mentioned. You know the importance of foundational skills and phonics

Erin Kinard: and phonemic awareness. We there are also the pillars of fluency, vocabulary, comprehension, building content, area knowledge, and then integrating writing within all of that literacy instruction on a foundation of language, development, and also social emotional learning.

Erin Kinard: into reading is meets 100 of the New York next generation learning standards. So teachers can have full confidence that they are addressing the State standards with every lesson and the reporting on our platform. Let's teachers see in real time, based on student interactions, and their tasks that they complete

Erin Kinard: how they are performing and and moving towards standards, mastery, so that will work very nicely. In conjunction with the progress monitoring that Dr. Preto mentioned would be happening with your interim benchmark assessment tools.

Erin Kinard: The instructional framework of into reading is designed around a whole group, small group model. So within the whole group instruction, you'll have direct instruction in vocabulary, in reading, comprehension, and writing, while you see, foundational skills of well foundational skills are part of the comprehensive reading program.

Erin Kinard: we understand that that schools will still be implementing their, you know, their existing foundational skills, instruction. And we have found in other districts and other schools where they want to combine. you know, a, a foundational skills

Erin Kinard: curriculum with inter readings, comprehensive reading, language, arts, writing curriculum that works that works very well.

Erin Kinard: We're also designed to facilitate small group, small group reading and writing instruction, and also intervention and extension, as you know, as is needed for individual student needs.

Erin Kinard: I think that's the really the foundation. The heart of any reading program really lies in the quality of the actual text that children are reading when they learn to read

Erin Kinard: and into reading is organized around text sets that are multiple texts that different genres that are around the same. the same. topic, a a social studies, science or arts topics.

Erin Kinard: So that way, students really get a chance to dive more deeply into a particular a topic area. And and really, that contributes to their knowledge building. While they're learning to read.

Erin Kinard: all texts are carefully selected for their alignment to that to that topic area and for their lexile level, that is, grade level, appropriate. So all of the texts that are used in the whole class instruction and reading, comprehension, instruction and into into reading are grade level texts.

Erin Kinard: We also know that it's really important for kids to get engaged in the in the reading that they are learning within school. If kids aren't engaged, if the texts are engaging, it's really hard to get kids to do the work that they need to do to really learn to read and progress.

Erin Kinard: So into reading really stands out in in its offering of high quality, authentic trade, literature, and what we mean by trade literature. Our.

Erin Kinard: Those are published, you know, published authors that you would find in a bookstore or in the library. They're not texts that have been corrected.

Erin Kinard: to necessarily to teach kids to read. They are authentic trade literature selected for their appropriateness for that grade, level instruction for their lexile level

Erin Kinard: also for their cultural relevance. We want to make sure that all children see themselves in the materials that they're exposed to when they're learning to read And then we've also prioritized our text selections based on, you know, a award winning literature like new bearing and Caldicott awards.

Erin Kinard: Teachers have access to very detailed information in their teachers, guides around

Erin Kinard: the, you know what makes any particular text complex. Be at the lexile level, be it the you know the learning objectives or or perhaps the topic. so there were. You know, there's both quantitative and qualitative analysis to

Erin Kinard: to the complexity of text, and a lot of expertise that goes into the selection of these of these texts that kids then get to have in their hands and learn to read

Erin Kinard: as I mentioned, the tech sets are designed to build knowledge across grade levels. We know that it's important for students develop their reading skills with non-fiction and cross-curricular topics to be able to grow as content area readers. and really be able to deeply comprehend this content area

Erin Kinard: materials as they grow into middle school and high school. So you can see that the text in across the grade levels here align around certain

CEC 20: aspects of social studies and also science.

Erin Kinard: Meanwhile, while we're building knowledge through those tech sets, we are also diving very, very deeply into comprehension

Erin Kinard: and giving teachers and students the opportunity to really, really focus on specific comprehension skills and then applying those comprehension skills to a text in a way that really requires students to cite evidence for the text from the text to get a really deep understanding of the text

Erin Kinard: and then show their, you know, show their understanding with independent practice. activities afterwards.

Erin Kinard: there are anchor charts that focus on those deep comprehension skills and strategies. And then all of the text that students learn to read are included in A in a you know a consumable, we call it in my book. That's their student book that they can annotate and write in as they read.

Erin Kinard: There's a teacher's version of that. My book that includes very you know, very helpful point of use prompts that support teachers and really getting getting into the deep comprehension of those texts through various various comprehension strategies. Here's an example around, you know, a deep, close read to get it. Author's purpose.

Erin Kinard: similarly, students

Erin Kinard: respond to every text that they read through collaborative discussion and through writing and response to the text, through through their my book. So they are, you know, really deepening their comprehension and supporting.

Erin Kinard: They're you know, they're reading, writing, listening, and speaking skills through those collaborative discussions and through. the response writing that they do at the end of every 3 week module and into reading.

Erin Kinard: every every week there is There is response to writing that is connected in the end of the natural performance task, and every 3 module is organized around an essential question that is related to that knowledge, topic, or skill. For example, what behaviors

Erin Kinard: help animals survive. So here's an example of how, while we're teaching reading and writing. We're also engaging in that science content area about behaviors that help animals survive

Erin Kinard: every module ends in a performance task. I mentioned this a briefly before these performance tasks are writing tasks that require students

Erin Kinard: to respond to multiple texts on a certain topic and synthesize their knowledge about that topic as well as their reading and writing skills that they've developed over the course of that 3 week module in a format that's similar to what they're gonna see on on the State, on the State tests so built into The end of every module is

Erin Kinard: is a, you know, an activity that prepares them for that later expected performance.

Erin Kinard: we also have support for small group instruction. So there will be ways that teachers can, you know, can bridge to the selections that they want to leverage during small group and connect to the reading comprehension skills. They're teaching in whole group.

Erin Kinard: Yes.

Erin Kinard: we have extensive you know opportunities for project project based learning with our inquiry projects that are included for every single module. this is where this allows students to really develop and build their research and collaboration skills, and is a great opportunity, you know, to really extend learning for students who are who are ready for more.

Erin Kinard: we have a, you know, ongoing homeschool connection supports both on, you know, online, on our Ed platform, we have family home letters that are in 11 different languages that outline outline what's going to happen at the beginning of every module that teachers can share? So parents can have a good understanding of what's going on in the classroom

Erin Kinard: and on our Ed platform we have hmh family room which supports again that home school connection, and is easily accessible for parents once they receive that the login credentials to to our learning platform known as Ed

Erin Kinard: moving on to into literature, which is our comprehensive reading. Language Arts program for Grade 6 to 8

Erin Kinard: into literature, builds on you know, builds on the instructional model of into reading, and really extends the focus on deep, close reading and application. of a critical analysis of text, and being able to show evidence of your of your text comprehension in your writing.

Erin Kinard: We have a, you know, an in structural framework that really fosters deep skill, application into reading features, a blend of of instructional texts.

Erin Kinard: of both both excerpts and full length text to engage and challenge students also aligned to the New York's next generation learning standards, activities to differentiate it extend and family support.

Erin Kinard: The instructional framework of into literature is, you know, we have 6 units through that are a longer course of study.

Erin Kinard: and each But again, they also are organized around essential questions that get students to really think deeply about you know about a certain topic across multiple texts that are related on a topic. And while they engage really deeply in specific skills.

Erin Kinard: and strategies inviting them to deeply analyze. analyze the text that they're reading and apply those skills and then collaborate with each other. as they engage in that critical analysis.

Erin Kinard: there is a you know, a reader's choice section that's part of every you know, every unit that allows for a lot of flexibility in terms of the novels that are selected and but every unit ends with

Erin Kinard: with end of unit tasks that kind of wrap everything up, and require students to reflect on their learning, and then show evidence of their learning in assessments that mirror the expectations of of standardized tests and you know, and tasks higher level writing tasks as they move into high school

Erin Kinard: I mentioned, there's 6 thematic units per grade and the and there is a really a gradual release format to every one of those units where, you know, there's more support in this application of a certain skill or strategy with direct support by the teacher, and then it moves into a more guided collaborative and an independent application model.

