CEC 20: So yeah, happy. Good.

CEC 20: Okay. Good evening. Everyone. Welcome to the Cec. 20 December calendar meeting.

CEC 20: Can our recording secretary, Kevin? Please take attendance.

CEC 20: Sure.

CEC 20: Oh, I'm doing okay, are you?

CEC 20: You can raise on yourself? Yeah, you can unmute yourself. Yeah, that's it.

Kevin Zhao: All right.

Kevin Zhao: I have a very important job to take attendance today.

Kevin Zhao: President Steve Stoke, 1st wise placed in John with cartoons, second, vice President Elizabeth Chen.

Kevin Zhao: Is she online? No, you wouldn't actually not.

Kevin Zhao: I don't know.

Kevin Zhao: Okay, our recording secretary, Kevin Zhao here and Treasurer Meifan Chen, may fun.

Kevin Zhao: Do I see her.

Kevin Zhao: I don't see it online, neither.

Kevin Zhao: Okay.

Kevin Zhao: Still the member. No. Hold on one second. Council member, Tamara, stern.

Tamara Stern: You.

Kevin Zhao: She's here. Okay.

Kevin Zhao: okay? And then, Maya, Rosenbach.

Kevin Zhao: Maya, are you here?

Kevin Zhao: Nope, okay, okay.

Kevin Zhao: And then Wei, Ming, Chen, I think I saw her online. Yeah, okay.

Kevin Zhao: arena. Nu is here. Okay. Hi, Yanqing, Chen.

Yan Qing Chen: I'm here.

Kevin Zhao: Okay, Sprinter.

Kevin Zhao: Make Namara Sabrina.

Kevin Zhao: Okay, Fabiora, Mendieta, Febiora, are you around?

Kevin Zhao: Okay? I don't see her.

Kevin Zhao: And then still the member, Ryan knee.

Kevin Zhao: Ryan.

Kevin Zhao: Okay, anywhere. Kevin. Yeah.

Kevin Zhao: I saw Elizabeth walking in, but I don't know where she went.

CEC 20: We are here tonight at Ps. 1, 76,

CEC 20: hosted by the amazing principal, Liz Culkin. I really want to

CEC 20: say a special thank you to her for every time we're here. She's exceptionally hospitable, some excellent food earlier tonight, and really appreciate the good conversation and warm welcome.

CEC 20: Unfortunately, tonight we do not have interpretation. There was a last minute mix up with the Interpretation Service, and I apologize to that. If there are any

CEC 20: individuals on the

CEC 20: call on the meeting who would like some assistance, understanding anything that's being said. Please message any Cec member post in the chat. Ask us to repeat something. There are also

CEC 20: several mandarin speakers here, and at least one Spanish speaker on our Cdc.

CEC 20: Can we share the agenda for tonight?

CEC 20: So the agenda for tonight's meeting.

CEC 20: We'll have our 1st public speaking session.

CEC 20: Then we'll have a presentation from the office of language access.

CEC 20: presentation from the Alliance for Quality Education Report, the superintendent report from Council President, the second public speaking session.

CEC 20: And that's that's it.

CEC 20: And our business meeting will follow the calendar meeting.

CEC 20: So for our 1st public speaking, Kevin. And so just to go over the

CEC 20: procedure for public speaking. If there is anyone who would like to sign up for our public speaking.

CEC 20: you can do so using the form, the Google form, the link should be in the chat.

CEC 20: and we're also a pretty small group tonight. If you'd like to just raise your hand in the raise your hand. Virtually we can recognize you as well.

CEC 20: Are there any sign up yet? Yeah, online, we have 2. Okay, great.

CEC 20: Okay, great. And people for public speaking. You'll have 3 min.

CEC 20: And I see we have 2 people signed up

CEC 20: for online. The 1st is Jim Baker.

CEC 20: Jim Baker. If you can hear me, you can unmute and and speak.

CEC 20: Jim Baker, are you in the meeting?

CEC 20: We can go on to our okay, trying to unmute.

CEC 20: Okay?

Jim Baker: Hello!

CEC 20: Hello! We can hear you.

Jim Baker: All right. Perfect. Thank you very much. Thanks for giving me the opportunity to speak. I'm very excited to be here today. I just want to address some concerns that my family is having about

Jim Baker: student engagement and overall apathy with the current. Hmh, curriculum. Specifically the content. I've got a 5th grader and a second grader. And what I've noticed is, you know, there are no whole novels that they're reading in elementary and only 4 novels in middle school from what we can tell.

Jim Baker: Okay?

Jim Baker: And so you know, as we've been taking my son, who's at Ps. 682 in 5th grade around to a variety of middle school events, you know, in anticipation of selecting a middle school for him to attend. You know we're overall very excited with the process. But anytime Ela comes out.

CEC 20: Oh, yeah.

Jim Baker: The room kind of grows a little quiet, and people start asking, Well, what about assessments? What about assessments? So my question is,

CEC 20: Oh!

Jim Baker: Given the constant focus on assessment.

CEC 20: And.

Jim Baker: And the recent statements by the Chancellor.

CEC 20: The curriculum.

Jim Baker: Does not have to be implemented with fidelity. We were wondering how much leeway

Jim Baker: Cool

Jim Baker: would have, how much guidance that there was, on what extent they could deviate from hmh, and how we're integrating things that kids are excited about like a chance to read good things and novels and stuff like that. Thanks.

CEC 20: Alright.

CEC 20: Thank you, speaker.

CEC 20: Our next speaker signed up for public speaking. Is Kate Byrne. Hello, Kevin! Where should she go? For in person? Okay.

CEC 20: I'll come down to you.

CEC 20: Okay.

CEC 20: okay.

Kevin Vizhnay - AA: When you're ready you can go. Okay. Thanks so much.

