D20 CEC20: She has a submitted a request for some gate that's not working. Yeah, I'm not sure if she'll have time to show it. Oh, she's right there. Yeah.

HADEER AL AMIRI: Good afternoon.

LIS Interpreter QA - Jamir Almanzar: Good afternoon.

LIS Interpreter QA - Jamir Almanzar: Good evening. This is the interpreter. Qa. Is it possible? If you can make me a co-host, so I can assist admitting the remaining interpreters

LIS Interpreter QA - Jamir Almanzar: hold on!

LIS Interpreter QA - Jamir Almanzar: Just a reminder.

D20 CEC20: Elementary school. Different elementary school. See? Remember, when there was a discussion at the Cec. Meeting about the district grading policy, and it was decided. I mean, David presented it, and it was discussed that the homework was now 5% of the grade. It used to be like 25% or 20%. Now it's 5%. A parent calls me up kindergarten parent.

D20 CEC20: because then I checked it out because she was like.

D20 CEC20: Oh, I want to be anonymous. But if you want to be anonymous, how can I address it with the principal? If you don't tell me even what school you're from, or whatever right? I mean, we have a ways of figuring things out. But

D20 CEC20: but then she did tell me what school? Right? So she wants their homework to be counted for more.

D20 CEC20: because she's doing no more. No, because you know what? Because that's an easy grade. You know what I mean.

D20 CEC20: what other parents are going to decide whether it's their priority or not. Right? Kindergarten. Yeah, yeah, you know the homework to be more than 5% worth more than 5%. My kindergarten, because it's easy homework, you know, and the classwork or classroom participation. The classroom quizzes.

D20 CEC20: you know, 45%. That's a lot. Yeah, yeah.

D20 CEC20: that was a that's like our our parent

D20 CEC20: need more support. So we've been putting in programs my guidance counselor, my

D20 CEC20: schools, social service agencies in addition to learning, we're teaching them. If and then that works a lot with our children. If you do this, then you get this. But isn't this funny? Though, like over here. Parents want you to parent their kids to tell them how to behave, and at the other end we have a whole bunch of parents telling us.

D20 CEC20: No, you cannot use these books. You cannot maintain this, you cannot do that. So like. So what do you want us to do? It's your job to parent, the kids. Yes, yes, we want yes, I mean to some extent. Don't you have to be prepared for both extremes. It is like.

D20 CEC20: I mean, it's a public school system.

D20 CEC20: This is true.

D20 CEC20: You could.

D20 CEC20: Okay. Good evening, everyone. It's 6 o'clock. I'll call the meeting to order.

D20 CEC20: Welcome to the Cec. 20 January calendar meeting. We're very happy to be here at Ps. 264. Thank you. Principal Marisa Boli, Nino, for hosting us.

D20 CEC20: Kevin, are you ready to take attendance. Okay?

D20 CEC20: Think.

Kevin Zhao: I just.

D20 CEC20: Unmuted myself and attendance.

D20 CEC20: Steve.

Kevin Zhao: So the President.

D20 CEC20: Here.

Kevin Zhao: Okay. 1st iceprint, John Rod. Ocato.

John ricottone: Yeah.

D20 CEC20: He's online. He's here. Oh.

Kevin Zhao: John, you here.

D20 CEC20: I'm here.

D20 CEC20: Yeah, he's speaking. Yep.

Kevin Zhao: And so vice President Elizabeth Chen.

D20 CEC20: Elizabeth texted. She's running a little late. Okay.

Kevin Zhao: And then recording Secretary Kevin, I'm here.

Kevin Zhao: Track your main phone.

Junmi chen: Yes, here.

D20 CEC20: And.

Kevin Zhao: Tamaraston.

D20 CEC20: Okay.

Kevin Zhao: The right here.

D20 CEC20: Okay.

Kevin Zhao: By a resembly.

D20 CEC20: Buy it.

Kevin Zhao: Maya, you're wrong because no.

D20 CEC20: And yep, pardon, at least she's running late.

Mandarin Ying: I said.

Kevin Zhao: Yan ching chen.

D20 CEC20: Yeah, arena.

D20 CEC20: Bring that back number.

Kevin Zhao: Marina, are you online.

D20 CEC20: Right.

Kevin Zhao: I guess not.

Kevin Zhao: And if.

D20 CEC20: Intent.

D20 CEC20: Pardon me.

D20 CEC20: Well, okay, that's it. Green enough. That's it.

D20 CEC20: You're right now.

D20 CEC20: Okay. And we have let me just do a quick look at who so?

D20 CEC20: 1, 2, 3, not present, Elizabeth and Arduino running late and sorry, Kevin. I'm just

D20 CEC20: I wanna do. Do we have? We have 7. If they get here. 3, 4, 5, 6, 7, 8, we have.

D20 CEC20: But we have paid over here.

D20 CEC20: or just set, or I think we only have hold on. Who's here? Me?

D20 CEC20: No, we we don't. We won't have 7 in person. Right?

D20 CEC20: There's 3 of us

D20 CEC20: 4, and then 2 arrive. We'll have 6 in person. The only 2 I know who are coming are Elizabeth and Alina, and everyone else is online.

D20 CEC20: So that means there's no voting tonight.

D20 CEC20: But we can still hold the meeting.

D20 CEC20: Okay, thanks, Kevin.

D20 CEC20: As usual at all of our meetings we will have interpretation.

D20 CEC20: We will now introduce. Have the interpreters introduce themselves.

D20 CEC20: We have interpretation in Arabic, mandarin, and Spanish.

D20 CEC20: Could our Arabic interpreter please introduce yourself.

HADEER AL AMIRI: Good afternoon. This announcement will be for the Arabic audience.

HADEER AL AMIRI: Arabic announcement has been completed. Thank you very much.

D20 CEC20: Thank you. And could our mandarin interpreter, please introduce yourself.

Mandarin Ying: Good evening. The following message will be mandarin.

Mandarin Ying: The Id will yelp.

Mandarin Ying: Thank you.

D20 CEC20: Thank you. And can our Spanish interpreter please introduce yourself.

Spanish Leydian Matos: The following announcement will be in Spanish, Buenas, noches, 10. Remos interpretation en para la reunion solo tiene que mar cardes de su telefono el trace cuatro siete no estes cuatro uno uno cuatro y luego introdusca cuando le solicita el numero de de reunion

Spanish Leydian Matos: estres cerro dos ocho tecla de numero Gracias. End of Spanish Announcement.

D20 CEC20: Great. Thank you so much.

D20 CEC20: thank you. Interpreters, for being here and providing this really valuable service for our community.

D20 CEC20: We'll now go over the agenda for tonight's meeting. Kevin, can you share that, please?

D20 CEC20: The agenda tonight? 1st public speaking, session, report of superintendent, report of Council, President, second public speaking session.

D20 CEC20: and we can discuss the school construction authority requests. But we won't be voting on it, and then we will, and that's all that's on the meeting, and then the business meeting will immediately follow.

D20 CEC20: And

D20 CEC20: And that's it.

D20 CEC20: So for our 1st and just here's a quick overview for anyone wanting to speak in the public speaking.

D20 CEC20: You can sign up either in person in the meeting, if anyone's here. Do you have a sign up, Sheet Kevin somewhere? You just raise your hand.

D20 CEC20: raise your hand in person when it comes time to call on people. If you want to speak, we prioritize people who are in in person, 1st for public speaking, and then we'll go to people who signed up online in the using the Google form that Kevin has posted in the chat.

D20 CEC20: So anyone in the room like to speak.

D20 CEC20: Go ahead, and Kevin, where should our speakers go?

D20 CEC20: Right by this laptop? Here, please.

Public Speaking: Interesting.

Public Speaking: Good evening, everyone. Good evening here. My name is Catherine Byrne. I'm here on behalf of Councilmember Alexa Villas, District 38, and I just had a couple of talking points I'd love to share with everybody a year in review for what we've accomplished this past year, so, as you probably have guessed 2024 was busy season for all of us, and I just wanted to share a couple quick facts with you, and also let you know that all this will be shared within the next week or so over our social media and

Public Speaking: email channels. So if you would love to sign up, for we would love for you to have to sign up for those as well. If you're not already part of our email, you can sign up on our website, but some quick facts. We. So we served over 1,300 constituents last year, and over 60% of our cases involved assistance to address housing and security and social services assistance.