Erin Kinard: a combination of whole class, small group and independent instruction with a consistent focus on skills, every lesson targets, 2 to 3 specific skills, comprehension skills and critical analysis skills to get to to get students very well versed in the application of those skills.

Erin Kinard: For example, analyzing point of view.

Erin Kinard: Again, 100% aligned to the New York next generation, learning standards and support for teachers to know exactly which standards. they, any particular activity task assessment item is related to, so that tracking of that standard of those standards is you know, in the understanding of from the teachers, perspective of what they're teaching is very explicit and clear.

Erin Kinard: I mentioned briefly those 10 min assessments. after each selection, do a mirror. The New York State assessment format. Those have been carefully designed to be embedded in the program to expose students to those types of expectations and activities. So they're well prepared in advance of those state tests

Erin Kinard: without extensive test prep requirements sort of outside of your daily your daily regular. You know, English language, arts, instruction.

Erin Kinard: the. You know, these texts are designed and selected to really advance critical thinking with a variety of texts. there are a combination of excerpts, but also full link selections, and, as I mentioned before.

Erin Kinard: 5 recommended novels per unit. For that reader's choice. We offer full extensive study guides for each of those 5 suggested novels. but we also encourage, you know, encourage, the flexibility for teachers to be able to incorporate their favorite novels into that aspect of the curriculum that works that works very You know very well.

Erin Kinard: we have a combination of both classic and contemporary texts. so students will, you know, really see themselves in the contemporary stories, and that relatability really helps them, you know, connect to the themes that are found in some of the more trend, you know, to more traditional classic foundational literature. Selections.

Erin Kinard: text liken into reading the text, we're chosen very, very carefully to make sure they really fit the topic the essential question, and that they they really are appropriate for from a grade level lexile standard, and that they are rigorous and challenging. and really, will, you know, set kids up for success moving forward again. Cultural relevance is key.

Erin Kinard: It's it's critical that all of our students see themselves in the materials that they read.

Erin Kinard: We offer additional support for every learner. So for both striving learners for multilingual S learners, and then advance learners who are ready for more. There's deep you know, support in the teachers, guides for teachers on how to differentiate learning based on individual student needs

Erin Kinard: just a little bit more detail around. you know, opportunities to extend learning for those advanced learners.

Erin Kinard: multilingual learners

Erin Kinard: and opportunities for project-based learning. So there's an a reflect and extend section at the end of every unit that really gives students an opportunity to show their learning and fun. You know, multimedia collaborative project kinds of ways.

Erin Kinard: and those you know, these are our, you know, end of unit writing tasks that also require speaking and listening. There usually is a a choice of different types of tasks. that require students to really synthesize

Erin Kinard: information through reading, writing, listening, and speaking.

Erin Kinard: and lastly, again, with inter literature, we have, you know, support through family room. so that parents and caregivers can have a easy, quick access to what their kids are reading, what they're learning, what they're focused on in any particular unit. so that that a home, that important homeschool connection is supported

Erin Kinard: and that is my, a little, my 4 min too long, I think overview of of into reading and into literature. thanks for the opportunity to to talk a little bit about it with you today. And we're we're really eager to hear? you know here how it goes.

CEC 20: Great. Thank you so much, Aaron, that was really really informative.

CEC 20: Been talking about this a lot with with David over the past several months and having you guys here, we we really do appreciate the time. I have some questions, but I want to go to anyone else who wants to ask any questions. First, I'm I'm happy to start with my questions as well.

CEC 20: But if anyone else has questions on

CEC 20: anything about the program.

CEC 20: Yeah, hold on, Elizabeth Houston, Mike, you don't mind.

CEC 20: And, Aaron, we're now asking questions. If you can't hear someone speaking, please just interrupt, and we'll we'll reposition ourselves. Here. We'll do. Thank you.

Okay.

CEC 20: a lot of this slide on the students being online.

CEC 20: because, you see, a lot of

CEC 20: well, then, it's the

CEC 20: Aaron. Could you hear the question? I I could not. I'm sorry. Would it be possible for you to restate the question.

CEC 20: Yeah.

CEC 20: he said, a lot of it is the

CEC 20: for the

CEC 20: no.

Erin Kinard: no, they they're

and

Erin Kinard: there are print materials as well as digital material. So there is not a requirement for students to be consistently or, you know, constantly

Erin Kinard: connected or working digitally. That's that. that's an option. But that's not a requirement.

Dr. David Pretto: And I can add on to that from our from our ordering standpoint of materials in District 20 and across New York City for inter reading all students and schools will have the print materials.

Dr. David Pretto: So the my book that Aaron referred to that kind of the the core resource as well as several other resources are in print. So children will be working with a hard copy materials. That was something that we advocated very strongly for and prioritized when sharing our feedback around, how? What materials were going to be most important for our kids to to learn best from. We really felt strongly that they needed to have books in their hands.

CEC 20: Can you? Yeah, Aaron, I just want to follow up on that the my book. Can you explain sort of briefly, how that is. But together is that for is that by grade? So all third graders will have a similar my book. All fourth graders will or are there? Are there other ways that it gets constructed

Erin Kinard: right? Thanks for asking. So the my book is an anthology of those text selections.

and there are. There is a a similar anthology. There's a grade, one anthology, there's a grade, 2 anthology. So every student for those my book

Erin Kinard: text selections has the same selections. And one of the innovations of the my book is, it is consumable.

Erin Kinard: which means the student gets to keep it.

Erin Kinard: They can write in it.

Erin Kinard: although it's not a workbook, it is not a workbook. It is a an anthology of authentic trade literature that students get to own and keep

Erin Kinard: and And it has space at the upper grades in elementary school for annotation.

Erin Kinard: so kids can really show mark evidence, site evidence, engage in that deep analysis of text and show what they know. And that's why those books are actually designed to be consumable for that. you know, to support that level of analysis and application all the way through. It was a.

Erin Kinard: It's a pretty big innovation, actually. that

Erin Kinard: we are really happy to be able to make happen.

Erin Kinard: Did that? Did that answer your question?

CEC 20: Yes.

CEC 20: Can I do a follow up? the the my book is it? Is it?

Erin Kinard: It is? It's a fully available digitally, but also available in print.

Dr. David Pretto: So all students in District 20 will have a hard copy my book, and they will also have access to all of the my book materials online. So they'll have. They'll have the book, and they'll also have it online.

CEC 20: It'll basically follow them on Great great.

Dr. David Pretto: The the book itself.

Dr. David Pretto: Oh, no. So like. That's a great question. So the so the my book it's it's what we remember. I I think, that the easiest way to

Dr. David Pretto: to conceptualize it. It's like the anthologies that maybe we all had when we were kids in school, except for the. So it has all the stories, and it has all of the the questions and space for kids to write their answers to the questions as well as The the, the the big difference is what Aaron's referring to as consumable. It's a book that it's just your child's book, so like they'll be able to write in it.

Dr. David Pretto: They'll be able to underline things highlight things they'll be able to write in the book and keep it. It will. It's theirs. And we felt like that this aspect of the resource was very important, because so many of our students and so many of our teachers are accustomed to teaching

Dr. David Pretto: reading through marking up the text, and in many cases using post-its or other sticky notes to jot little notes about what they're thinking

Dr. David Pretto: or noticing while they're reading and sticking those notes in the book. So the my book really aligns to the way in which so many of our teachers teach students how to how to read, to learn.

Dr. David Pretto: because it enables them to annotate or write up right all over the text.

CEC 20: Aaron, I've heard from parents some parents in the district that are concerned with

CEC 20: the the approach. of

CEC 20: text excerpts, not complete length books.

CEC 20: how how do you respond to that? And specifically, parents who are concerned that just reading short excerpts doesn't truly build an appreciation for literature and

CEC 20: and and and the kind of inquiry that you might get with full full length.

Erin Kinard: 100% agree with that concern. i. E. Into literature and into reading, are designed with a combination of excerpts, and also full length, tech full length text. It's absolutely critical that students engage in. you know, full reads of complete, complete

Erin Kinard: long novels and other works of literature.