Kevin Vizhnay - AA: Good evening, everyone. I'm Kate coming from the office of councilmember, Alexa Viles, and I just wanted to let everybody know that we're working on coming up with new office hours for and for the next year. January. So be on the lookout for that. We're going to be confirming that very soon, and also just want to leave an open door. If you ever have any questions or comments, please feel free to reach out to me to get in contact with the Council member. I can give you my email in the chat.

Kevin Vizhnay - AA: but it'd be cburn@council.nyc.gov. I'll type into the chat now, but feel free to reach out if you have any questions or comments, and thank you and happy holidays.

Kevin Vizhnay - AA: Yeah, thank you.

CEC 20: And I'll just take a moment and recognize.

CEC 20: We do like to try and recognize any representatives here from

CEC 20: elected officials offices I know in the

CEC 20: room. Here we have Stanley, Ng. From

CEC 20: Councilwoman Susan Zhuang's office. I also see in the

CEC 20: and the online Tony corruption, as always from Councilman Justin Brannan's office.

CEC 20: and if there's anyone else that I did not see

CEC 20: from elected officials offices it just like Kate was saying, it's a good idea to identify yourself in the chat and make yourselves known there.

CEC 20: Okay, for our 1st public speaking session. Is that anyone else? Kevin signed up Stanley. You want to talk? Sure. Yep, go ahead.

Kevin Vizhnay - AA: Okay, and we know where you're ready.

Kevin Vizhnay - AA: Good evening, everybody. Hello, District 20. I'm here today on behalf of Council Member Susan Swan. And I just want to give you 2 pieces of information. In 5 weeks

Kevin Vizhnay - AA: our district office will be starting the new allocation for public funding.

Kevin Vizhnay - AA: and there's a very special piece for the schools

Kevin Vizhnay - AA: for 2024, 2025, our office allocated close to 6 million dollars for all the schools in district 20 and 21 within our district.

Kevin Vizhnay - AA: and how we start the process. A year ago we would get together

Kevin Vizhnay - AA: with the Pta offices of the schools in our district.

Kevin Vizhnay - AA: So I'm making the announcement now. On January 7, th January 17th 10, A. M.

Kevin Vizhnay - AA: At the Jewish community house of Bensonhurst, 78, and Bay Parkway. We're going to be holding a meeting for every Pta officer in our district.

Kevin Vizhnay - AA: and these are the schools of 1 0, 5, 1, 76,

Kevin Vizhnay - AA: 1, 86, 2, 0, 5, 2, 47, 6, 82, 6, 86, and Junior High school, 2, 22, 2, 7, and 1 87.

Kevin Vizhnay - AA: So you're all invited to come to that meeting. Information will be going to the schools via your principal and the district.

Kevin Vizhnay - AA: Cec. 20. That's the 1st announcement.

Kevin Vizhnay - AA: Second announcement tomorrow. Thursday noon time on the steps of City Hall. We're going to be holding a protest rally on this issue of the Shsa. T. Contract

Kevin Vizhnay - AA: for people who are in Junior high school, especially in 7th grade. We invite you to come down to City Hall tomorrow at noontime, and to help us with the rally.

Kevin Vizhnay - AA: Thank you very much.

CEC 20: Thank you, Kevin. That's it for speakers.

CEC 20: Okay.

CEC 20: so just a reminder. We will have another public speaking session later in the evening, if you'd like to sign up for that one, you can use the same Google form.

CEC 20: So that concludes our 1st public speaking session.

CEC 20: So our 1st presentation tonight is from the office of language access.

CEC 20: and I believe we have Robert Williams, external outreach specialist, who's here to talk about services offered for parents.

CEC 20: Robert Williams, are you here?

Robert Williams: Yes.

CEC 20: Hello! How are you, sir.

Robert Williams: I'm good. How you doing.

CEC 20: Good thanks for coming to just Cec. 20.

Robert Williams: Thank you. Let me see if I can share my screen.

Robert Williams: Everybody see my screen.

CEC 20: Yes.

Robert Williams: Okay.

CEC 20: Good evening, everyone.

Robert Williams: How you doing? My name is Robert Williams. I am the external outreach specialist at the office of language, access.

CEC 20: It's.

Robert Williams: And that just means that I am the

Robert Williams: point person for all parent engagements.

Robert Williams: The Powerpoint. I'm gonna show you mimics exactly the web page.

Robert Williams: It is so once you look at this powerful.

Robert Williams: and then you go to the public.

CEC 20: Do it.

Robert Williams: You'll know where to find.

CEC 20: Language resources, whether it's translation or interpretation, resources.

Robert Williams: So on the agenda, we have

Robert Williams: 5 buckets. We're going to talk about the Nyc. Public schools background, our commitment to New York city public schools, families, schools.nyc.gov. Hello, public webpage

Robert Williams: raising awareness in our community and then questions.

CEC 20: This.

Robert Williams: So there are over 1 million students in over 1,600, plus schools that speak over 180 languages.

CEC 20: You're just.

Robert Williams: Approximately 40% of the New York City public schools. Households speak a language other than English at home.

Robert Williams: and the New York City public schools. Top, 10 covered languages, size, English bowling, Arabic.

Robert Williams: Thank you.

Robert Williams: French, perfect Creole, Korean, Mandarin, Russian, Spanish, and Urdu.

Robert Williams: Written translations are also available in the fire. Chinese.

CEC 20: At least.

Robert Williams: Our office is dedicated to supporting

Robert Williams: staff and families by providing the resources necessary.

CEC 20: Yeah.

Robert Williams: Respective communication in languages other than English.

Robert Williams: So here is just a little snapshot of the top 10.

CEC 20: And before.

Robert Williams: Languages in your district can see here, have a.