Public Speaking: and we also spent a total of 176 h in the community. During our mobile office hours this past year, and that includes office hours at Red Hook Initiative Federation of Italian organizations, and the Mckinley Bpl.

Public Speaking: And legislatively Councilmember Bailas has passed 3 bills this past year, and these 3 bills include Intro 0 0 4, which would require the use of shore power at cruise terminals and traffic mitigation funds. So thank you to Cb. 6 and Red Hook for helping with all of these initiatives, and then Intro 0, 1 1 0, which requires Nycha's pact program to maintain oversight of public and nonprofit contractors in our public housing system.

Public Speaking: and then Intro 0 0 6, which does require HP. To provide tenant education and outreach resources on residential vacant orders due to damage caused by fires.

Public Speaking: In addition, we attended over 155 community events, and thank you to all of our Cbo partners for helping out with those. And we were also able to partner with 111 different community organizations to provide over 2 million dollars in crucial community services this past year.

Public Speaking: We also secured 4 million dollars for renovations at Martin Luther playground, 1.5 million for Mckinley Library renovations and 5 million in capital funding for public schools.

Public Speaking: In addition, a quick update on immigration. As you may know, Cnn. Villas is the chair of the Council's Immigration Committee. We're having a hearing on January 16th to explore what the city of New York is doing currently to try to protect our immigrant communities as best as possible. As we look into upholding the city sanctuary, city law

Public Speaking: and another update, we're coming into budget season. And so discretionary and capital portals are open. More information can be found on our website about those and grow and receive tax season is also coming up. So we're partnering with them to host grow broken to provide free tax preparation services within our office. There's going to be a flyer that's shared ahead of that season very soon. So stay tuned for that on our email list and social media services. Thank you. Have a great rest of your meeting.

Public Speaking: Thank you. Great update.

D20 CEC20: and I do want to take just a minute and acknowledge there's a number of representatives from elected officials offices here with us. We always appreciate them. Being here. I see Andrew Serrato from Assemblyman's office. I see

D20 CEC20: I see Hanan Bajat from New York State Assembly. I'm not sure which office, but feel free to identify yourself. Your name in the chat. It's always helpful. I see. Also, I believe Soya Radden, from Assembly Member Lester Chang's office is here.

D20 CEC20: and, as as always, Tony, corruption from Councilman Justin Brandon's office is here, and if there's any other that I missed, please feel free to just make a note after your name in the chat, and of course you're welcome to to speak as well.

D20 CEC20: Anyone else in the room like to speak at our public speaking session.

D20 CEC20: Okay, let's move along to our superintendent's report. Superintendent Pretto. Thank you.

D20 CEC20: My screen.

D20 CEC20: So good evening.

David Pretto: 20 CC.

David Pretto: The echo just saying Hi to it, too. I hope everyone's having a great New Year a little windy, but otherwise really great to be with everybody in 2025, just a short agenda. 1st gonna introduce a new principal in the district to the Council tonight, review an initiative that we've started for a couple of years and expanded this year around athletics

David Pretto: and then, at Council's request, discuss the district twenties. Nyc. Reads Literacy support plan. Just give an overview of the work that we're doing at the district level to support all of our schools in detail and then give a brief little review on assessment types and purposes that's directly connected to some of the discussion that we've had at some previous council meetings around the Literacy plan.

David Pretto: So 1st I'd like to introduce the new principal of Junior High.

elizabeth chan: School, 220.

David Pretto: 7. Edward shallow, Dr. Ed.

elizabeth chan: Hernandez, after a 12 year, 10 year, as principal at.

David Pretto: 227, retired at the end of the year. We wish Dr. Hernandez a fantastic retirement. Huge congratulations did tremendous work at shallow Junior High School over a decade plus years. Improving student achievement, school culture. He's done a tremendous job. We owe

David Pretto: Dr. Hernandez a huge debt and wish him best in his next journey. I'm happy and excited to introduce the new principal of Junior High School, 227 to the Council tonight. Ms. Kathleen Mooey is here, so I'm going to invite Ms. Mooey up to just introduce herself to the Council and to the community.

David Pretto: Good evening, everyone. My name is Kathleen Moy. I would like to 1st thank Superintendent Dr. Prado. It's a privilege and honor to step in, as the new principal of Edward B shallow is 227.

David Pretto: I would like to also thank Laura Kaiser, Dr. Joe O'brien, and Sean Mclean, with the help and the transition of moving over to becoming principal at 2, 27. So again, my name is Katherine Moy. I am a product of District 20. I

David Pretto: taught in District 20, at Ps. 170. For 10 years I taught Enl. For 10 years, and then I became an assistant principal at Psis, 229 for 5 years, and now I'm continuing on my journey here in District 20, and I'm very excited about this.

David Pretto: I speak Chinese, mandarin, Chinese, Cantonese. I have. I can converse in Italian, and I have a beginner level of Spanish.

David Pretto: one of the many things that I learned as an educator, the essence of education obviously is. You know, we we learn, we improve. And we, you know, we evolve. So that's something that I'm definitely looking to bring to shallow. I think that there are many great things happening, and I hope to bring many more wonderful things to the school.

David Pretto: And lastly, I just would like to say, if my roots. In this community. I continue to work with the community. I believe in the home school and community network and and partnership, and that's why I would like to thank the Cec. President, C. Stowe and the Cec. For allowing me to come here tonight and introduce myself. So thank you.

David Pretto: Thank you. Congratulations.

David Pretto: thanks so much, principal. We're really excited to welcome her onto the team, and we've introduced her to the shallow community. She had her 1st official day yesterday, and really excited to to have her lead the amazing shallow community moving into the future.

David Pretto: So just, I want to just touch briefly upon an update to our website that we'll have shortly and connected to an initiative that we started at the beginning of last year, which is the D 20 athletics we've at the district

David Pretto: been struggling. One of the challenges we had that we were able to bring on with the formation of district teams was a sports program. There was a lot of outreach from our young people around opportunities to compete, and you know and play in an organized way. So last year we were able to start small. We started with an Elementary Basketball League. We had 4 teams

David Pretto: compete. It was a lot of fun. We expanded it to middle school. We had a Middle School Basketball league, as well as the Elementary Basketball League, and last year we were able to culminate it with a game between the championship middle school team and a ragtag crew of district and school leaders

David Pretto: at the Barclays Center in A in a basketball game which was a lot of fun, and we plan to do something similar this year with the basketball team. That's the picture you'll see up there this year. We were able to add a couple of new opportunities which I'm really excited are

David Pretto: opportunities that the basketball teams were we. We did have one or 2 female students play, but it was predominantly male. This year we were able to add a couple of sports that were at the request of not just our male but female students. So this year we have a volleyball league that will be. That has been

David Pretto: that will start in the spring that we're really excited about. And this was a an offering that I wasn't anticipating. But our PE teachers, along with the District Physical Education lead. Anthony Carano

David Pretto: pushed ultimate Frisbee, which has been a huge success, wasn't exactly expecting it, but has been a huge success across the schools, and

David Pretto: we're going to have our championship. It's been enjoyed by both boys, boys and girls. All students have been able to really participate in the ultimate Frisbee. It's been very accessible and a lot of fun. So I want to thank Anthony Carano. I also would like to thank Sean, Mclean and all the PE teachers who have been working with Anthony and Sean in leading this work, developing the programs.

David Pretto: obviously working with the students and also working with their colleagues and developing. It's been a it's been a big team effort, and there's a you know, no pun intended, and there's a lot of folks here on the in the picture who I'm not able to name off the top of my head, but several PE teachers who've been working directly with Anthony on the

David Pretto: the design and implementation level and Sean at the organizational level. To to make this great, these great opportunities happen for our kids. So we can. We're looking to push as many opportunities as possible that we're able to sustain. But this will be something that we'll be adding to the website soon as once we get this vetted and

David Pretto: parents and the community about to see some of the different opportunities that we're offering to our young people district wide when it comes to athletics.

David Pretto: And then, you know, I wanted to do a brief presentation, Steve, at the at your quest just to discuss the District support plan when it comes to Nyc. Reads so priority. One obviously is the the Chancellor's priority when it comes to literacy.

David Pretto: And I'm just going to go over 5 different components of the plan, the theory of action, the role of the district literacy team, what types of supports. We're providing to our schools the assessment and the involvement of assessments. And then the academic intervention plan within Nyc. Reads at District in District 20.