Erin Kinard: The the shorter excerpts and selections provide an opportunity to you know, for focused instruction on a certain section and aspect. But if you know.

Erin Kinard: we we purposely designed the program to be a combination of full length

Erin Kinard: novels and and and and excerpts.

Erin Kinard: within the instructional model.

CEC 20: How much of the unit is spent on the X sort of the shorter readings versus full length. Read it full books.

Erin Kinard: I think. I mean. I I think the I would need to come back to you with a more specific

Erin Kinard: answer. My question is.

Erin Kinard: would that be? If you're asking about? You know instructional time versus independent reading time?

Erin Kinard: you know, I I think obviously getting through a full novel happens doesn't happen necessarily in the context of your

of your instructional time. That needs to happen during independent time outside of class

CEC 20: you mentioned during the presentation that there's, I think you said teachers have the flexibility to introduce

CEC 20: full-length novels into the curriculum, into the units right?

Erin Kinard: Yes, there is the in the in the reader's choice section at the end of every unit after the after the more direct, instructional

Erin Kinard: portions, and Dr. Preto, if you want to jump in because this is your particular app, you know the way you want your teachers to apply or apply the resources in this way. But there, there are options to extend that learning and that unit to

Erin Kinard: additional long read selections. And we make.

Erin Kinard: we make suggestions about certain novels and give full full length novels that tie to that unit topic and seem like an appropriate long read choice. But that doesn't mean that

Erin Kinard: teachers would be limited to those 5 novels. Dr. Preto, if you

Dr. David Pretto: yeah, absolutely. I mean you answered it, Aaron. Really? Really? Well, the only thing that I would add, I I have referenced with with parents who have raised this concern that schools have especially in the into literature curriculum, a lot of flexibility around the choices that they make within the reader's choice component of the curriculum which includes the class novels that Aaron's referring to

Dr. David Pretto: my

Dr. David Pretto: the the decisions that a school will make on this particular topic say none of the 5 novel. Hypothetically speaking, none of the 5 novels in that particular unit of study appeal to a school or a teacher or a a grade level, and they want to bring in their own novel. That's an option that schools have. However, I the they will need to demonstrate

Dr. David Pretto: how that novel is connected to the thematic unit of study, how it's grade level, appropriate, and how they're able to provide a similar level of rigorous experience.

Dr. David Pretto: that the curriculum materials do provide. So the the opportunity is there. But the school will need to do some work in terms of providing the rationale for why that choice is a is a is a good choice for for them in the school.

I want to

CEC 20: this last one on a unit. When you say that you and

what are we talking about? How much units are there in school yet

Dr. David Pretto: in in. Are you talking about it into literature or an inter reading? It's

Dr. David Pretto: so so you can expect in into reading it. There are about 12 total units in the into reading curriculum at every grade level. Our schools will not implement every single one of those units based off of the way in which we've pasted out the curriculum, looked at how it matches to our calendar and all those other things. Parents can expect our schools to implement about 9

Dr. David Pretto: of those 12 units in this upcoming year, in our first year and in middle school

Dr. David Pretto: into literature, has 6 total units, and we have

Dr. David Pretto: worked with our schools to set a an expectation of the first 4 units to be implemented, however, based off of the level of flexibility that schools have in implementing the curriculum, particularly within the reader's choice component. There are some schools that could be.

Dr. David Pretto: They could with the flexibility they have

Dr. David Pretto: engage in all 6 units but we're only expecting them to engage in 4, and we are only engaging them to expecting them to engage in Sp. 2 specific aspects of every unit which is the analyze and imply and collaborate and compare components of the unit.

Dr. David Pretto: The reader's choice, which includes the novels is, that is, A is a choice that schools will make. They can either read a novel with the whole class. They could take all 5 novels and

Dr. David Pretto: have small groups read the novel in a literature circle structure, they could have an independent reading. They can engage in one of the projects. They could do all 3 of those things, or they could skip it on entirely and just move to the next unit. I'm not requiring that to be implemented. I just will require the school to make a choice on how they're going to approach that aspect of the unit design.

CEC 20: Tamara.

CEC 20: like, yes.

yeah. Okay.

CEC 20: Say what?

CEC 20: This laptop?

Yeah.

CEC 20: Oh.

CEC 20: I know you mentioned this here

CEC 20: office and

CEC 20: to the

okay with

CEC 20: with the Zoom Phone

CEC 20: and also put languages.

Dr. David Pretto: I could. I could, Tamara. I'm sorry I couldn't hear most of the question. The the the only thing I did here was the language, and I can address that, and then I'll I'll ask you to say the rest of it for Aaron, but in terms of language interreading is translated into Spanish only. However, my district, one of the things that we're taking on at the at the district level is a translation.

Dr. David Pretto: we have a translation committee that we formed with a a group of teachers from District 20 and led by

Dr. David Pretto: folks on my team, we are going to be engaged in a year long at least effort to translate all of our all the materials from our 4 core curriculum, starting with into reading it into literature, into the 5 languages that we have.

Dr. David Pretto: or dual language programs. So we will be translating all of the into reading materials that are shared and expected to be implemented with all students

Dr. David Pretto: into Spanish, Arabic, mandarin, Italian, and Russian at least, and we will be also exploring other high incident languages that we have in the district to translate into those languages as well, so that translation of curriculum materials across all 4 content areas

Dr. David Pretto: of Ela Math. Social studies in science is something that we're taking on at the district level. And we've already begun that work, and we'll it will be ongoing.

Dr. David Pretto: I I did, but I wanted you to be. I'm not sure if you heard the rest of the question.

CEC 20: I I didn't.

CEC 20: Yes, that doesn't. I can hear. Yes, thanks.

CEC 20: I asked about the parent aspect of the

CEC 20: curriculum, because I as a parent

CEC 20: when coming forward came, you know, in a lot of the issues that term has when they get in, learn along with their children, so they can help their children. To them we work and everything, and and especially our family, that English is not. It was my age, right, because we didn't know the way that our kids were coming for.

CEC 20: So how is that aspect of this curriculum going to work? The parent is going to be an ancient virgin.

CEC 20: and and I wanted to ask, like what they mean, like a virtually it could be trends when you said to translate it. What like the school to be able to do like, you know, like, maybe, like every day of the year, like

CEC 20: showing the parents how this is the words, because it's folks from their aspect, and and then doing it in a way where it's accessible at other languages. For for the school.

Okay.

Erin Kinard: I I can. I can speak to the resource that hmh. Provides on the digital learning platform called family room, which provides resources, you know, in in both English and Spanish, not to the extent

Erin Kinard: that Dr. Preto described in terms of you know the full translations of the actual student materials. But family room is designed

Erin Kinard: to help parents navigate that digital platform and know where to go on the digital platform to get access to the materials that their students have access to, so that parents and caregivers can do exactly what you're describing, which is.

Erin Kinard: have access to the same resources and materials that their children are using in class to be able to support them to support them at home.

Erin Kinard: Did that Did that answer your question from? I think you might have had a question also about how the district was going to support. But that's how. that's how H. Has built into the materials that are being adopted by the district support for families.

CEC 20: I'm thinking. I know. I I guess I will be up to this. I I wonder how that at the World School wide right? Because the conference is only ancient English and Spanish.

CEC 20: that's available to like most of our schools with multiple languages, and some of our schools have, like a a great amount of just one food, but but between 2 2, that that

CEC 20: the face language in our students so like, I was wondering if I would have a a parent. How would that be generated to Tina when it came to this feature? So it to those parents that understand, because it's different with a child. Speak English for what a parent does, and and who has the healthy child with home of the jewel on a thing. It's not a language that's

CEC 20: instead of decisions. It's it's hard to do that. So

CEC 20: just trying to figure out that those components and and and anything that

CEC 20: awesome. But another.

Dr. David Pretto: I was just gonna I was gonna say, like, we're, we're definitely looking very, very closely at the the need for translation. You you're a hundred percent right? And we're very aware of

Dr. David Pretto: the need for families to be able to have access to materials in in a language that they can read and understand, to support their children. What one thing that we really found supportive from this curriculum was that like these, the unit letters that you see on the screen right here at the beginning of every module our schools have access and can send home and provide families with an overview of the unit in

Dr. David Pretto: the 11 languages that are listed there, which include many of many of our high incident languages. So it's that's one thing that schools will be able to provide families with immediately.