CEC 20: We have Chinese.

Robert Williams: Is among our top copy languages, but you want to keep in mind. But there are.

Robert Williams: as you can see, that you have mandarin, and also Cantonese dialects.

CEC 20: Yeah.

Robert Williams: And we also have.

CEC 20: We're good.

Robert Williams: Majority of Uzbek families as well in this district. So when we translating documents or when we have meetings.

Robert Williams: let's try to keep in mind of these families as well

Robert Williams: don't want to exclude anyone out.

Robert Williams: So our office supports New York City public schools with translation and interpretation services

Robert Williams: for families whose preferred language is other than English.

Robert Williams: Our translation team, which is our largest department.

Robert Williams: they provide written translation services in the

Robert Williams: 10 non-english languages and works in close collaboration with our contracted vendor to extend services for languages beyond the capacity of our internal resources.

Robert Williams: Our interpretation team. They work with our contracted interpretation vendors to ensure schools receive services for in-person

Robert Williams: virtual and over the phone for parent engagements.

Robert Williams: our outreach and data and integration team.

Robert Williams: we focus on promoting equitable language access services to schools and empowering New York City public schools, parents to understand and advocate for their language access rights.

Robert Williams: We also collaborate with advocates to identify needs and address language barriers in our ever-changing community.

Robert Williams: We engage parent leaders to enhance the message of language access to our communities.

Robert Williams: We pursue innovative ways to engage with and receive feedback from families such as online portals.

Robert Williams: emails, robocalls, texts, or direct mailers.

Robert Williams: We leverage technology to continuously enhance

Robert Williams: the interpretation experience for families, such as virtual meetings.

Robert Williams: We ensure translation quality, such as professional translation tools.

Robert Williams: And we keep a pulse of citywide parent language, data and translation and interpretation service outputs.

Robert Williams: So the New York City public schools, free language services include.

Robert Williams: let me repeat that the New York City public schools, free language services, include

Robert Williams: interpretation for all types of meetings and interactions with Nycps staff

Robert Williams: translation of general documents into the New York City public schools, top

Robert Williams: 10 covered languages, and some examples of that will include, like a parent, newsletter or event, flyers.

Robert Williams: translation of individualized documents into a parent's preferred language upon request, and some examples of that will include like an Iep, which is a

Robert Williams: individualized education programs, or section 5, section 504 plans, which is a medical accommodations.

Robert Williams: Let's say, if you're

Robert Williams: If your child has anxiety, so you would

Robert Williams: go to the school, ask the school for the 504 form. You would take that form to your primary doctor.

Robert Williams: If your doctor deemed that your child does have anxiety.

Robert Williams: they will fill it out. You'll bring that form back to the school, and now

Robert Williams: your child can receive extra time on their test.

Robert Williams: We also translate foreign transcripts in any language not just the top 10 covered languages. We translate foreign transcripts in any language.

Robert Williams: So here of the if you go to the schools.nyc.gov. Web page.

Robert Williams: you'll notice at the top right? There'll be like a Google select language dropdown.

Robert Williams: just scroll down whatever your preferred language is click on it. And the entire website would change into

Robert Williams: that preferred language.

Robert Williams: But please note, automatic translations are not intended to replace human translators and are provided as a service to users of the website.

Robert Williams: Some content, such as images, videos, animations, etc. May not be translated due to the limitations of the translation software.

Robert Williams: So here's a little brief little short video.

Robert Williams: It's just gonna guide you on the language services.

Robert Williams: New York City public schools speak your language. Did you know that New York City families speak over 180 languages?

Robert Williams: All New York City public schools provide translation services for documents and interpreters for meetings, for example.

Robert Williams: not already provided. You can request the following services from your child's school

Robert Williams: translation of report, cards and school letters.

Robert Williams: translation of individualized education programs, Ieps.

Robert Williams: evaluations and other special education documents

Robert Williams: and interpretation services for meetings with teachers and other school staff members.

Robert Williams: information and resources, or to provide feedback on the services offered by your school visit schools.nyc.gov forward, slash! Hello! Or call 311.

Robert Williams: Also, if you notice at the top right

Robert Williams: top right corner, there's also the Google Dropdown. You can translate

Robert Williams: the web page and video. This video is available in Arabic, Bangalore, Cantonese, English, French, Haitian, Creole, Korean, mandarin, Russian, Spanish, and Urdu. And

Robert Williams: if you notice, while I was playing, I just clicked the CC button so that it can

Robert Williams: translate the wording as the

Robert Williams: video was playing. So you have that option as well.

Robert Williams: So

Robert Williams: right underneath that video. When you go to the website, the very 1st tab will read helpful resources. So here you may cut.

Robert Williams: We print and cut out an ISP card in 10 languages to request language assistance services when communicating with the New York City Public school staff.

Robert Williams: Also on this

Robert Williams: page you'll you'll find health forms and notices, enrollment forms, special education communications. But let's say you want to learn more about

Robert Williams: language assistance. I mean language access for New York city, public schools, families, brochure, you would click on that.

Robert Williams: and this is a snapshot on how the brochure look!

Robert Williams: There's a little cutout at the bottom

Robert Williams: portion of this brochure, whichever preferred language you speak, you can just cut that portion out, bring that portion to your school, and the school must provide communication in that

Robert Williams: language.

Robert Williams: We also have a blank. I speak

Robert Williams: language. So if one of your languages is not listed here, you can just write in underneath where it says I speak, and just write your

Robert Williams: language in

Robert Williams: same process. Cut that portion out, bring that to the school, and the school must provide communication and support in that language.

Robert Williams: So the very next tab I'm

Robert Williams: we'll read, request language services. So families may complete the translation, interpretation, service, request, form to request language services. The New York City Public Schools Office of Language access will forward your request to the appropriate school Office or Committee on Special Education.