David Pretto: Why, just reading. You don't have math. We have a math one, too. But just the request came from reading because we were discussing reading, so I prepared a plan for reading. I can do the same thing for math, but I'd have to, anyway. I've been looking at both scores. But that's fine. Go ahead, gotcha.

David Pretto: I assume it's similar ish in terms of the approach, and the the approach is so what I can do when I go through the the plan I can make connections to the math plan and just discuss how they're similar and how they're different.

David Pretto: So this aspect of the plan is similar to math. So we really do look to partner with school leaders, with teachers and with folks from Central to provide Pd guidance and resources that are tailored to

David Pretto: the initiatives needs. And then we build school capacity through identifying practices that we identify as research based and high leverage like, that's really the goal. And we think that if we do that we'll enhance student experience and ultimately increase achievement. That's the theory of action.

David Pretto: So we have a district literacy team and our math team. We do have a district math team. It's not as big as the district literacy team, but we do have a district math team.

David Pretto: So in Literacy the team supports not just school leadership, but also the, you know, also district team in terms of developing a vision and goals, priorities and curricular expectations. We obviously support with the implementation of the Hmh. Literacy curriculum and selected materials. The math team supports our school leaders.

David Pretto: Aps teacher leaders, and this year the priority subgroup is with students, with disabilities. So working with special education teachers in math in the implementation of the curriculum and

David Pretto: research-based high leverage, instructional practices in the classroom that are aligned to the mathematical shifts, and the next generation learning standards.

David Pretto: The curriculum in math is not uniform. There are a couple of different curriculum in play in our district, 20 schools, but every single school in District 20 has adopted a standards aligned curriculum in math. The majority of schools in District 20 implement envision math from Savas, both in elementary and in middle school. But we also have some schools implementing Eureka math, which is formerly also known as

David Pretto: the. It's the one that is from engage New York

David Pretto: from New York State, and and a couple of other options. But the predominant number of schools implement envision math.

David Pretto: The team also supports the strategies for implementing the core. Curriculum for developing strategies, supports and scaffolds to support subgroups. Our priority subgroups in the district are English language learners, students with disabilities and Hispanic students.

David Pretto: and then also strengthening Mtss, which is, it's an acronym for multi-tiered systems of support. Basically like how we look at students and schools in terms of tiered needs, and how we provide different plans and different levels of intensity, of support based off of the need that that tier of students or schools is displaying. That's what Mtss. Stands for.

David Pretto: Tier. One is the the basic universal level that everybody gets. And that's the 1st level of Mtss.

David Pretto: And then, finally, you know, supports with research based practices for reading, writing, discussion, vocabulary, and knowledge building in mathematics. It's in a similar way. But it's in different components of the mathematical shifts, which is something that at the next meeting, Steve, I can give a review on what the mathematical shifts are, and how those are the foundation for how the math team goes about providing professional development for teachers and assistant principals.

David Pretto: They also provide school leadership with ongoing support for implementation through a combination of facilitating professional learning around curriculum practices and content monitoring actual feedback. So we're working with school leaders around how they provide teachers with high quality feedback aligned to not just the Danielson framework, but also the next generation, learning standards and specific aspects of research-based instructional practices.

David Pretto: We work on ongoing, monitoring of analysis of school data, identifying promising practices around the district. This is something that we've begun planning around implementation and sharing of some of these practices around lab sites of promising practices across the district, and then schools that are tiered for targeted support. So district literacy team provides ongoing, on-site targeted support for specific what we call tier. 3 schools schools that have, you know, specific.

David Pretto: you know, high levels of need that we that we deem to be benefiting from ongoing support.

David Pretto: and in a what we call a Pdsa Pdsa continuous improvement cycle.

David Pretto: And then the District Literacy team also identifies district trends around curriculum implementation and alignment, basically like how things are going within the curriculum and literacy practices across the district determine strengths, areas areas of growth

David Pretto: to inform the professional learning plans for teachers for assistant principals and for us, and then also just assess overall the impact of the curriculum and the instructional practices in terms of student outcomes. And the math team does very similar work. So like a lot of these things that we're talking about, we're doing very similar things.

David Pretto: So one of the things that we do in terms of providing district level support, we have monthly meetings with school literacy points and school literacy teams. We discuss district progress around the implementation of the curriculum and strategize about ways to address challenges directly with teachers and teacher teams. We facilitate plcs or professional learning communities with district and school based leadership that's tailored to a district need. And this year the focus is on data inquiry how we're using student work

David Pretto: to monitor the impact of our implementation of the curriculum and in terms of how students are doing and then use that information from student work to determine what are some things that we need to prioritize when teaching future units

David Pretto: we facilitate, they facilitate an assistant principal Literacy Literacy Institute. There are 8 different cohorts of assistant principals.

David Pretto: 4 to 5 each, who visit each other's schools on a monthly basis, which is facilitated by a district team member, and they, essentially, you know. Look at the work that's being done in that particular school supported by New York City's literacy shifts. And we talk about how we can connect the literacy shifts and other research based components of

David Pretto: the science of reading to the implementation of curriculum and teaching moves by teachers so that supervisors get much better at providing teachers with like high leverage, high quality feedback that will improve their practice in in supporting our students from a research-based sense.

David Pretto: The team also provides resources and tools to support implementation, analyze data. And also, you know, the team also reaches out

David Pretto: the principals. Teacher teams. Aps also reach out to them kind of on an ad hoc basis to request specific supports, and when they're available to do so, they'll visit the school or work with the principal on that specific kind of request that the school may have. And then we specifically have a monthly bilingual Professional Learning series for our bilingual teachers to support our dual language programs. We have

David Pretto: 5 languages represented across 17 schools with dual language and bilingual programs. So we have 2 team members who are experts at the elementary and middle school level in bilingual programs supporting those teachers in the model of the program, the design, how they're able to leverage the curricular resources. And in order to support, not just the development of the English language, but also the language of the dual language program

David Pretto: for assessments.

David Pretto: The district uses Acadians and Iready as academic screeners. Every district in New York City has utilized a universal screener in reading and math in Grades K. To 8. They had a small list to pick from in grades K to 2. I've reviewed this before K to 2 Acadians. The Acadian screener is the option, and then in grades 3 to 8 map growth or Iready are 2 of the the main choices. We utilize Iready in District 20,

David Pretto: and basically what the the academic screening tools are utilized. They? They screen all students. It's a universal screener and

David Pretto: the team supports, making sure the schools have procedures in place to make sure that they're implemented accurately. We've been implementing Iready and Acadians in District 20 for the past 4 years. So we were implementing universal screeners prior to Nyc reads and then ensuring that screening happens for all students. 3 times a year

David Pretto: we operate a District Wide Assessment calendar, just to ensure that folks are able to implement those universal screeners as well as the formative assessments which come from the curriculum. You know, this year all schools have been implementing the module assessment, which is the, you know, the end of unit assessment in the elementary grades. And then it's called a unit assessment in the middle grades. But it's the same idea. It's just the test at the end of the unit.

David Pretto: And then this year we've also been, you know, focusing more on what's called a performance task. It's basically a writing piece at the end of each module. That is the last lesson in the unit.

David Pretto: and it's an opportunity for students to demonstrate their learning in writing. In response to the text or texts that they've read in the unit.

David Pretto: And we support just monitoring data. How like how kids are doing on these assessments and seeing how we can adapt school supports on an ongoing basis and then progress. Monitoring. This is specific to

David Pretto: the term progress. Monitoring in District 20 will connect directly to the Acadian screener. So all students in grades, kindergarten, 1st and second grade are academically screened in literacy, using the Acadian screener 3 times a year on their foundational literacy development.

David Pretto: Students who are who perform below benchmark, who are not meeting progress at any one of those points during the year are expected to be identified for what's called progress monitoring. This is a function within the Acadians system where students are able to have an individual competency and literacy identified like

David Pretto: like 1st sound fluency. If they're not meeting benchmark and 1st sound fluency, a student can be identified for progress. Monitoring and teachers are teachers implement intervention. They do support at different tiers on the Mtss. Plane to support that student in meeting the benchmark

David Pretto: when the next assessment comes up and the Acadian system allows for them to be assessed on an interim basis in between those academic screener benchmarks to let us know how students who are not meeting benchmark on those, you know, annual sorry the 3 times a year universal screens. It provides us an opportunity to see how those students are doing.