Dr. David Pretto: We'll also, My team will also be looking very closely at the Ed platform that family room to see how we can provide further support for families in translation. because we we do have the ability now

Dr. David Pretto: through some digital tools and our translation committee to translate materials a a little faster than we may have been able to do in the past with accuracy.

Dr. David Pretto: So we'll we'll, and as we get more information about the Ed platform and the specific part of the family room. We'll be looking at how we can support families in addition to what hmh, provides just kind of a blanket as a part of the program.

CEC 20: That is a helpful.

CEC 20: I know. one of the things that we mentioned was you know. The teacher, you know, has to go to, and everything like how much will they still be continuing to go to p me throughout the year and so forth. So keep up to date like any new innovations that come on like, you know, there's updates and things like that

CEC 20: absolutely, absolutely, I can. I can take this one. So all of so all teachers in District 20 were provided with

Dr. David Pretto: opportunities. At least we had a high percentage of teachers participate in 3 days of professional learning from H on the structure of the curriculum. that's the. And that's for all of our elementary schools. In addition to that.

Dr. David Pretto: my team provided professional development to teacher leaders from the middle schools. And we're coordinating more professional development on specific onboarding for larger groups of middle school teachers to happen in the fall. But in addition to that work

Dr. David Pretto: every school in the district is gonna receive many days of onsite coaching from a professional from an outside professional learning partner that is, gonna support teachers in the classroom in teacher teams on the implementation of this curriculum.

Dr. David Pretto: In addition to that, we will also have 2 additional team members being added to my district team one uft teacher center coach and one Ela implementation specialists

Dr. David Pretto: these 2 new team members are, in addition to my already existing team and all of their and their priority is going to be around supporting the implementation of the inter reading and into literature curriculum and you know, providing professional development.

Dr. David Pretto: in addition to that. I'm also organizing

Dr. David Pretto: schools into groups based off of schools that have previously used the Hmh curriculum and schools that are what we call new adopters, and being able to have them work in groups in similar ways that we have in this past year to have them learn from schools that have been able to successfully implement the curriculum and give each other more of that, you know, peer to peer feedback at the principal

CEC 20: level and at the teacher level. So we we're really organizing a lot of support for our teachers and our principals in the implementation of this curriculum.

CEC 20: That's all I have. Okay.

CEC 20: let me ask one more question, and I don't want to take up too much more time. But this is obviously a really important topic, and I want to try to blend some of the other questions I've gotten from parents on this in terms of customizing it. And we've talked about this a number of different ways. I you know you mentioned it in the presentation, but I just want to kind of hear the you know. District 20, all of our different sort of, you know, communities here, many different cultural backgrounds.

CEC 20: What are the ways that a principle can

CEC 20: tailor the the curriculum to meet the specific needs of their population at their school if you could. Just I don't necessarily want to get into too much more in-depth discussion, but you can just hit on kind of the 3 4 ways that a principle can do that.

CEC 20: that

Dr. David Pretto: it's I mean.

Dr. David Pretto: it's a big question. I would say that the number one the number one purpose that this curriculum is serving for all school communities across the district is ensuring

Dr. David Pretto: that children are engaged in a reading curriculum that is, grade level appropriate is fully aligned to the next generation standards, and that all children in the district are engaged in that curriculum on a daily basis, and the implement and our approach to implementation meaning.

Dr. David Pretto: there are aspects of the curriculum that schools must implement, and they don't have any choice. And then there are other aspects that schools do have choice in implementing, in implementing so and and thank you for putting this slide up here. You'll see that the the component where it says direct instruction and guided practice.

Dr. David Pretto: This includes the component. Aside from the foundational skills. And so, aside from the foundational skills component. There are, aspects of the Lesson plan every day that include direct instruction in high utility vocabulary.

Dr. David Pretto: The reading of the grade level text with text-dependent questions and students responding to text-dependent questions that are aligned to the standards and the skills that are addressed in that lesson. And then and then writing like those are the components of the curriculum that schools are going to be required to implement

Dr. David Pretto: in the small group component where, you know, the independent practice, the tabletop many lessons the the the guided reading, the that is not a part of the curriculum that I am mandated in schools to utilize the Hmh resources, they may use them and and many of them we have adopting schools that have been using those materials

Dr. David Pretto: and we have schools who are planning to use some of those materials in their implementation. But I'm not mandating that they use them. We have some schools that will continue to use some of their existing materials, their independent reading libraries some of their guiding their guided and skill based small group instruction materials and other digital materials. The schools have flexibility to continue utilizing

Dr. David Pretto: those materials. In the small group component of the of the curriculum, the the the final component that is required is that the schools must implement the module assessment, the end of unit assessment that gives a summative assessment of the standards that were addressed in that unit by all students. That's the other component that is required.

CEC 20: Got it? Thank you, David. That was helpful.

CEC 20: I think we should move on, unless anyone, any other council members who haven't asked a question on this want to get a chance to

CEC 20: go ahead? So what if a child is falling behind at the evaluation. What are you going to do?

Dr. David Pretto: That's a I mean.

okay.

here.

Dr. David Pretto: Yeah, I I heard the question being, if a child child is falling up behind. What are we going to do? So there's that's a great question. And there's a variety of things that we can do for the child, and that it specifically within this graphic in the in this is a kind of a visual representation of

Dr. David Pretto: the different types of activities that a child will definitely engage in, and then may engage in so within the parts that children will definitely engage in, which is the direct instruction and guided practice.

Dr. David Pretto: The that part is the the part where all students will engage, and if there are children, and there there may be children who are falling behind, they, through the implementation of the lesson, teachers will be able to identify students who may be falling behind or need extra support in this part of the lesson, and the guided practice component is a kind of tier one or first catch

Dr. David Pretto: for students who may be falling a little bit behind, and the teacher will be able to support them at that level

Dr. David Pretto: if they continue to need additional support in the small group instruction component of the of the lesson which ours, teachers and District 20 are very, very accustomed to providing this type of instruction. The curriculum provides a lot of support materials for teachers to use with small groups and individual students to support them when they're falling behind.

Dr. David Pretto: In addition to all of the materials that H. provides to support students who are struggling or falling behind. Our schools also use a for some other resources to also support students, and it will be the teachers and the schools decision and approach about

Dr. David Pretto: how they go about utilizing the Hmh materials or their own. The existing materials that they have may have been using and found success with to support students who are who are struggling and falling behind.

CEC 20: Can we get this presentation, please, David, after the meeting? Or Aaron?

Erin Kinard: Yup, ha! We have. we've pulled together a number of resources that we can share for further investigation. so yeah, happy to.

Okay, thanks.

CEC 20: David, did you want to continue with your your presentation.

Dr. David Pretto: Sure. And and

Dr. David Pretto: yeah, Aaron Shoshanna, and Vibora. Thank you so much. I I really appreciate you coming and and sharing all this information with the district and look forward to, continued you know, partnership. And

Verborah Reeves: thank you so much. The partnership and collaboration. Thank you. It's an honor to be here. Thank you so much. Have a good evening

Shoshana Green: to me.

Dr. David Pretto: So I'm all right, all right. I'm definitely going to share my screen this time.

Dr. David Pretto: here.

Dr. David Pretto: okay, are we shared?

CEC 20: Okay. Great.

Dr. David Pretto: I I I I will share the the slides on you know, on the screeners as well as the intro to into literature. But I know, like a topic that we have been discussing a lot has been accelerated learning.

Dr. David Pretto: And I wanted to just start to support both, obviously, the existing council members, but also the our new Council members.