Robert Williams: But please note language. Assistance services may vary, depending on the type of school. The student attends. Families can also call 3, 1 1 to make a request for language assistance services

Robert Williams: over the phone interpretation is available in over 200 languages.

Robert Williams: So let's say, you want to click on the translation interpretation service request form

Robert Williams: on the left is how it's a little snapshot of how the form looks.

Robert Williams: But before you fill out this form, please go to your school first.st

Robert Williams: Your school is your 1st immediate support. Now

Robert Williams: some staff members come and go, or

Robert Williams: might have a staff member that's

Robert Williams: fairly new, and let's say they weren't. They were not able to help you and provide support. Then you could come here.

Robert Williams: fill out the form.

Robert Williams: This form is available in the top

Robert Williams: covered languages, so the process of this form is.

Robert Williams: whoever fills fills out this form it it comes directly to my personal inbox. It doesn't go to our office inbox, and I read my emails every single day, and I respond within 24 h. So if if someone filled out

Robert Williams: this form, what I would do is I would forward the the email to the principal.

Robert Williams: Whoever the language access coordinator is of that school and the parent coordinator let them know. Hey,

Robert Williams: This parent reached out, saying that

Robert Williams: when they came to school there wasn't

Robert Williams: supported with written documentation in their their language, so I'll guide them on

Robert Williams: how to support that parent, and they must provide

Robert Williams: a response back to me within 5 to 7 business days. Let me know that they supported that parent.

Robert Williams: We also have a QR code for those who just wanna take out their phone to scan.

Robert Williams: So the very next tab underneath that will read, connect with Ola. If you or someone you know, needs help receiving information or communicating with a school staff member in a language other than English. Please tell your school's principal or parent coordinator, or you can call 311 or visit our contact Ola form.

Robert Williams: So let's say, you wanted to click on the contact. Olaform

Robert Williams: on the left is a little snapshot of how the form looks, and it's the same process. If you fill this out, contact, the principal, the parent coordinator, and whoever the language access coordinator is of that school.

Robert Williams: let them know of the inquiry that came into our office.

Robert Williams: We also provide a QR. Code here as well.

Robert Williams: So the very next tab underneath that will read, share your experience with the New York City public schools, language assistance services.

Robert Williams: You may, you may also provide feedback on the new city public schools, language services by completing our translation and interpretation feedback survey. Or you can do so by calling 311. Let's say you want to click on the feedback survey.

Robert Williams: This is a snapshot of how the form looks.

Robert Williams: And again, it's the same process I contact the principal parent coordinator and the language access coordinator. Now.

Robert Williams: we don't just want to hear

Robert Williams: what the school is not doing to support you. We want to hear a lot of the good that schools are doing as well, so we can actually contact their school. Let them know, hey, thank you, for you know, supporting

Robert Williams: the parents of your school. Can you please share some of your

Robert Williams: what has worked for you so that we can try to

Robert Williams: showcase you to other schools, so that you know, because maybe you're doing something that other schools are not doing. You know, we just try to

Robert Williams: coming together as one to make sure everyone's on the same page to support and

Robert Williams: help our families and our communities.

Robert Williams: We also provided, or QR code as well.

Robert Williams: So for sign language, interpretation services. Please contact your school's parent coordinator or the office of sign language.

Robert Williams: They are a separate office from us.

Robert Williams: I know a lot of people have the misconception that we're all in the same office, but they are totally in the

Robert Williams: different office. So that's why we ask if you need to contact them. Please reach out to your parent coordinator, or you can email them at oslis@schools.nyc, dot. Gov.

Robert Williams: So the last tab marine are you having difficulties obtaining language assistance services? If you are.

Robert Williams: you can learn how to. You can click on the get help.

Robert Williams: or you can click on the file a complaint

Robert Williams: when you click on this file a complaint. This goes directly to the district.

Robert Williams: not to our office. So this is a an an actual complaint.

Robert Williams: So now we'll talk about raising awareness in our communities. We have done advertisement in schools, grocery stores, laundromats.

Robert Williams: nail hair and barber salons.

Robert Williams: pharmacies, and was not on here. We have done advertisement in the Mt. Mta. Train stations and on their buses.

Robert Williams: We've also have done direct parent outreach through robocalls, emails, text messages

Robert Williams: and postcards like the one you will see on the right. If you're saying I have not received one or

Robert Williams: neither of these. Please go to your school.

Robert Williams: Secretary, to make sure that your all your information is updated because we pull from the same system that schools enter the information in. So if if you're not, if you're if you are not receiving anything, any one of our

Robert Williams: outreach methods, that means that maybe because we all know

Robert Williams: we change phone numbers, or we may have moved to a different location.

Robert Williams: But please make sure all your information is updated so that you can receive these outreach methods.

Robert Williams: So with that being said, are there any questions.

CEC 20: Yeah, thank you so much, Robert. Really informative presentation. And the services that Ola provides are so valuable. We have obviously across the city. But I just know. District 20. We have a lot of families who really rely on these services.

CEC 20: What's the most you mentioned? You had a slide there that talked about feedback from families? What's the most common feedback? What are things that you're hearing sort of commonly from families this year? And I don't know. Do you track the feedback by district like, could you say, what do you mostly hear from District 20 parents.

Robert Williams: That that can be done. If you

Robert Williams: shoot me an email, I can have my data person,

Robert Williams: have that that data for you.

Robert Williams: I don't know top of my head, if you know from which districts it's coming from.

CEC 20: Great. Yeah, it would be interesting. It would be really interesting, obviously, to hear District 20. But then, even even if that's I don't know if that's available or not. But it's just to hear the most common things, so that, you know, we can continue advocating you know, for for the things that that you guys are hearing. And I'm sure you guys.