David Pretto: We also do the same type of progress, monitoring and Iready. But Iready, the Iready program itself doesn't offer like a progress monitoring assessment itself. So the teachers are doing their own secondary diagnostics with students who are not, who are performing below benchmark and using research based programs which I'll review in a second on on how they're supporting those students, either in the classroom or in a small group outside the classroom, in in different forums

David Pretto: and the teams, and and coming back to the team, the district team supports schools and implementing these programs. They they train teachers and Aps and principals on the Acadians platform in some of these different research-based programs and provide the schools with, you know, a better kind of way in which they can pick which ones are going to work for them like this list is a list of programs that schools can use, but they don't. Every single school doesn't use every single program.

David Pretto: They pick a program that meets the needs of the students in their schools and makes sense for what they're doing in the school.

David Pretto: So one thing that we do within Mtss. Or this, like multi-tiered system of support on the academic side, we train principals. We train Aps in what the structure looks like. We let them know what the expectation is in terms of how they're thinking about using screener data to think about students who are below benchmark and how they're developing plans to help those students meet benchmark on the next screener.

David Pretto: And then we also inventory schools. We find out what are the different programs they're using within literacy. Specifically, in order to kind of determine what are going to be interventions that are happening at schools that we can expect and also provide training and making sure that schools are connected to opportunities to, you know, do ongoing training for their teachers to make sure they know how to do these programs. Some of our schools had been implementing some of these programs for

David Pretto: many years, and some of our schools adopted some of these programs this year. So the training is really crucial and ultimately overall the district literacy team

David Pretto: functions as a support mechanism for teachers, for assistant principals, for principals, and all other folks who are involved in this to be able to have the tools that they need to to do this. So these are just a few programs that students in grades, primarily, primarily in grades 2 and up, would engage in in any kind of like outside of the core curriculum

David Pretto: intervention, because they are not meeting benchmark on a screener.

David Pretto: And then, just finally, just for assessment types, because I know that there was a kind of we talk a lot about assessment, and it can get confusing for folks. And you know we're used to it, but it's something that parents are used to. And I know that we've also had discussions in this meeting around the connection between

David Pretto: Iready and state exams, and I think that it's important for the distinction to be made. So. Everyone kind of understands what the what the purpose of each assessment is, and like, why we're bothering to give them in the 1st place, and definitely making sure that we're not making connections that you know shouldn't be there. So the academic screeners. This is Iready and Acadians.

David Pretto: The purpose is to quickly identify students, current skill levels and potential areas needing support primarily for teachers and for the teacher in the classroom.

David Pretto: also for grade level leaders, and obviously for principals. But 1st and foremost for teachers.

David Pretto: The timing is, it's administered multiple times this year in New York City. We do it 3 times a year, and they're adaptive. The assessments that we use in New York City are both computer adaptive, which means that the difficulty of the questions that the students answers changes based on how the student answers the question. So each student doesn't answer the same questions when they're taking the computer adaptive assessment, and because they answer different questions, the result ends up in a different place, because, you know, all kids are different.

David Pretto: But it's also a low lift in terms of a teacher needing to administer the assessment. What's a priority for us is that the data is accessible easily for teachers that it's not a big workload on the teacher's end to administer the assessment, because it's hard enough to respond to the data and put, the teaching moves in place. So we want the data to be easily accessible

David Pretto: for teachers, the scope they focus on specific skills or areas to identify strengths and weaknesses. The Iready and Acadians do not test everything. Every time.

David Pretto: you know, especially Acadians, Acadians will test specific competencies that students are expected to master along the continuum from kindergarten through the end of second grade, not just for for the different benchmarks that students are expected to hit when they're developing in early literacy, but also just for the scope of the assessment. It would just be unreasonable to test a.

David Pretto: you know, a 6 year old on every single competency every single time.

David Pretto: And similarly with the Iready assessment because of the way that it's computer adaptive, it matches up to the students, needs. So only the highest performing students end up in a longer version of the exam students who are kind of below benchmark. In those areas, the assessment ends up being a little bit shorter for them actually.

David Pretto: And this is in juxtaposed against the summative assessment which the New York State exams. The purpose of the State exam is to evaluate student learning at the end of the year. It's to proficiency in Ela and Math aligned to the standards. It's done one time a year annually. It's fixed form, which means that every single student answers the same question. There are different forms. But the but the basic idea is that every student answers the same questions.

David Pretto: It's comprehensive. It assesses all of the standards in that particular chosen area, and it measures overall achievement at mastery of grade level standards. It's used for reporting. It's used for accountability, and it's used for informing instruction. So it's used for all of those things. And the basic examples are the state Ela Math exam. So I just wanted to just make sure that that distinction was drawn for

David Pretto: for families and for the community, so that when they encounter these assessments, and we reported on it before. But like, I think it's just, you know, it gets lost, and I want to make sure that everybody kind of understands the the what and and the why

David Pretto: we have, and just Steve, just for math. We also administered academic screeners in math.

David Pretto: So in mathematics, 3 times a year all students are administered. The the Iready benchmark

David Pretto: we use Iready K. Through 8.

David Pretto: We don't have a special one for K. To 2,

David Pretto: but this. But all the other things apply the same in math.

David Pretto: So and that that's the that's the end of my report. And I'm happy to take any questions. Yeah, thanks, David. I just want to ask a couple of clarifying ones on things that you had said. Just so. I understand you. You mentioned tier one. Yeah.

David Pretto: at 1 point, and but actually backing up.

elizabeth chan: We talk about supports. Fundamentally, we're talking about teachers. And we're talking about materials for software applications. Is that fair to say.

David Pretto: Those are.

elizabeth chan: Those are 2 examples, but there's also other. There's also.

David Pretto: Other things. So when we talk about support.

elizabeth chan: We basically talk about the.

David Pretto: Availability and the access ability of resources and that

David Pretto: it could be technological programs. It could be paper pencil programs.

David Pretto: It also can be around pedagogical practices or moves like teaching strategies like how we teach literacy to an English language learner, or how we teach, you know.

David Pretto: a con, you know a conceptual understanding approach to math, to to a student with disability like that. That's also something that we do in terms of

David Pretto: a resource. We, you know, training on those types of things. And then we not just teachers. So we train teachers. But we also train assistant principals, and we train coaches. And we also train the principals, like, you know, our principal conferences. Are we incorporate a lot of this work in the principal conference for for a variety of reasons. But the primary reason is that nothing happens in a school without the principal.

David Pretto: and then and then use of tier one. So I just can you just explain. Tier one. It sounds. It sounded to me like tier. One is a school that

David Pretto: everything's going fine, and you'd consider it a tier one with a tier. One level of resource. Yeah, like, tier one is tier one from the student end. When you're talking about how students are doing tier one is all students.

David Pretto: Okay, tier one. When you're talking about the tier, one curriculum you're talking about the curriculum that every single student in the school gets. That's the grade level standards, aligned core curriculum. When you're talking about schools in terms of tiering schools, a tier one school is a school that needs the lowest level of intervention necessary. Yeah. And then you mentioned tier 3. And before I get to tier 3 is tier, 2 in there as well. Tier 2 is the tier 2 is

David Pretto: tier. 2 is the example of some intervention, so on the student end it is something that is supplemental, or in addition to the core curriculum.

David Pretto: and it is going to be in a small group. It's not going to be individual. So a student who is engaged in some type of tier, 2 intervention, whether it's in the classroom or outside the classroom, it's going to be with a group of students, the students not going to be by themselves or with like one other student. Okay? And then.

David Pretto: for lack of a better tier, 3 is a school that has a tier. 3 school would be a school that, you know, is deemed needing the highest level of intensity of support, and then a tier. 3 intervention for a student is the highest level of intensity. It's after tier one and tier 2 have happened. It's within the smallest group, if not individual. And it's and it's extremely targeted

David Pretto: to that competency or competencies that students struggling with? And is this defined by the district? Or is this defined by this by the New York City public schools, or defined by the State. This classification state, and ultimately the decision, I mean the Mtss. I mean, the Mtss. Framework is a State and national framework. It's something that

David Pretto: I'm struggling off the top of my head to. Can you say we need to put this school at tier 2 or tier? 3? We don't, I mean, I don't look at it that way. I think we look at, we look at student needs. We look at data, we look at trends and patterns. And we and look at what's what resources are available. And we look at the priorities are when we make those decisions. And

David Pretto: you know, we also, it's really framed in support, like we're really looking to, you know, address needs that schools have, whether it's with whatever the need is. But we start with data, but you still have to say, tier 2 or tier. 3. Designation at some point. Right?