Dr. David Pretto: A very you know, a very

Dr. David Pretto: one of the main topics that see, the CC. Has engaged me in since coming on. A superintendent has been the status of a status of accelerated learning in our district. We have, 7 gifted and talented elementary school programs

Dr. David Pretto: and a history of academic screened programs at the middle school level. including a

Dr. David Pretto: a program called the Superintendent program. So one of the things that I did, and coming on as superintendent was to examine accelerated learning in the district as when I came on exha, all academic screens had been paused by Mayor de Blasio and Chancellor Kranza during the the onset of the COVID-19 pandemic. So in

Dr. David Pretto: in late in early 2,022 Chancellor Banks task superintendents with examining academically screen programs and how they would move forward in the district. So

Dr. David Pretto: I in, I implemented a process for schools to design a a program for their schools and and approved 3 of them, and engaged in a year long. Study on. It's been more like 2 years now, at this point of examining the history of accelerated learning learning in the district.

Dr. David Pretto: and I framed it as a research question, and have interviewed principals for and current students and parents. And I am following up with teachers. But I've been using these questions to guide my information gathering on accelerated learning, which is what's the definition of accelerated learning. And how does it impact a student social, emotional development?

Dr. David Pretto: And some of the successes that I would say that we've had within the accelerated learning have been one. This is prior to the the implementation of screen programs in the district, was, we expanded regents, offerings that students who are able to engage in regents or high school level

Dr. David Pretto: classes and take the exams and receive credit. We were able to expand those offerings, but beyond existing school-based honors programs which

Dr. David Pretto: practically all of our middle schools all have. And we track the regions, passing rates and average scores of students who were new like, we're we're new

Dr. David Pretto: takers of the region. So I guess is the best way to put it. We wanted to look at how we're able to how we're providing access to all students who are capable of this level of programming. we cataloged how many of our students offer Shsat prep courses across the district. we've expanded and established district wide structures, including steam as well as the math and Science Olympiads, which I I reported on regularly over the past, the course of the past year.

Dr. David Pretto: our dis required civics for all partnership which emphasize so soapbox Nyc. Speech giving public speaking and participatory budgeting, and we will be engaging in

Dr. David Pretto: the district-wide implementation of the civics, for all curriculum is part of our social studies focus in in the district. And then we engage 2 of our schools in the design and implementation of

Dr. David Pretto: the project-based Learning Professional Development series that guided the city's gifted and talented expansion Pd. For teachers across the city. So, as we all, as many of us know, Chancellor Banks ensure that there was at least one gifted and talented program in all 32 community districts, and in to 20 we added one third grade entry point G. And T. Program at Ps. 127,

Dr. David Pretto: and that school, along with Ps. 102, which is one of our existing schools, with gifted and talented program engaged in the design and piloting of the based learning development that was provided to all teachers of gifted and talented students across New York City.

Dr. David Pretto: some of the successes have been the expansion of dual language programs for to middle school. And I'm going to speak more about that after I get through the program, and we've you know. Obviously, we've start. We've established these programs in our middle school, Spanish at 220 Arabic at psi is 30 mandarin at Mckinley, J. 201.

Dr. David Pretto: And we've also started new Spanish andandering kindergarten programs at 176, at 204, and at 229. And we've also created some articulation plans for students who are in existing elementary dual language programs to to to ensure that they have opportunity to articulate into the dual language middle school programs if they would like to. And I'll have more information about the next steps on that in a second.

Dr. David Pretto: I also met with an advisor group of principals and parent leaders to develop the research questions and get feedback, and I met with a lot of former district, 20 middle school students that are now currently in high school, and most of them, many of them are graduating this year. and

Dr. David Pretto: and finally, I engage with principles in establishing some definitions of what accelerated learning in the district means. And this is what we've we've established as our kind of 5 categories of accelerated learning. And the and this is important because it will inform it. It will provide background on the design of my draft plan, for, you know, accelerated learning, and

Dr. David Pretto: and also address the one of the core issues and challenges that I found in the district when it came to accelerated learning, which was, it was very difficult to to to find the difference between what was considered accelerated learning and what was just being provided to all kids and the other challenge that

Dr. David Pretto: school leaders teachers found it very difficult to be specific about how they were providing something different and advanced to students in accelerated in accelerated learning courses, both formal ones and in informal school based

Dr. David Pretto: classes. So

Dr. David Pretto: the 5 areas are what we call curriculum compacting. And this is requires a standards aligned curriculum in the content areas that you're providing the accelerated learning, and is our focal point for looking at accelerated opportunities across the entire district foreign language and dual language instruction was something that was agreed upon by all constituents as an opportunity for acceleration school-wide enrichment models which many of our schools

Dr. David Pretto: have a project based learning which many of our schools provide to accelerated students and then special. We have a variety of specialized programs. And I I could. I'll provide. I've provided some examples of those. but and I will continue to provide some examples. But I I just say specialized programs as A as a catch, all category to address some of the really amazing opportunities that our schools provide in different ways across the district.

Dr. David Pretto: Some challenges that I ran into when examining accelerated learning in in the district, and I've sought to address in the design of my draft plan, for you know, future programming in a district one is I found that there were a lot of barriers to access to accelerated learning for students after an admissions year. So

Dr. David Pretto: if I, if a student didn't get into a a gifted and talented class in kindergarten, or didn't get into a screen program in sixth grade that they very often did not get the opportunity to engage in similar types of

Dr. David Pretto: learning experiences

Dr. David Pretto: in the in the follow up years, even though they may have been capable, interested and wanted to to engage in those types. what I referenced before I found minimal difference of instruction in many places between advanced classes and general and classes.

Dr. David Pretto: One thing that was very problematic was that there was no defined pathway from grade to grade. So, for example, in the regents classes, the regents in eighth grade was in many cases the only

Dr. David Pretto: way to determine the difference between an advanced class and a general in class, and that only happens in the eighth grade. So I really wanted to sought to address that issue of not having a defined pathway in every grade to be able to see how students who are accelerated were being provided with accelerated coursework.

Dr. David Pretto: this was a big one and something that we'll definitely need to address head on and will be a big part of our school culture examination, excel expectations of school leaders and our professional development that we're going to provide to teachers is around the negative school culture impact that was reported by parents, by teachers, by students and by school leaders. that in many cases there were a student to student interactions and teacher to student

Dr. David Pretto: interactions, relationships and expectations that ultimately created a a negative impact for many students. So something that we're going to be very like very closely looking at and is a is a bit a a a big concern of ours with the the implementation of accelerated programming.

Dr. David Pretto: And then finally, the inability to monitor the program quality or it's impact on an ongoing basis. So what? While we were able to see how students were passing the regents we had schools had very few other tools to be able to see

Dr. David Pretto: whether the program they were implementing was of high quality and whether it was having impact on students and the ways in which we would expect them to have.

Dr. David Pretto: So I share these challenges to to be able to to share the draft plan. There has been a a request for

Dr. David Pretto: additional screen programs at the middle school level in the district. We have implemented academic screen programs at 3 schools in our district at Krista Mccalliff, at

Dr. David Pretto: Mckinley Junior High School, and at Madeleine Brennan, Junior High School at 2 0 one But there has been a request for additional programming that this was not enough. And I have examined some data points around student performance and demand through the application process. And I've seen that there is.

Dr. David Pretto: There is a both a a rationale and a demand for for additional screen programming. However.

Dr. David Pretto: in light of the challenges, I wanted to make sure that you know the design of this program does not, reinforce some of the challenges that we saw on the prior screen and in pre previous iterations of the superintendent program of academically screen programs in the district.