Robert Williams: I mean I can. I can mention some of the common things, but I'm I'm not sure it pertains to your district, though.

CEC 20: Yeah, go ahead. I would love to hear.

Robert Williams: So I have been getting a a lot of

Robert Williams: actually, recently a lot of good feedback like that, who's actually

Robert Williams: supporting them in their language

CEC 20: Cool.

Robert Williams: Other feedbacks that

Robert Williams: I wouldn't necessarily say it's a complaint, but they just said that they can benefit from having a document translated into their language.

Robert Williams: And then so.

CEC 20: Actually,

CEC 20: Okay.

Robert Williams: One of the questions we asked, can you benefit? And then another question we asked, have you requested it? So? If you have requested it, and you were denied, or you didn't receive it then. That can be a potential complaint.

CEC 20: Hmm.

Robert Williams: But most of them just said no, they have not requested, but they could benefit from it.

CEC 20: Yep, that makes sense. How? How long does it take to get a document

CEC 20: translated? Or, yeah, to get a document translated? Especially a document that's not in one of the 10 languages.

Robert Williams: So a document that needs to be translated outside of the 10 languages, let's say Japanese.

Robert Williams: So if a parent needs a document translated into Japanese, I would contact the school.

Robert Williams: Now every school receives a translation and interpretation funds from our office. So, and those are specifically for

Robert Williams: the language, resources, and supporting the parent so, and before I contact them I can look to see how much money they have left. Let them know. Hey! You have such such monies. Please reach out to the contractor vendor to have this document translated for this parent.

Robert Williams: or now some schools may say, Well, we have staff here who can translate it? Fine, you know. But, please, you know, make sure that this parent is supported.

CEC 20: That's really interesting. Yeah. And then for one of the 10 languages, how long does that typically take.

Robert Williams: Okay, I'm sorry I didn't even I forgot to answer your question. So if they went through a vendor, a vendor is there much faster than us. You they can get it back within probably 2 days.

CEC 20: No, okay, yeah.

CEC 20: Coming to our office.

Robert Williams: It's a little lengthier, I would say. It's between

Robert Williams: 5 to 10 business days, depending on the length of the document and our office. They work on a 1st come 1st serve basis.

Robert Williams: So if you have a 1 pager and somebody like say, Kevin submitted. A parent booklet

Robert Williams: before you, they'll work on that booklet before they go to your one pager. I've been trying to, you know, compromise with that with them, but they will not budge.

CEC 20: And so everything in the 10 languages goes to the office.

Robert Williams: Yes.

CEC 20: Okay. Okay.

Robert Williams: We have.

CEC 20: Nice.

Robert Williams: We have translators, translators there that are translating, hey?

Robert Williams: Did not come in.

CEC 20: Is it a staffing issue that you guys can't get the things done faster? Are you constantly looking for translators to hire.

Robert Williams: Oh, yes, we

CEC 20: Cool.

Robert Williams: And I believe, just a couple months ago a couple of notices went out for positions with

Robert Williams: for translators we are. We have about 40 right now, which it should be to about 60.

CEC 20: Okay, that's really interesting.

CEC 20: And

CEC 20: just one more. Oh, how do you decide? How long is the process for adding a new language to the 10 how I'm assuming it's fairly complicated. But how is that decision made.

Robert Williams: Yeah, that is made with the higher ups. That's that's a little above my pay grade.

Robert Williams: our director, you know. I guess it it depends on, because I know that they're actually adding,

Robert Williams: Oh, man, what's the language?

Robert Williams: I'm not? I can't think of the language right now, but I know. One of my colleagues

Robert Williams: was fighting for

Robert Williams: this language that she says in in her district there's a influx of parents who speak that language, and.

CEC 20: Yeah.

Robert Williams: I would say the timeline it took by the

Robert Williams: a year, I think about a year. She's been trying to promote that for for about a year, and

Robert Williams: to my understanding, it's about to happen real soon.

CEC 20: Okay, interesting

CEC 20: and and I think you pretty much answered this. But the if someone wants either the individualized translation service or the phone call in

CEC 20: when you have to call in for interpretation.

CEC 20: Go through the school. That's the 1st stop is, go to the school and request that.

Robert Williams: So. Yes, so now I know. Let me explain this. I know that there are some CC members that wear multiple hats.

Robert Williams: So if you're wearing a hat as a Cec. Member, of course your direct support would be the administrative assistant.

Robert Williams: But if you're wearing a hat as a Pta. Member. Pta. President.

Robert Williams: your direct support would be the school which should be the parent coordinator. First, st some schools do not have a parent coordinator, and if if they do not, it would be the administration.

Robert Williams: and I am we. We train staff like whoever the principal designate as the language access coordinator of the school. We we give them a training, and their training is about a 2 and a half long training. I mean, it's a lot of of information, and they're supposed to turnkey that information back to the school now. Not everyone is comfortable with

Robert Williams: presenting and turnkey information back to the school, so I offer myself. If they want me to come to the school to give a presentation on it. I can do that as well.

CEC 20: Great Cec. Members. Anyone have questions for Robert.

CEC 20: Anything in the chat? I don't.

Robert Williams: Yeah, there's something in the chat. Allison wrote.

Robert Williams: Will AI be implemented in translation services to assist in expediting services in the near future?

Robert Williams: So.

CEC 20: No problem.

Robert Williams: The difficult problem about collaborating with AI is that

Robert Williams: if you don't speak that language you will not know if all the wording is correct.

Robert Williams: So I'm gonna give you a little little example, and not to give too much information. But about 2 years ago

Robert Williams: there were some advocates who tried to sue the DOE

Robert Williams: because a parent received a document that was machine translated. But there were some offensive words.