David Pretto: It's not something that like, are it? Let me ask you a question like, Are you? Are you asking if, like tier 2 or tier 3 is some kind of like official public designation that I'm you know, putting on a school, or is it

David Pretto: because that's not what it is like? What tier 2 or tier 3 is like tier, 2, or tier 3 is how we internally think about how we see schools, or a teacher or a school sees a student performing, and you know uses that as a framework for the type of support they're going to provide to the child, and they use it also as a measure to ensure that the other tiers are put in place, like the thing that

David Pretto: you know. The thing that the Mtss. Structure does for a teacher with students and with, you know, a district leader with schools is to ensure that all of the other things in place

David Pretto: before the next step is taken. What the the pitfall of thinking about all this stuff it's really like an organizing framework. When you're thinking about all this stuff.

David Pretto: you can very quickly look at some data and make a judgment and skip tier one and think, oh, well, tier 2, like the tier 2 structure is going to meet the needs and fix this and not think about tier one. And that's a that's a very bad pitfall to fall into, and the Mtss. Framework kind of ensures that you don't do that we first, st

David Pretto: even if a school requires, or a student requires tier 3 intensive support, that is, after that student has engaged in tier one. They have been given access to tier one, so that student is not removed

David Pretto: from the core classroom. They're not removed from their class. They get all of the grade level instruction. They also get the tier 2 opportunity before the tier. 3 thing happens. And we think of that same way with schools like when we're thinking about designing supports. You know, we don't think about designing supports in like

David Pretto: kind of like dividing schools. I don't want the perception to be that we like divide schools into like these different groups, and, like some schools get this and some schools get that doesn't work that way. Like, you know, everybody gets support in all of the tiers based off of where they need. So a tier. 3 school who really needs intensive support with a particular program or particular subgroup.

David Pretto: also is getting all the support that every school is getting in tier one, and is also getting all the support that they would need with their students in. You know, learning tier 2 like tier 2 programs. So that's it's an organizing framework more than anything else. Yeah. But can you say how many tier 3 schools are there?

David Pretto: I don't. I mean, I don't. I don't know. Off the top of my head, like we have different schools receiving different types of support. 1 1 thing that we are doing is every single school that is received. I'm sorry every single team member that I have is providing that the that type of support.

elizabeth chan: Port, 2 schools based off of.

David Pretto: Expertise area. So like the great

David Pretto: thing about the team is that we do have.

David Pretto: We do have folks on the team who are experts in some of the areas of need that we have in the district. Primarily, English language learners like we have folks that I can deploy to schools that can support a school directly with

David Pretto: how instruction happens at that school for English language learners within the different type of program that they offer to students. And that's that's something that's that's really important, like, that's something that that's the type of support that we're expected to provide. And then how does this tie into fair student funding like, does it? Does it tie in with like academic intervention ells. They all get higher rates and fair student funding.

David Pretto: We're discussing allocation of resources to different schools on an as needed basis.

David Pretto: Does that impact the school's budget? Not at all. My my team's budget is completely my team. My team's budget is completely they. Yeah, they're they're on the district team. So the support they provide to a school is at no cost to the school. And and impacts the school's budget doesn't impact the school's budget at all. And so you could be sending you could be sending people to different schools throughout the year.

David Pretto: Correct for a few months, few weeks, whatever is needed. That's right. Yeah. Would you? Would you make a decision to? And I think you're dodging my question a little bit on the numbers. But that's okay. I'll move on. Would you make a decision to put a school on tier 3

David Pretto: based on the rate of change, because for everyone who doesn't know this came up because I was looking at the changes in state test scores and the changes, and I already. And, as David's pointed out, we look at State test scores to the predominant determinants of learning, and that's fine with me. That makes a lot of sense. But I was looking at the rate of change. I was looking at. A few of the schools in the district that have showed declines the most significant declines. And I was just asking.

David Pretto: What's the process for addressing this? And so my question, David now is.

David Pretto: obviously there's some schools in the district that

David Pretto: year in, year out, have lower tests. I think that a lot of that is is just always going to be the case. And but I was particularly focusing on the ones that show changes in particular declines. You know, the ones that are improving. That's great. That's amazing. But do you guys look at the ones that show significant declines from historical levels? And put them on tier 3, step and say, let's let's start moving them to tier 2 or tier 3. It's definitely something that we look at.

David Pretto: Okay.

David Pretto: do the schools that I mentioned like we looked at. You know, we've talked about it before 682, they had a 17 point drop in. Ela. Would that then become, you know. Would you start thinking about moving them to a tier 2 or tier 3. As a result we would definitely start looking at what type of support we could provide that school and see if the support that we could provide would match up with what the

David Pretto: you know, what the needs are and we would use, we would definitely look, we definitely use test scores as something. And we collaborate with the school leaders. We meet with them individually and discuss these things. So yes, looking at test scores is definitely something that we start with when we're thinking about what types of supports we'd wanna you know, kind of provide to a school.

David Pretto: If you go through. I mean, we've we've had this. This. The state tests are

David Pretto: as we've all talked about. They changed the format a little bit.

David Pretto: in 2023. So we've had 2023, and 2024 comparable.

David Pretto: essentially comparable swaps. Do you have a sort of a roadmap or a plan that says, Okay, let's we should. What's reasonable to expect in terms of improvement for a school? How many years do you think is reasonable to expect for improvement. I mean, we set that we set those goals in the Dcp and schools, set those goals individually in their ceps around what that expected goal is

David Pretto: okay.

David Pretto: and do you guys provide? Do you guys? And and you obviously oversee the Ceps and okay, I mean, can you say of the schools that have shown a drop in in Ela or Math. Scores?

David Pretto: you know. Have you? Have you come up with plans for the schools that I mentioned in the email.

David Pretto: We have schools on, we have schools that have had drops get support from the district. You know. We've also had schools that you know, aren't on that list. Get support from the district. And we also look at district wide things. You know, test scores, especially in last year we introduced computer based testing. You know.

David Pretto: it's we don't want to be reductionist and think that there's like one reason, right why something happened. And we want to work with school leaders to make sure that you know we're in the same place in terms of what we thought happened, and what we think is going to be helpful. We also there's a certain autopsy data nature to state test scores. And you know, after a while we want to look at. You know.

David Pretto: we have the resources that are at hand. We want to deploy them in a very like efficient way. That's meeting the needs. And then we want to monitor that progress. You know, we, and with individual schools and also district wide. I mean one thing that I've seen

David Pretto: immediately, which has been something that all schools have identified as a need because of the expansion of computer based testing is teacher training on how to use a computer platform to engage students, and how to, you know, read and write on in that format.

David Pretto: That's something that is attributable to some drops, but wouldn't necessarily be like, put somebody in what we're calling tier 3, if that makes any sense. But there's other. There's other theories around. Why, some schools had drops or challenges that do match up to resources that we have at the district. And in those cases like we definitely deploy to support the teachers in how they can.

David Pretto: You know, hopefully, potentially improve. And again, like comes back to the theory of action. It's around like providing resources, providing professional learning, providing support and providing guidance. If we do that in, you know, a strategic way. We, you know, expect that

David Pretto: you know more students needs will be met in those particular areas, and that the the results would improve. Do you expect what you just said that? Essentially, it sounds like you're saying there's some issues that you feel like you can control and can address. And then there's some that you sort of

David Pretto: classify as kind of outside your control, or

David Pretto: to the bigger picture problems. But like of the things you can address

David Pretto: of the schools that I mentioned in my email. Do you feel confident that you can address those? I think that we're supporting? I think we're supporting those schools in a in a robust and like collaborative way.

David Pretto: Yeah, little bit of a vague answer. But

David Pretto: alright, and then I guess just a quick question. You were mentioning the intervention programs. Are these software applications, the additional ones you can get a list of 5. Yeah, some of them are. Some of them aren't okay.

David Pretto: Okay. And is it something that all schools like like I was saying before with Budget wise? All schools have access to them. They can pick. Yeah, they can pick them, some of them, but they would access to the menu. It's paid for by the DOE or something, some of them, some of them are already paid for or embedded in some programs that they already have. And some aren't okay. Okay.

David Pretto: like the Wilson intervention system is built into Wilson foundations. For example, Wilson foundations is a curricular program. It's part of core curriculum. It's a 1 of the you know, approved foundational literacy curriculum. So all school like they have an intervention program that goes along with it. So they have access to that. Whereas, I believe, spire, which is a pretty intensive literacy support program that one. Schools have to purchase.