Dr. David Pretto: So I want to start with, you know, our district priority of all meeting all. And this is something that I I say a lot and run an expectation of when frequently we say that

Dr. David Pretto: you know, we're gonna do something for all students. And I, I really want to reinforce that. The opportunities that we're going to include in this program are something that I'm going to be requiring, all principals to develop plans for how they're going to provide access to any one of these opportunities to students who are interested, who are capable of it, and didn't maybe necessarily

Dr. David Pretto: fit into that. that admissions process which is something that I've been very clear about delineating between the academic experience that a child has and the process for being admitted into a school So

Dr. David Pretto: one thing that all schools will do this year, and many of our schools already do do this, but we're going to be expanding it to all schools. All schools will develop. either a National honor society or aista program. And these are nationally recognized student, individual student achievement,

Dr. David Pretto: awards and recognitions for high pro like for high performance in school. And they they require. They have very rigorous expectations around students performing very high in their grades as well as a a community service

Dr. David Pretto: component to demonstrate how students are becoming. you know, positive contributors to society and potential future. you know, leaders in the community which is something that's very much aligned to our focus in our civics for all component and also all

Dr. David Pretto: schools will be required to develop school-based plans for universal access. And that means that students who are capable, interested, willing, you know, want to explore these things will have the opportunity to do so in this, through a a, an approach and a plan that the principals will be required to develop

Dr. David Pretto: to all of our D 20 priorities. So to the arts, to steam, to the science, Olympiad Math. Olympiad

Dr. David Pretto: specifics for all programs Sha, H. Shsat, prep. And foreign language and world language instruction. All schools will be required to develop plans for how students who are capable, interested want access can get access to these in a variety of ways. Our schools have a lot of different ways in which they do this. but schools will be communicating how they do it.

Dr. David Pretto: for our in in elementary school for our gifted and talented programs. in beginning in 2,024 all of our gifted and talented programs will be required to implement an approved Ngos aligned curriculum in the 4 core content areas. That's Ela. Social studies, science and mathematics

Dr. David Pretto: and using those curriculum, they will be engaging in curriculum compacting. And this is an idea. Basically, this is one of the most

Dr. David Pretto: common ways to engage in accelerated learning is in is essentially

Dr. David Pretto: compacting the curriculum which is shortening it a little bit, so that students move through the standards a little bit faster and essentially engage in standards that are, you know, above their grade level.

Dr. David Pretto: In that particular year, we we really will use the Ngos standards as our primary way to to measure how students are performing above grade level by engaging them in in standards aligned instruction that is above their grade level.

Dr. David Pretto: all, it's gifted and talented programs will engage in either a foreign language, instruction or dual language instruction that will begin at kindergarten and they will also engage in interdisciplinary, project-based learning.

Dr. David Pretto: a land to the the city's Pbl professional development that I referenced earlier, that 127 and 102 engaged in, as well as our steam enrichment and math and science. Olympiad.

Dr. David Pretto: These are for all of our existing current, gifted and talented programs.

Dr. David Pretto: And then in middle school. I've I've proposed a draft plan for beginning in 2024, 2025, a 2 tiered screened admissions program. So starting with, I, we call it the superintendent program to because folks are very familiar with that and understand

Dr. David Pretto: the the overall concept of academically screened into sixth grade. So the criteria is that the child is above grade level in reading and math.

Dr. David Pretto: and the programming they will engage in is a program pathway that begins in sixth grade and ends in eighth grade. They will in have. They will engage in approved Ngos aligned curriculum in the 4 core content areas and engage and schools will engage them in curriculum compacting. So they will

Dr. David Pretto: progress through the standards at a different pace and rate, and in a different way than than the general education. Students will who will be engaged in a grade level. Appropriate

Dr. David Pretto: curriculum. What For example, the into literature curriculum that Aaron presented on earlier they will engage in

Dr. David Pretto: the regents pathways in algebra, either living environment or earth science, and in some cases both and then in the foreign language or world language, test, which students can receive high school credit for. And this includes the dual language programs. And then

Dr. David Pretto: any specialized multidisciplinary enrichment coursework that schools provide. So all schools will develop plans that include school-based and school design programs. So, for example, Mckinley, Junior High School's approved screen program this year was centered on a double IM or independent. The independent investigations method is what it it.

Dr. David Pretto: which is a 6 through eighth grade. basically research project that students engage in. They and they start they started in sixth grade and ends in eighth grade. the law studies program is another

Dr. David Pretto: is another example which is the approved program at 201 Virtual Enterprise is a program. That's a few of our schools.

Dr. David Pretto: This is the other piece that students who are in the superintendent program will engage in as part of their accelerated learning pathway.

Dr. David Pretto: that's the that's for students who are meet the screened emissions criteria of being above grade level in both reading and math.

Dr. David Pretto: Then for students who are above grade level in just math

Dr. David Pretto: the the the next program that will be an opportunity for them is the algebra Honors program. It's similar to the superintendent program, except for students will engage in curriculum compacting in just math and they will only be programmed for the algebra regions and for the foreign language or world language subject that they're engaged in at the school.

Dr. David Pretto: All of the other components are the same. The approved edges line curriculum pathway in the content areas. and they and the specialized enrichment course work that the school provides to their accelerated learners.

Dr. David Pretto: just some like initial next steps for this pro this plan it is a draft as far as the the design of the curriculum and academic experience that's pretty set in terms of the admissions criteria and the seat targets. That's something that I'm working with. Central, do we office of admissions on on finalizing and can provide updates on those on those topics at a later date?

Dr. David Pretto: you obviously, presenting the finalized plan for implementation. I I I plan to be able to share a finalized plan by September. So so that, you know, parents are, you know, aware of all the different aspects that are currently unanswered, including the admissions, criteria, and the seat targets? I am. I am set up to engage in additional teacher panels to hear more from district teachers around their

Dr. David Pretto: You know their experience with accelerated learning, gifted and talented classes, and a line aligned to the the different aspects of the research questions. we will be engaged in the design of a professional learning plan for teachers our primary areas are going to be in curriculum compacting and in the design of project-based learning.

Dr. David Pretto: so that those are going to be 2. Obviously, because, though in elementary both in the elementary and the middle school programs. Curriculum compacting is going to be a a key component of the the implementation and our expectations for accelerated learning. And then project-based learning is an area where many of our schools really

Dr. David Pretto: leverage already, and the implementation of the curriculum really provides a a great opportunity for the both the leveraging of existing projects and the design of new projects based off of the curriculum that they're in the process of just starting to look at planning some school showcases so that parents can start to see some of the opportunities directly and in person, of what some of these enrichment opportunities look like at all of our middle schools.

Dr. David Pretto: Obviously, continued community engagement in the district around this plan, and then the posting of school-based plans on on school websites and on the disc website. So that parents who.

Dr. David Pretto: you know, we want to obviously provide the opportunity to to to go to schools and or to be able to meet with school leaders and hear directly about how they go. They're planning to go about providing their specific school based enrichment, accelerated learning course work, but also be able to go on to school websites and and and be able to read about it and see what schools are planning to do for that that upcoming

in here.

Dr. David Pretto: and then and then finally, and then I'm happy to take questions. And finally, just an update on the dual language program expansion. So just an uplate update for admissions. So for any families in the district who are interested wait. Lists are now open, and the wait list will be open until September. So if there are any families in the district who are interested

Dr. David Pretto: in having their, you know, rising sixth grader. attend one of our dual language programs. Parents can go into the my schools. Application just like you would for any of you know, during the application process

Dr. David Pretto: and add your name to the newly created wait list for the dual language programs at these 4 schools. It doesn't guarantee admission. It is a wait list, just like a wait list for any other. You know, missions process at the school, but due to the creation of the programs after the

Dr. David Pretto: the formal Middle school admissions process this in in this year, and only this year, will we have this structure for parents to be able to

Dr. David Pretto: to to show their interest and potentially get into one of the dual language programs next year. All of these dual language programs will be on the regular middle school application, and will be part of the regular application process. But for

Dr. David Pretto: for this upcoming year only for any families who are interested in

Dr. David Pretto: attending one of the 4 programs on the screen. they can go into their my schools website and add their child's name to the newly created

Dr. David Pretto: Dual Language program. Wait list at the at these 4 schools, and we're finally the the one language that we were not able to site and create a program for was for Russian. We have a Russian dual language program at Ps 200. And we are. I'm currently exploring site options for expanding Russian dual language to middle school. And I plan to find a site and engage that school community

Dr. David Pretto: in the preparation for opening Russian dual language at the middle school level in 2,025.

CEC 20: Thank you, David.

CEC 20: that's a lot of information, and I don't. Necessarily. We want to repeat anything, you know. I think a number of us are familiar, but we obviously a lot of us are not familiar. So I do want to allow some time for questions. One of my just a quick question on the Arabic program I've seen the other program.