CEC 20: Perfect.

Robert Williams: Boom

Robert Williams: in the document. Now the school was was not aware of it, because they didn't speak the language so.

Robert Williams: But we we try to say, if

Robert Williams: if you're going to use machine translation

Robert Williams: as a caveat somewhere on the bottom, have it written in their language that this document was machine translated just to, you know. Cover yourself, to let them know.

CEC 20: Hello!

Robert Williams: No, it wasn't human translated, and there may be some errors.

CEC 20: Okay.

CEC 20: got it. That makes sense. It's similar. AI at my company. And I would give the same kind of answer. It's good. We're starting to use it. We've got to learn how to use it, but you've got to understand the output. Don't just take the output at face value, and it takes knowledge to be able to understand very interesting comment.

CEC 20: Okay, great Robert, thank you so much for coming by. And you are the, and I think you would be our 1st point of contact at the Ola if if there's any, follow ups right.

Robert Williams: Yes, I'll I'll drop my email in the chat.

CEC 20: Please do. Thank you.

Robert Williams: You're welcome.

CEC 20: I just wanna ask our

CEC 20: Our next speaker is Brittany Kaiser, and I believe that's you, Brittany. Do you mind? Terribly. We've had 2 elected officials show up, and usually we give them priority to speak. There'll be a few minutes each. Is that okay? Sorry. I'm so sorry. But we'll

CEC 20: we definitely want to get to hear your speech as well. So we've had 2 elected officials show up. One is Assemblyman, Lester Chang and Lester. Would you like to say a few words? Sure.

CEC 20: Lester, you can go over here. Kevin will set you up right at the.

Kevin Vizhnay - AA: Hey, John, when you're ready, put it over here.

Kevin Vizhnay - AA: Well, good evening, everyone. I hope you enjoy your evening. I got several announcements from my offices. So there's a public service announcement. My office is hosting a holiday toy drive, starting now to the 23rd at my office and drop unwrapped toys, and and we will give out to the churches and to Miami's Hospital on those unwrapped toys. So just let you know we're accepting toys unwrapped toys in my office.

Kevin Vizhnay - AA: The next announcement be.

Kevin Vizhnay - AA: December.

CEC 20: 14. Okay, a few days.

Kevin Vizhnay - AA: From now we have. We invited department sanitation.

CEC 20: Into my office.

CEC 20: Such cabling event. Basically, they will give away stickers, information.

Kevin Vizhnay - AA: And.

CEC 20: It's about but the trash.

CEC 20: Unfortunately, I don't.

Kevin Vizhnay - AA: Have any free bids to give out. So that's 1 thing.

CEC 20: Unfortunate, but sanitation.

Kevin Vizhnay - AA: Department will be in my office on a TV between 11 to 2 Pm.

Kevin Vizhnay - AA: Any questions about Ben.

Kevin Vizhnay - AA: They'll be more happy to to answer about that

Kevin Vizhnay - AA: December 30.th At the end of this month.

CEC 20: Awesome.

CEC 20: Mta.

Kevin Vizhnay - AA: Will be in front of my office, and this is.

CEC 20: Regarding about the.

Kevin Vizhnay - AA: Omni cards. So this is for application for people, for have reduced their application.

CEC 20: Transferring from your central card to the omni cards.

Kevin Vizhnay - AA: Exchanging damaged cards, and also sign up for army, so they will have a van or or bus will be in my office.

CEC 20: Between 10.

Kevin Vizhnay - AA: Am to 2 Pm.

Kevin Vizhnay - AA: That's all I have, and I hope every everyone have a great holidays.

CEC 20: Stay safe.

Kevin Vizhnay - AA: And let's wait for the snow.

CEC 20: Thank you all.

Kevin Vizhnay - AA: Thank you.

CEC 20: Thank you. Assemblyman

CEC 20: Chang. We also have here a new, newly elected State Senator elect, Steve Chan, Senator Duck. Would you like to speak.

Kevin Vizhnay - AA: Good evening, everyone. I'd like to just introduce myself. Briefly, my name is Senator Elect Steve Chan. So what brings me here tonight is I am an absolutely absolute proponent of quality education for our children. I've served in 2 schools in this district, Ps. 112, and is 187, Mcauliffe. I was the Pta. President over there. I was an Slt. Member for 3 years over there.

Kevin Vizhnay - AA: as well as the Slt. Member of Mps. 112 for 10 years, and

Kevin Vizhnay - AA: I was also the title, One chairperson, for, I believe, 6 years, and sadly I had to give up those positions in the course of my campaign. So I ask everybody to be patient with me as I apply my new trade, and I am here for everybody. In fact, tomorrow I am going down to City Hall to councilwoman Susan Truong's rally in regards to Shsat. I'm a proponent of quality education, and I love children, and I want our kids to excel. That's what I want.

Kevin Vizhnay - AA: So here I am. When my office opens in January, please, if you have any problems reach out to me. The name is Steve Chan. I'm going to have an office, probably somewhere around the Bath Beach area, with a satellite office in the Sunset Park area. Maybe maybe Daika Heights. Thank you very much for your time.

Kevin Vizhnay - AA: Thank you. President Stowell. Thank you. Superintendent.

Kevin Vizhnay - AA: Thank you. Okay.

CEC 20: Unmute great. And now we can have our next presenter, Britney Britney. Would you like to? I think, Kevin? It makes sense for her to come. Sit up here. Yeah.

CEC 20: And Brittany Kaiser from the Alliance for quality education. She's here to talk about their initiative around the State Foundation aid, which is currently and next year going to be up for a reform debate. So Brittany.

CEC 20: that's

CEC 20: that's where you can. Just that's perfect. Thank you.