David Pretto: Got it, but it's their choice. They they can pick it or not pick it.

David Pretto: Does anyone have questions on this topic? And I have a couple of things I want to ask superintendent about. But on this particular topic.

David Pretto: Good evening.

David Pretto: And then, David. 2 other questions I had for tonight. One is,

David Pretto: geometry. Any updates? Have you talked to the staff about putting in place geometry for middle school.

David Pretto: I saw the request. It's not something that we have brought up at this time, yet. We're still in the process of training all of our science teachers in the biology regions and all of our social studies, teachers in the Us. History regions as well as our math teachers in the algebra regions. So it's something that we're. I'm definitely open to the idea and we'll definitely consider. But we haven't. We haven't gotten into it yet.

David Pretto: Can we set a dead some kind of timeline or something?

David Pretto: What sort of timeline did you have in mind next month next month for to have a discussion to have a discussion.

David Pretto: Here's why I hesitate. Yeah.

David Pretto: there's a lot of balls in the air with our school. Our school leaders are really taking on a lot. They're administering the second, the midyear screener. There's going to be some data that they're gonna you know, the

David Pretto: the turnaround time between the middle of your screener and the state exams is pretty short. And it's a time when we're really focused on, you know, looking at student work, how we're able to like.

David Pretto: make sure that these tier 2 tier, 3 plans, a lot of schools start their Saturday programs around this time of year morning programs and start to kind of

David Pretto: stretch the capacity that they have in terms of how they're getting kids ready for the exam. So this is the type of thing that if we were going to have a discussion with the principals about, you know, talking about geometry, pilot, because the geometry pilot is a programmatic

David Pretto: challenge, as we've discussed in the past. You know geometry. If we're doing geometry, it means that we have students taking the algebra regions in the 7th grade and then taking the geometry regions in the 8.th And that is a programmatic thing that a school definitely would have to take on. So I wouldn't want to talk about that until the spring. Yeah.

David Pretto: and it doesn't necessarily have to be piloted. I think we could agree. It doesn't have to be at every middle school in the district. You could pick a school or find a school where the principal thought that they had the capacity. Absolutely

David Pretto: could you at least make that. Yeah, yeah, I think in, I think in the springtime we would definitely be able to say that we would have had some kind of discussion about it with some schools, and have some sort of a an idea about what it might look like if we were to do something like that next year.

David Pretto: And do you want to be? Can you be more specific? On what springtime? What month that would be?

David Pretto: How about May?

David Pretto: How about March?

David Pretto: How about.

David Pretto: I'm gonna I'm gonna have to stick to. May.

David Pretto: Another question, David, my, my last one is

David Pretto: do schools in the district. If kid for kids who are in like for middle school students. And this is relating to like the the Gpa. The current New York City Wide High School admissions process where you have

David Pretto: the different buckets based on your grade point, average 90. And above is in the sort of the tier one. Yeah. For calculating. Gpa, do. Middle schools

David Pretto: assign additional weight to kids who are in the middle school level are taking honors classes.

David Pretto: So a kid in an honors class might get an 89, 89 average all honors, classes. A kid in general, Ed might have a 91 average.

David Pretto: In that situation the the general Ed student would get in the top tier bucket, whereas the Kid, who is taking all honors classes, is in the second tier bucket, which is not fair.

David Pretto: do do our schools offer? Do do we weight the Gpa. Based on the

David Pretto: so from like a pure math mathematical standpoint, it's calculated on the report card, just with simple division.

David Pretto: as far as school like that. So that's the short answer. I don't like. Beyond that I would have to.

David Pretto: I would have to look more into it. Yeah, I want to know, because that's a problem, right? If it's not if kids who are taking honors, classes are being penalized because the classes are more challenging.

David Pretto: And let's say they're

David Pretto: well. The honors classes are set up so that students are in line to be programmed to take that particular regions like that's the kind of structure of that within the superintendent program or the algebra honors program. And this is, we're talking about middle school. Obviously for high school

David Pretto: but I mean, I hear the idea that my students in an honors class and I got an 89. But somebody in the General Ed class got a 90. I think that that's not fair. I'd have to look more into that like I'd like I'd have to look at. That's something I have to look into. Okay.

David Pretto: thanks.

David Pretto: Okay. Those are all my questions for

David Pretto: anyone else have questions for. But I was just thinking about what you just said because there's not a lot of space in the honor classes, anyway. So maybe that General Ed Kid was a kid that couldn't get into the honors because it was too packed.

David Pretto: So you have to think about that. No.

David Pretto: in the way how many people can get into the honor classes.

David Pretto: So how's it like cause?

David Pretto: Because you only have a certain amount of kids that could be in the honors class, and a lot of them don't leave them. So the kid in the General Ed could be a super smart kid. Also, I'm just saying that to put that out there also, because in our district a lot of the honors seats are filled. What I'm saying is in. If if the system works fairly, both kids will get get credit for their work because the Gen. Ed. Kid super smart

David Pretto: will get in the night in the 1st year on his or her own ability. And then the honors kid will also get into the top tier based on the the hard work, the work that they do in their honors classes. But I'm just saying there's sometimes there's no space for them to get. That's an issue of like how the program. So I'm just saying it's nothing's really that

David Pretto: cut and dry.

David Pretto: Well, I made an example for the for the discussion. That's it.

David Pretto: Yeah, actually, by the way, David, what is the rate? Do we have numbers yet for the superintendent program for the the dual program, and then the algebra, only one like number of kids who applied and number of kids at each middle school. I'm really curious about that. No, we will have. We'll be able to have that at the end of the year in May or June, when we do audit register

David Pretto: doesn't. Don't you guys know how many kids are in the schools right now?

David Pretto: I'll have to go back to

David Pretto: all right. Drop it, register. Thanks, David. No problem.

David Pretto: Annoying questions went into it.

David Pretto: Appreciate you sitting here and answering that.

David Pretto: What next up is me? I don't have too much to

David Pretto: Yeah.

D20 CEC20: Pretty much every meeting. From now on we have the Cec elections coming up in January 13th

D20 CEC20: applications open, and I think there's a there's some kind of

D20 CEC20: DOE hosted information session coming up. I forget the date, but it's coming up. So we encourage any parents who are thinking about applying to

D20 CEC20: to join the information session, and also to to apply

D20 CEC20: and I guess we can go to our second public speaking session.

D20 CEC20: same rules as before. If there's anyone who would like to speak, anyone in the room will prioritize in-person speakers. If there's anyone online who would like to speak.

D20 CEC20: please sign up using the Google form

D20 CEC20: at this time. Kevin, do we have anyone signed up to speak?

D20 CEC20: No, okay.

D20 CEC20: No one signed up to speak. Anyone in the room.

D20 CEC20: See anyone so quiet?

D20 CEC20: It's a New year, a New year, a new Steve.

D20 CEC20: Okay, great. So let's move on to our discussion of the Sca capital projects. And this is like, I don't know I'm not. I'm not gonna editorialize too much. But, Kevin, should I share my screen? Yeah, cause you know. Edit it right? You you emailed me the link right awesome.

D20 CEC20: here we go.

D20 CEC20: Capital project requests. This is the annual

D20 CEC20: sharing is not turned on. Can you enable me for sharing?

D20 CEC20: So the annual, the school construction authority once a year takes capital project requests

D20 CEC20: from schools, and there's a process in place where Cecs collect requests and then send it on to the Sca. And the Sca reviews those requests and sends them back.

D20 CEC20: And I've done this for

D20 CEC20: a bunch of years. Now I will say that we will send in the request. We thank the principals for sending those in.

D20 CEC20: I'm just going to share my screen. We thank them all very much, and what we can do as Cec members is, we've been told over the years that if you rank them a certain way, it'll have a bearing on the ultimate rate of approval. I can tell everyone in this meeting, and I will tell anyone who asks me that the sca, that there's absolutely no rhyme or reason to what gets approved and what doesn't. And in fact.

D20 CEC20: in my time doing this, we've never had a project approved, and that goes for a lot of my

D20 CEC20: friends at other Cecs. And so, you know, we greatly. You know, we'll do what we can for principals, you know. Send us your request. We'll send them in. But I would encourage any principal.

D20 CEC20: The people who matter are your city council members, Justin Brand, Susan Truong and and the borough President, and our borough President reps. You know, Fabiola and Tamara stern. They're the ones with the money. They're the ones who get projects done.