CEC 20: Oh, are up on my schools. They're they're available to be applied to. But the Arabic one hasn't showed up on at is thirty's my school's page yet, and I I had a quick conversation. I think of her, and she said that they're still working on it. What's going on with the Arabic program?

Dr. David Pretto: I don't know that should be up. I will. I'll check back with admissions to see what's going on with that. But the the wait list should be open. So I will. I will circle back with admissions and then provide an update to the Council

CEC 20: like I said, all 3 other programs. It's all available on my

CEC 20: sign up for anyone in the other 3, but just a

CEC 20: for separate.

Dr. David Pretto: Got it? Thank you for. Thank you for letting me know I will. I will check into that tonight.

You just

CEC 20: in general.

CEC 20: There's nothing

CEC 20: that

CEC 20: some of

CEC 20: the

in one

Dr. David Pretto: I I I I couldn't hear the question.

CEC 20: And

CEC 20: Hi, David, we'll do this question.

CEC 20: I can. I'll restate it. Can you hear me? Okay.

CEC 20: wasn't this question

for General

CEC 20: bye? Bye.

CEC 20: the screen program initially.

CEC 20: for example, 2

CEC 20: get on the regions track.

CEC 20: That's the question.

Dr. David Pretto: Yeah, that. So that that's that's part of my expectation around schools developing plans for how they're going to provide access to these opportunities for all kids?

Dr. David Pretto: The short answer is, Yes, how that's going to happen is going to vary from school to school and and

Dr. David Pretto: is going to vary from child to child. So the short answer is, yes, the long answer is going to be how it happens for different kids at different schools. And that's going to be part of how we examine how?

Dr. David Pretto: how we examine the number of students. it's it's there's a there's a variety of factors that are going to go into it, not to get too wonky. But

Dr. David Pretto: just from a starting point, the number of seats we're able to identify will impact that the number how children perform on the different

Dr. David Pretto: the different sources that we'll be able to use for the that will establish a criteria will determine that. And then the schools programming how they go about. So, for example.

Dr. David Pretto: at is 201,

Dr. David Pretto: there were an additional 35 kids at least, who were able to engage in regents programming for algebra in addition to the 5 classes of kids who were already in a region's class. So the principal, the the principal program them

Dr. David Pretto: into a morning program.

Dr. David Pretto: and those and the and those 35 additional students took the algebra regions class in a morning program prior to the regular day. because that was the only way

Dr. David Pretto: from a programming standpoint that he was able to to do it. But he was able to do it in that way. So there's going to be a lot of creative ways for students that maybe not get out of the init the initial admission cycle, but nonetheless, in seventh grade demonstrate that they're they're ready for it. They're interested and schools are going to start working on developing plans for how to provide access for for students who just who didn't necessarily get in in the sixth grade.

CEC 20: Okay,

CEC 20: David, I don't think we have any more questions right now.

Dr. David Pretto: I see you have another slide here. Did you want to run through that? Just a follow up. I know that I'm you know, again, I'm not in person, and there's a lot of new Council members. So you know. Again I apologize for not being in person to introduce myself. in August. I will definitely be in person and I'll also be able to go through an introduction of the district 20 team including hopefully, the new members that will, you know, be identified by that time as well as be able to

Dr. David Pretto: kind of give it an overview summary of the things that we accomplished in this our school year. That will inform some of our goals for the upcoming year.

Dr. David Pretto: hopefully be able to share at the end of your district data hopefully, state assessment data will be available. Be able to share that as well as share end of your data from I ready and Acadians, and then finally, share draft goals from the from the Dcp. To kind of inform what the the priorities in the district are, and they could be upcoming. So that just the kind of a framework of what to expect in A August

right.

Dr. David Pretto: That's that, that concluded. No problem.

CEC 20: Always for your for your time and information. You provided our meetings.

CEC 20: I'll just make a quick couple of comments on President's report. There's ongoing 2 really important ongoing topics that I've been involved with and are really going to be very important over the next few months. One is, and we already talked about it briefly in the meeting is the zoning changes for the new schools, just for any council members who don't know. In the fall

CEC 20: we will be voting on zoning changes for 3 new schools that are coming online in District One. So we'll talk more about that. I'll share information with all the new individuals on the Council. But that's going to be some time in the fall, and there's going to be meetings between now and then more planning for that

CEC 20: and then the second is the class size law, the working group. I just always like to mention this at meetings. So for anyone who doesn't know the State passed a law last year mandating smaller student class sizes in elementary school, middle school and high school. And now there's a working group, a citywide working

CEC 20: that's coming up with recommendations for how to implement the law. So we're working with

CEC 20: with the DOE. We're going to ultimately, high recommendations to the DOE, to how to implement the law. And it's it's really complicated. There's many different parts to it. I'm not going to talk about it now, but I just want to tell all the council members here that that's another thing that we should be communicating about, and I'll share more information with all of you about that, because it really does affect District 20 district. Funny as one of the most overcrowded districts in this city.

CEC 20: So this law is going to have a lot of impact on our schools and programming and our classes and class sizes, etc. So and that also has a timeline in the fall to provide recommendations to the DOE. So between now in the fall zoning and the class size. law are 2 things. I'm going to be working on a lot.

CEC 20: that's it for me. let's and that's it for the calendar meeting.

CEC 20: I'm speaking for you.

CEC 20: We usually end our

CEC 20: calendar meeting with a second public speaking session for any parents who stayed through the whole meeting. So let's, I'll just make a reminder if there are any parents or any individuals on the meeting who would like to speak.

CEC 20: you can sign up using the form that is posted in the chat. You can also raise your hand and we will call on you. And then, if there are any individuals on the language lines. Who would like to make a comment? The interpreters, please notify us.

CEC 20: Kevin. Do we have anyone else signed up? Yes, Sir Paula, you.

CEC 20: Paula, go ahead.

Paullette Healy: Hi! Can everyone hear me?

Paullette Healy: Can people hear me?

CEC 20: Hello! Oh, thank you. Thank you. Superintendent. so I just wanted to say that that I'm I'm here representing the senior residential on d-time account, and we know that Cdc, 20 does not have a d. 75

Paullette Healy: representative, so you can that your bottom dollar? I will make sure that that seat is filled

Paullette Healy: before the start of the was before January. there's a couple of candidates that have come forward. that seem very, very interested. And you know we have, Ted. We're starting this term with 10 open d. 75 seats across the city.

Paullette Healy: CC. 20 and 18, being 2 that are in Brooklyn specific. So being that that's the borough that I live in making sure that that's prior to we, our Council will be providing professional development and continue to support throughout the term for these newly elected seats.

Paullette Healy: for We'll be how to engage the and then schedule school visits in order to partner up with more community education colleagues to work together in making sure that the combined concerns of the community are being addressed during these meetings.

Paullette Healy: so I'm happy to be in attendance here, so luck to all of you elected officials now, can't wait to see what comes out of the 20. I also really appreciate the Dr. Prado's over. you know, reimagining what our gift the intelligence is to look like. But I definitely want to continue amplifying that

Paullette Healy: our students in nest and horizon programs still need representation as well. And I know that I have a great partner in this tenant to make sure that 5 new buildings coming into our district, so happy to continue supporting, not only as a CC. D. 75 elected official, but also as a living member of this community for many, many years. Thank you for the time.

CEC 20: Thank you.

CEC 20: That's it. And on the interpretation lines, is there anyone on the interpretation lines who would like to make a public comment

Mina Elias - Arabic Interpreter: for the now

CEC 20: and Spanish line, either. There's no questions.

Okay.

okay.

Mandarin - Shiu Tong: The man in line has no any question.

CEC 20: Okay, thank you.

Mandarin - Shiu Tong: It's just

of the

CEC 20: yeah.

CEC 20: Yes.

CEC 20: One of our council members just wants to address raise an issue here from one of our parents, David, you're still there, right?

Dr. David Pretto: Yes, I'm still here.

CEC 20: I can't. I can't hear it. Very well.

CEC 20: Yeah.

CEC 20: Yeah.

CEC 20: The

CEC 20: to do that.

Dr. David Pretto: No, I couldn't hear that.

CEC 20: John. One of our new Council members, he heard from a parent.