CEC 20: Okay, Hi, everyone. Hi, Hi, online. Can you see? And hear me? Okay, can't see their responses

CEC 20: there, she's good. Right? Yeah. People can hear. Okay, great.

CEC 20: Okay. Hi, thank you so much. Cec. 20, for having me here. My name is Kaiser. I am the Nyc. Community organizer with the Alliance for quality education, and I'm here to tell you about some of our work. Some of the campaigns that we're working on right now in particular, are really relevant to every school, particularly in terms of funding. So

CEC 20: just before I start, can I get a sense in the room and online? Do you know what foundation aid is?

CEC 20: Can do a raised hand. If you know what foundation it is.

CEC 20: so many of us don't. And that's okay. That's why I'm here. It's really important. It is how our it is one of the biggest ways that our schools get funded. Foundation aid. The foundation aid formula is the formula by which the State distributes

CEC 20: education, funding among all the districts in the State, including New York City, and then within the city there's another formula called the Fair Student Funding Formula, that distributes money to each individual school. But the foundation aid formula decides how much money New York City gets from the State, and that formula was created as a result of the campaign for fiscal equity

CEC 20: which Aqe took part in Aqe, and parents organized about inequitable and underfunded schools in their district. Led by Robert Jackson, they sued New York State in 1993, and in 2,006 we won. New York State was legally obligated to pay public schools 5.5 million dollars across the State and created the foundation aid formula to distribute the funds equitably

CEC 20: in 2021. The New York State enacted budget included a 3 Year Plan to fully Fund Foundation aid, so that discrepancy is important, that the formula was created in 2,006. It was not fully funded until 2023 last school year was the 1st school year that it was fully funded.

CEC 20: and so in 2,023, it was the 1st time that students started their school year with the full funding that was committed in 2,007, almost 6 billion dollars to public schools.

CEC 20: So this year. 2 of our biggest fights are foundation aid and also childcare, which I'll talk about in a moment. But for foundation aid the foundation aid formula was created over a decade ago. It does not fully capture the current cost of educating students today. So think about. Over a decade ago the iphone had just been released.

CEC 20: Twitter was very new. A lot has changed since then, including prices. We know that costs have gone up. Costs of educating students have gone up. Think about how much technology we use in schools. Now.

CEC 20: new York State has recognized this and tasked Suny Rockefeller Institute with conducting a study to evaluate the current formula and analyze what adjustments are needed to reflect the cost of educating students. Today

CEC 20: this process was rushed.

CEC 20: It was only a few months that they had to conduct the study.

CEC 20: and the Governor commissioned the study, asking about the quote fiscal sustainability of the formula.

CEC 20: So we understand that the governor may have this lens of reducing costs without realizing that those cuts would be harmful.

CEC 20: I'm going to hold off on our other campaign here, universal childcare. I'll come back to it in a minute.

CEC 20: But to talk more about the foundation aid formula. So the Rockefeller Institute has released that study on December second.

CEC 20: Some recommendations that we were hoping to see in that study. And by we I mean Aqe. We wanted them to suggest adding a weight for students in temporary housing and students in the foster care system

CEC 20: to reexamine the current poverty weight.

CEC 20: the current poverty weight is based in part on the 2,000 census data from the 2,000 census obviously not current. We wanted them to differentiate weights for students with disabilities and English language learners. Currently in the foundation aid formula. Those are each separate flat weights. If you have. If you're a student with a disability, with an Iep.

CEC 20: you are in the bucket of disability, and it's just one rate, even one weight. Sorry, even though we know that there's a huge range of needs that a student might have if they have an Iep

CEC 20: we also wanted them to increase weights for students with disabilities and English language learners, because the costs have increased as I was talking about before, and also including funding for class size. We know that in New York City in particular, there is a law that doesn't come with funding, and we need to be able to reduce class sizes, and this is one way that would make sense to pay for that.

CEC 20: So the study did come out December second, like I said they did not recommend adding a weight for students in temporary housing or students in the foster care system.

CEC 20: They did recommend reexamining the current poverty weight.

CEC 20: They they gave. These are recommendations, so the governor does not have to, is not obliged to act on them in any particular way, but these were their recommendations.

CEC 20: They did recommend differentiating weights for students with disabilities and English language learners.

CEC 20: They did not recommend increasing weights for students with disabilities and English language learners.

CEC 20: and they did not. I think that's a mistake. I will go back and check. But they did not include funding for class size. Sorry that check, Mark. I think there is. I read it. Yeah.

CEC 20: So, as I said, the recommendations are not binding. They're not mandatory. The governor and legislators will make their own decisions about what adjustments to the foundation aid formula to

CEC 20: that they think should be made. This year we have an advocacy day, February 4, th in Albany, so we will be on our way up there telling them what we think needs to happen.

CEC 20: And if this is something that you care about again, this is how all of our schools get money. It goes through the fair student funding formula. But if there's not enough money in New York City, then, whatever the fair student funding formula says, schools are all schools are going to suffer right? So if this is something you care about, think about your school, think about what your school could do with just that little extra bit of funding, and I'm going to be passing around

CEC 20: to sign up in a sheet, sign up sheet in a second, not for the advocacy day itself, but just to keep in touch, get more information.

CEC 20: So just so everyone's aware of the timeline. December 1st was the due date for the Rockefeller Institute Report. They did release it on December second in January. Governor Hochul will be releasing her executive budget.

CEC 20: then February and March are really the time for us to respond with advocacy. So, like I said, we'll be going to Albany to advocate the Senate and Assembly during that time also put out their one house budget. That's kind of their response to the Governor. And then April first.st The final budget is due. It's not always actually done on April first, st but that is when it is due. So that's kind of the timeline of our window to really make our voice heard.

CEC 20: And just so you know the the kind of power players here who are making these decisions.