D20 CEC20: But we will send this in. Usually we get the response in the fall, so don't hold your breath on this, anyone, and I've sent a bunch of requests to the Sca about sort of additional details, and

D20 CEC20: I can answer any questions. The information they give us is usually just send everything in and we'll review it. I think it goes without saying that some of the projects are more discretionary funding stuff that will be more appropriate for resolution. A. The Sca really will take care of buildings if they're in physical danger, but that usually happens outside of the Cec process. So with that being said the point of me saying, that is mostly just to say.

D20 CEC20: you know, we can spend an appropriate amount of time on ranking this stuff, but I think all of this should go in. We will send it all in. We will do our usual follow up, and we will assist principals in any way we can.

D20 CEC20: But

D20 CEC20: yeah. So that being said, I can quickly walk through these. I think we have a manageable number here if I'm not mistaken. Oh, we're at 35, 34 projects. So and like, I said before, guys, I I think that the ranking is is a useless exercise, so we can go through these and just sort of let's just acknowledge all of them and

D20 CEC20: and then I guess we'll we'll send them in later next week. So Mapleton, Ps. 48, Mapleton, an electrical and Hvac project for the cafeteria. That's certainly a popular request from schools, and we definitely see a lot of those. Ps 69. Also Hvac improvement.

D20 CEC20: New Hvac system. Yeah, I see there's there's a history here about

D20 CEC20: how attempts can be made at that. Jhs 62. Electrical and safety work I saw walked by 62 the other day. It looks like they're having some structural work done or some scaffolding is at least up around the school.

D20 CEC20: Ps. 102. Bayview has a number of projects here. Student bathrooms is a very popular one, but that's definitely one that we should. We should be submitting auditorium and bathroom at 104

D20 CEC20: bathroom and sanitary sanitary a. Ps. 1, 27

D20 CEC20: looks like an additional water fountain replacement project at 1, 27, 1, 64 electrical upgrades. We see a lot of common themes here. Oh, this is an interesting one from Ps. 170. Exterior. The windows.

D20 CEC20: The windows. May not something wrong with the windows, I guess the windows are deteriorated, not even transparent. If we were to rank these, this one seems maybe like one that we should put up at the top, given that it's structural, and that the given that the Sca is usually focused on structural issues in their day to day work.

D20 CEC20: Ps. 1, 76 bathrooms. I'm just gonna make a highlight of this this one right here.

D20 CEC20: From principal culkin at 176 Ps. 180 principal Sacco.

D20 CEC20: It looks like they're requesting auditorium renovations, audio visual

D20 CEC20: chairs, lights, and stage. That's a very popular one.

D20 CEC20: 185 Katzenbrock auditorium. I thought they just got a whole redo

D20 CEC20: of their auditorium. Wasn't that a Justin Brandon project, anyone.

D20 CEC20: Elena? Do you know that? Didn't Justin just throw a bunch of money at the school? He says he did online. That's for sure.

D20 CEC20: Ps. 186 Gladstone bathrooms.

D20 CEC20: All across the board staff students, exterior

D20 CEC20: window functionality water damage. We'll highlight this one. We'll we'll put this one.

D20 CEC20: I guess. I'm talking myself into a ranking here, even as we. Even as I say, it doesn't matter, Phys. Ed. For 1, 86, upgrading the Gyms.

D20 CEC20: Ps. 200 Benson bathrooms, 201 surveillance cameras,

D20 CEC20: bathrooms again at 2 0. 4 to a 5 exterior door. Replacements. Huh?

D20 CEC20: Oh, roof replacement! There's 1 that definitely I would tell

D20 CEC20: Principal Mandel, I'm sure she already has. But if there's an issue with the roof. She should definitely go to the Sca directly

D20 CEC20: or to her council on temperature controls. Hvac auditorium at 2 0. 5

D20 CEC20: Hvac at Daiker heating and A/C units

D20 CEC20: gates right here at Ps. 264. The gates in the school area were not closed properly.

D20 CEC20: exterior. The schoolyard gates at 2, 64, 3, 3, 1 at the new school, 50,000 ipads. That'll unfortunately not be an Sca. Project at all.

D20 CEC20: Ps. 407. The New Middle School repurposed space for instructional use, one under construction on the 5th floor.

D20 CEC20: I wouldn't mind highlighting that one as well. It sounds like a temporary thing. Given that there's is there still construction going on at the school? David is still construction going on at 4 7

D20 CEC20: they're executing what they call punch list items which are yeah, small, small stuff that you know needs to be done. That doesn't impact them being able to open the building, but it says, Here we are asking to repurpose space for instructional use while under construction on the 5th floor. The it looks like they want to convert the locker rooms to instructional spaces. So one thing that they did do was build locker rooms. Okay? Yeah. So I think that they want to change the locker rooms teaching spaces. That's quick. All right. Well.

D20 CEC20: given that, it's a structural thing. We'll we'll put it up front 506 exterior safety the building leaks. I mean, we should definitely highlight that for our Sca friends

D20 CEC20: install 686 at our good old friends at BSI install lockers in the middle school.

D20 CEC20: The books somewhere. Ps. 7, 48. Replace broken glass panes and stairwells. Oh, I've seen those

D20 CEC20: I did see that. Yeah, that's really not good. Well, I would think that they've removed jagged glass. I would hope. I mean, I think they did. But I did see like I saw like empty. They're empty. They're like.

D20 CEC20: there's like no glass in them.

D20 CEC20: 7, 48 Hvac.

D20 CEC20: Everyone, 9, 71 multipurpose room they've asked for this.

D20 CEC20: That's fine.

D20 CEC20: Several years. Unfortunately, Mini stage with Mini stage lights, physical physical education equipment.

D20 CEC20: It's such a small school. And there, yeah, right? Right? No, I know we've asked every we've we've ranked it high like 3 years or something, and it.

D20 CEC20: anyway, our student courtyard for 936 is in need of a remodel.

D20 CEC20: So anyway, council members, I think you just heard me like any comments on this section. Yeah, I think that. Well, one, I completely agree. We should not waste our time. Yeah, breaking them.

David Pretto: Larger comment is about the Sca, and having been an assistant principal in the past, I think every oh.

David Pretto: I'm what I hear. It.

Alina Lewis: Oh, yeah, you can hear me. Okay, that the Sca is notorious for being extremely extremely difficult, extremely opaque, and not transparent at all.

Alina Lewis: And I think that them even inviting these requests, and then not actually considering them, is an indication of a lack of transparency. I don't think we should entertain that, and I think we should think about, and this may not be the Forum, but in another forum. How can the Cec. How can Superintendent Prado

Alina Lewis: push on the Sca as an institution to not be so.

Alina Lewis: I mean the words that I would want to use are not appropriate for this meeting, but anyone who has dealt with the Sca knows what I'm talking about. We had a stem lab issue at our school. We had a stem lab that was not open for almost 2 years because of the Sca. I think that's entirely inappropriate. I think clearly, District 20 has like physical needs. If you look at this sheet, and we should not spend our time ranking these, but should be thinking about how we can.

Alina Lewis: I mean again. I know it's like an uphill battle there. Yes, but it's a big deal, and that's not just the quality of life for the kids every day at school, but for principals and school leaders. It is incredibly frustrating to not be able to control the physical environment in your school. So I think that is something for us to think about in another forum.

Alina Lewis: Right?

Stephen Stowe: Just to, you know, I think it shows a little bit of goodwill on our part. We'll we'll put the the the structural projects at the top of the list.

Stephen Stowe: and I'll just do that right now, although the issue is largely moot because we're not actually well, it's I don't think it's moot

Stephen Stowe: and then we'll send it off to our good friends.

Stephen Stowe: So here we go, Fabrizio, and I'll put the ones who are actually

Stephen Stowe: there was some window projects, and then there were some like leaky roof projects, and I'll put those.

Stephen Stowe: But also go back on that one with 76, though.

Stephen Stowe: Yeah, anything like that. Hold on. Let me. I'll get to that one in a sec. Elizabeth. Anything like that is definitely

Stephen Stowe: alrighty. Oh.

D20 CEC20: Let's look like it.

D20 CEC20: Alright! Give me one second. Here, little excel, Doc, work here.

D20 CEC20: Share

D20 CEC20: so 4, 0, 7, 5. The building leaks when it rains heavily at 5 0, 6.

D20 CEC20: There we go.