CEC 20: The the parent's daughter, was diagnosed on the autism spectrum the DOE has assigned

CEC 20: you. Can I see the that's honestly concerned about the travel.

CEC 20: and it is asking, yep, the students can be

CEC 20: and she's 5 years old at all, and if the student can be placed in closer to home.

Dr. David Pretto: so the so the parent can, I mean as a as a first step, as a first step the parent can reach directly out to to Bill or or Sylvia, obviously, and Bill, and so they can connect them with the the folks from the office special ed from placement to see what other options are available.

Dr. David Pretto: What I can say without knowing much more about the individual case

Dr. David Pretto: is that nest and horizon programs are definitely in high demand. We have advocated for the expansion of nest and horizon to the middle school level, which we don't currently have any nest or horizon seats for middle school district. And there's we we continue to see at the district level. More requests like this, like John, like like one John ones that

Dr. David Pretto: John is referring to. So we do. we are advocating for additional seats in the district. The it's there's the possibility that the child was offered a seat

Dr. David Pretto: in Konari, because that may have been the closest option available. But you know, definitely the parent. as an immediate next step the parent can reach directly out to Bill Sylvia, so we can get them connected with the appropriate folks who do placement for nest and horizon in the Sd programs to find out more information about options.

CEC 20: Great thanks. And so I think that's it. Now, what we'll do is we'll just make a motion to adjourn the calendar meeting, and then we do have the business meeting. But the business meeting will be very, very short. Yeah, at a minute. So let's let's approve. Yeah. So the last thing for the calendar meeting we'll just approve the minutes from last month's calendar meeting. And just for everyone who's new.

CEC 20: all we're going to do is we share Kevin will share on the screen the minutes from last month's meeting. Look it over as it comes by. Some of you are not even here for that meeting, but if there are any changes,

CEC 20: speak up, and if not. We'll approve the minutes, and that will move on.

CEC 20: So, Kevin, yeah, you can just share those.

Okay.

CEC 20: it's because it's a new time.

Yeah.

CEC 20: okay, so those are the minutes from the calendar meeting. are there any changes?

CEC 20: Kind of hearing? No changes? The minutes are approved. So now we will adjourn the calendar meeting, and then we will just do the same.

CEC 20: Oh, sure.

CEC 20: yes, I forgot about the special meeting. Yeah.

CEC 20: yeah. Yeah. Yeah. With Odt at all. Yeah, go ahead. Yeah. Can you share those?

CEC 20: We had a special meeting with the office of district planning?

CEC 20: on June 20, sixth.

CEC 20: And so we'll now share those minutes.

CEC 20: This is the zoning. This is about the zoning presentation.

CEC 20: The zoning proposals Office of District Planning presented their zoning proposal on June the 20 sixth to the community. We heard community feedback.

CEC 20: Kevin.

CEC 20: I would like to add, please to the hold on 1 s. Can you?

CEC 20: Can you go up a little bit.

CEC 20: Yeah, the new schools. Can you scroll down to the questions?

CEC 20: So I just want to add to the can you add to the questions concern around concern about

CEC 20: P. S. 9, 39 zone

CEC 20: in Bebridge, and preference to have those zoned for

CEC 20: K. 53.

CEC 20: So

CEC 20: That was an issue that was raised as well, and that had to do with the safe, the street safety, and the distance and proximity. But specifically, I would like that in there that

CEC 20: parents concern about. You know the interest in seeing the Ps. 939 zones in Bay Ridge changed to K. 53. That was very clearly raised at the meeting.

CEC 20: So that's my only amendment to that section. Add that to the section on questions.

CEC 20: Any other changes to these minutes.

CEC 20: So let's just take a I think we should take a vote if, since there was one change made just an official vote to approve these minutes.

CEC 20: So is there a motion to approve the the minutes from the special meeting? And I just need someone to say, make a motion. Yeah. Second, thank you. Okay, so

you

CEC 20: so, Kevin, can you just take a

CEC 20: and it's

CEC 20: could that change? And this is with the changed one?

CEC 20: Yes, approve

CEC 20: China. Yeah. the time. Yes. you see.

Joyce Xie: Yes.

okay.

CEC 20: this is on

no.

CEC 20: Everyone will just do my very

sure

CEC 20: the motion to adjourn the calendar. Second.

Joyce Xie: second.

her.

CEC 20: I mean, if it's a

CEC 20: which means you want to start, break if you want to go right into the business.

let's start.

CEC 20: So welcome everyone to the CC, 20 to my business. Zoom

CEC 20: on the.

CEC 20: And of course.

CEC 20: yeah.

CEC 20: Excellent

CEC 20: for this

CEC 20: final time.

CEC 20: That's Arabic interpreter.

Mina Elias - Arabic Interpreter: Yeah.

CEC 20: Okay.

Mina Elias - Arabic Interpreter: sorry. Yes.

Mina Elias - Arabic Interpreter: Sorry. Can you come again. I apologize. I didn't hear that. Can you come again? Please

CEC 20: just introduce yourself and your instructions for anyone who wants to. Listen on the Arabic line.

Mina Elias - Arabic Interpreter: Thank you.

CEC 20: Thank you. Could our Mandarin interpreter? Please introduce yourself.

Mandarin - Shiu Tong: Hi! Good evening, everyone we are the mandarin in touch with us.

Mandarin - Shiu Tong: Yes, thank you

CEC 20: and just instructions for anyone. If there's anyone I know, it's just a formality. But just instructions for anyone who needs to dial in.

Mandarin - Shiu Tong: Okay.

Mandarin - Shiu Tong: he's here. Thank you.

CEC 20: Thank you so much, and Spanish, please.

Spanish - Alexander Vasquez-Doe: The following message will be in Spanish

Spanish - Alexander Vasquez-Doe: Spanish interpretation.

CEC 20: thank you so much. The only item on the agenda, for the business meeting is just approved the business meeting minutes from the June meeting. in. Just so all the new members know the business meeting. It's a time. And we just talk informally about any Cdc business. If there's any things people want to work on projects. People want to do committees. Maybe that people want to set up

CEC 20: anything at all. Really, we'll talk about financial issues here. so that's the purpose of the business meeting. But we put it at the end of the calendar meeting.

CEC 20: so you know we can. You know, if someone, if we want to just call it for the night. We can call it, or we can talk about whatever so that's the purpose of the business meeting.

CEC 20: but, Kevin, can you share the minutes from the last month's business meeting. I think it was pretty short.

CEC 20: So at the June and business meeting all we did was approve. The minutes from the previous meeting that there was no business to discuss, because it was the last meeting of the last Cdc. So there's really there was nothing there to discuss. So any changes to the minutes from the June business meeting

CEC 20: no changes. The minutes are approved, as is

CEC 20: anyone want to bring up anything now for the business meeting. Any questions. Issues?

CEC 20: All right.

CEC 20: Tamara.

CEC 20: for the

CEC 20: 7.

CEC 20: Are we from changing that within the the bylaws?

CEC 20: Let's talk about it. We could. We could talk about it after. Yeah, it probably makes sense. Yeah, probably makes sense. Yeah, probably makes sense

CEC 20: that Tamara does or anyone who can't hear. We have to update our bylaws to meet the new number of seats on the Cec. Now there are 12 seats on Cdc's. We've got to make some changes in the bylaw. So we'll probably do that very soon.

Anything else.

CEC 20: Yeah. Motion motion to adjourn the business meeting motion. Second, all in favor. Aye, aye, next meeting. What's the date? Kevin?

CEC 20: August 90, we'll do that next meeting. We'll make the change. Actually, we have to change our April meeting date. But August ninth is the next Ec. 20 meeting everyone. Please join us. Thank you for joining us tonight. Have a good night, everyone. Thank you. Interpreters. You are dismissed.

CEC 20: Thank you.

CEC 20: Good night. Yes.

CEC 20: that

Mina Elias - Arabic Interpreter: Steve. Are you there? Or

CEC 20: yes. Hello!

Mina Elias - Arabic Interpreter: I see. I apologize for that. I wasn't hearing you at the beginning. Apologies for for that.

CEC 20: No problem at all. It's okay.