D20 CEC20: Sorry, Elizabeth. You said 176 had a structural one.

D20 CEC20: Okay, yeah. I I? For some reason I didn't highlight that one. Let me do that right now.

D20 CEC20: The ceiling. Oh, yeah, thank you for pointing that out. The other bathrooms have issues with, okay.

D20 CEC20: great, all right. So there's our project list.

D20 CEC20: We can't vote. But does that look good to everyone?

D20 CEC20: Awesome? Thank you. Guys, thank you principals for sending in your requests.

D20 CEC20: We will do what we can, and to all our elected officials who are here, or representatives who are here. You're the ones that matter. So, and we're planning to send this to all of the elected officials as well.

D20 CEC20: because I know that a number of them have asked me for it in the past and say that they do appreciate the list. So I guess that is 1 1 small benefit we play in the system.

D20 CEC20: That's it. Yeah, let's approve the minutes from last month.

D20 CEC20: Kevin, can you share this?

D20 CEC20: So everyone, please review the minutes.

D20 CEC20: Alright.

D20 CEC20: Okay. Any changes to the minutes. Anyone?

D20 CEC20: All good. Okay. The minutes are approved.

D20 CEC20: Is there a motion to adjourn the calendar meeting? Is there a second?

D20 CEC20: Okay, all in favor? Yes. Do we just want to get going with the business meeting, or does anyone need a break for any reason?

D20 CEC20: Great? No.

D20 CEC20: Would you like? Do you need a break. We'll take a 5 min break. Yeah, no problem. 5 min break and then we'll get going.

D20 CEC20: Alrighty everyone. Let's get going business meeting.

D20 CEC20: I'll call the business meeting to order. Kat. You guys can hear me right? Online. Okay.

D20 CEC20: Business meeting call to order at 7, 27.

D20 CEC20: Kevin, can you take attendance, please, here.

D20 CEC20: And second vice President, it's here.

D20 CEC20: and the context, we have it here.

D20 CEC20: Director may 5, 10.

Junmi chen: You know.

D20 CEC20: Okay, I hear you.

D20 CEC20: And.

Junmi chen: Yeah, I'm here.

D20 CEC20: Council member. Maraston.

D20 CEC20: Yeah, no, Tamara's not here. Oh, Tamara can't make it, she emailed. I saw an email. She's absent tonight

D20 CEC20: and Maya reasonable.

Ma Rozenblat: Here, do you guys hear me?

D20 CEC20: Okay, got it?

Ma Rozenblat: Guys hear me. I'm sorry I'm here.

D20 CEC20: Here, Genji Jen here.

D20 CEC20: It's great not back number year.

D20 CEC20: Yep.

Sabrina McNamara: On this number.

D20 CEC20: See that we are.

Fabiola Mendietafabiols: Here.

D20 CEC20: Okay, I hear you, you okay.

D20 CEC20: I think the funny person is Tamara.

D20 CEC20: Other data online.

Ma Rozenblat: I'm sorry, Kevin. Could you hear me? It's Maya.

D20 CEC20: Awesome. Thank you. Kevin got one main right. Yeah. She was just messaging. Can we hear her?

D20 CEC20: can our we? We have interpretation at our business meeting, as always. Can we have our Arabic interpreter. Please introduce yourself.

HADEER AL AMIRI: Good evening. This announcement will be for the Arabic Audience dams.

HADEER AL AMIRI: Arabic announcement has been completed. Thank you very much.

D20 CEC20: Thank you. And could our mandarin interpreter, please introduce yourself.

Mandarin - Eddie Lau: Thank you.

D20 CEC20: Thank you. And could our Spanish interpreter, please introduce yourself.

Spanish Leydian Matos: Good evening. The following announcement will be done in Spanish, el tres cuatro siete nueve seis cuatro uno uno cuatro seguido de numero de de las reunion ocho trestres cinco se estres sero dos ocho tecla de numero

Spanish Leydian Matos: para referencia end of Spanish Announcement.

D20 CEC20: Great. Thank you.

D20 CEC20: For anyone who needs interpretation. You should see the

D20 CEC20: the phone numbers to dial in the in the chat.

D20 CEC20: so for the business meeting. I believe we just have to approve the minutes. And then I wanted to talk about a date for our legislative breakfast, and of course, if anyone else has anything they want to bring up

D20 CEC20: So for the legislative breakfast, this is our annual event. I think almost all of you have done it before.

D20 CEC20: Kevin. Do you remember we did it in March last year? Right?

D20 CEC20: I think so. Yeah, I'm 90% sure. And I think march is a good time to do it. It gives us a little bit of time to plan

D20 CEC20: and it's also well into. It's it's it's good timing with the state budget. Yeah. March 20, second, okay, great. So.

D20 CEC20: and and that was. And it's usually always on a Friday, because Friday is when the elect. The politicians are all home here in Brooklyn locally. They're not up in Albany generally. Actually, you know what that reminds me, there's a calendar.

D20 CEC20: Let me just pull that up right now. spring legislative calendar.

D20 CEC20: New York State Legislative Session calendar, New York State Assembly.

D20 CEC20: the dates in blue. They're in session. It looks like March. Okay, every Friday in March is Good Friday, March 21, st

D20 CEC20: any objections?

D20 CEC20: March 21st Friday morning, March 21, st is it? Well, it's meant to be then March 21st

D20 CEC20: and online any Cec members online. Friday, March 21, st does that work for our legislative breakfast.

John ricottone: That's fine with me.

D20 CEC20: For all.

D20 CEC20: The only thing is, I don't think it affects it. But afternoon parent teacher conferences for high schools

D20 CEC20: we may want to avoid that afternoon. Parent teacher. Conferences for high schools, K. Through 12 and 6 through 12 schools. Schools. Students in these schools are dismissed 3 h early. Good call checking that. What else is in? How about the other March Fridays? 14.th

D20 CEC20: It says, what, Alina? Well, hold on.

D20 CEC20: Yeah, I don't see. Kevin's looking at the DOE sketch, and it looks clear here.

D20 CEC20: or the how about the the last Friday on March the 28? th

D20 CEC20: Yeah, nothing.

D20 CEC20: That Monday's Eve. Yeah.

D20 CEC20: So you wanna shoot, just shoot for the middle of the month. Then

D20 CEC20: do you think, Kevin, do you think that that's doable from a planning purposes? Yeah, we have months. Yeah. So march 14, th

D20 CEC20: what does everyone think?

D20 CEC20: Let's do this tomorrow.

D20 CEC20: Wait, what is this?

D20 CEC20: Yeah, that looks good to me. What time? Morning? It's always like 9 to 11.

D20 CEC20: I'm fine troubling, I think. Okay.

D20 CEC20: march 14.th One member can't make it that day.

D20 CEC20: and then wait. We were saying the Friday before Eid is the 28.th I think it'll be okay, Kevin. How about the 28th

D20 CEC20: only? I only have a problem with that day, the 2014

D20 CEC20: other day to be much more.

D20 CEC20: And is everyone else okay? With the 28, th it's office.

D20 CEC20: Good. Good. Online, 28.th John does that work for you. March 28.th

John ricottone: That's fine!

D20 CEC20: Thanks, John.

D20 CEC20: Alrighty.

D20 CEC20: So I guess that's done.

D20 CEC20: 28th march 28, th yeah.

D20 CEC20: You say 9 o'clock. Yeah. It's usually 9 o'clock to 11 save the date.

D20 CEC20: Any other business? New business.

D20 CEC20: Approve the minutes from last meeting?

D20 CEC20: Yeah, didn't you guys email them? I think he did, didn't you? On. Everybody's everybody to the.

D20 CEC20: to the whole. Cec, yeah, to the whole like contact list. Don't send it to the contact list. Yeah, yeah. I mentioned that I was on vacation, so next month it will be a week earlier. I sent it, I think. Monday.

D20 CEC20: Yeah, no, that's fine. I'm just saying you don't have to spend time reading them.

D20 CEC20: Awesome.

D20 CEC20: okay.

D20 CEC20: So any changes to the business meeting minutes, we're good.

D20 CEC20: And that's all we have for the business meeting

D20 CEC20: motion to adjourn the business meeting. All in favor. Alrighty interpreters. Thank you. You're dismissed. Have a good night.

HADEER AL AMIRI: Thank you and have a great night. Everyone.

D20 CEC20: That's the earliest one ever can. You check if I filled out December one? I don't think I did.