CEC 20: The Governor, the majority leader of the State Senate, Andre Stewart-cousins and the Speaker of the Assembly, Carl Hastie.

CEC 20: And like I said, I'm going to go back now to our campaigns and also talk about universal childcare

CEC 20: all families, regardless of income, immigration, status, and disability, should have access to affordable high quality. Childcare, childcare providers also deserve to be paid fairly for the vital, skilled work that they do

CEC 20: at both the state and city level. We are advocating for legislation that will move us closer to universal childcare by investing in workforce wages and benefits, and ensuring that all New Yorkers have access to childcare assistance. One important thing to note is that the definition of childcare actually includes birth to 13 years old. So when we talk about accessible after school programs that is also included in childcare

CEC 20: so these are state level bills. But this is something that is very current right now.

CEC 20: It's actually 2 of these bills. Because I just saw a message literally this evening during this meeting, one of these bills was already signed.

CEC 20: so there were 3 bills pending the Governor's signature. I'm not going to read off the numbers, but those are the numbers. The 1st one ends the rule, tying childcare assistance to parents work hours. So currently, if I am not working consistently, then I might not be able to access childcare assistance, because I won't be able to

CEC 20: fill out the form and say, Oh, I work these hours every week, and so they'll say, Well, I don't know if you need childcare, because I can't see which hours you're working. But we know that many workers in the gig economy. They do need childcare. Their hours just aren't consistent.

CEC 20: So that's the 1st one, the second one eliminate minimum earnings, requirements for ccap. So that's for the child care assistant assistance minimum earnings, meaning that if I make too little I'm not eligible for that assistance.

CEC 20: And then the last one enact statewide presumptive eligibility. And that's the one that was just signed with a caveat. Presumptive eligibility means that if I am submitting paperwork that says that I am eligible for assistance, I should be able to access the care in the interim, while I'm waiting for that to go through that has been enacted with a caveat. That it is optional.

CEC 20: I believe, but that just happened, so don't

CEC 20: quote me on it. But the other 2, those 1st 2 here, have not been passed. They are pending the Governor's signature. Sorry they have passed the Assembly and the Senate, the State Assembly, and the State Senate, so they are only waiting for the Governor's signature.

CEC 20: and they're likely to either pass with her signature or expire. And then we have to kind of start over. So this is a really important opportunity for advocacy. So you can take action right now.

CEC 20: You can use this link. www.aqeny.org slash childcare, and write to the governor. If you're calling, you can use the script that's on the screen. But if you're using that link you won't need a script. It's 1 of those fun tools online where you just put in your email address, and it sends the letter. So it's really easy. Just takes a couple minutes and please demand that she sign those. Now 2 bills.

CEC 20: You can say why it's important to you. I have a 9 month old. Daycare is so expensive. It is important to me, partly for that reason, and because everyone needs access to childcare.

CEC 20: I'm just giving everyone a minute to take that website.

CEC 20: Do you like?

CEC 20: So in summary New York City school district is the largest school district across the country. However, our schools have remained underfunded refusal to tax the rich disproportionately funding institutions, such as Nypd, while underfunding social and academic safety nets that would benefit our schools in addition to prioritizing private and charter schools and not public schools, have all contributed to the issues we're experiencing today.

CEC 20: So if you're interested in learning more potentially joining us.

CEC 20: maybe in Albany on Advocacy Day. Or maybe it's some smaller actions along the way, you can follow us at Aqe underscore, Ny. On Instagram and Blue Sky, our website, aqeny.org. And then my email address is Kaiser kaiser@aqeny.org feel free to reach out. Even if you just have a question. You're not sure about something, and you want to talk more. I am around, or if you're having

CEC 20: a problem funding something at your school, and you want to talk more about what are the options at my school for getting this service that we need. I'm here. I'm open to connecting with anyone, and I will also for the people in person. I have a sign up sheet here. I'm going to pass it 1st to the council members.

CEC 20: and then, if anyone else wants to sign up for more information as well.

CEC 20: and any questions I'm happy to.

CEC 20: Great. Thank you. Yeah, thank you, Kaiser. It was really informative. And you've obviously are a pro at this type of presentation. And thank you for coming by just a quick question about foundation aid and the fair student funding because we've dealt with fair student funding. It's the city's version of this and foundation aid. Do you know how similar or dissimilar the 2 formulas are?

CEC 20: What like, what are the major ways that they're different or similar? Because, conceptually, I think it's trying to do the same thing right? I think they are similar. Conceptually, I agree with that. And I'm not. I'm not an expert on the intricacies. They are very complicated formulas, so I wouldn't necessarily be the best person to compare the details. One thing I do know is that the fair student funding formula was reevaluated.

CEC 20: I think it was in the last like 3 years. I don't remember exactly what year, but but much more recently than the foundation formula was reevaluated, and I believe that they added a wait for students in temporary housing. So that's an update that we have that the State does not. So far, I'm trying to think if there's any other significant. And I believe that the fair student funding formula does also. Yeah, it does

CEC 20: differentiate weights for students with disabilities and English language according on their level of need. So

CEC 20: so so the foundation aid. I want to clarify a point. You made

CEC 20: the currently there's not a separate weight for students with disabilities and owls.

CEC 20: and those weights are the same as a general. I'm sorry they they are separate from each other. There's 1 weight for students with disabilities and one weight for l's, yeah. But each weight is just flat.

CEC 20: It's just a number, you know, it's like a student. So, in other words, there really is no. Because if the general student receives $100, does a student's ability as an L also receive each $100. No, no, there, there is a weight that's more than one. Okay, it's just a single got it. It's the same, no matter what, like a gradation of level of service. Exactly. Okay. Yeah.

CEC 20: Actually, I'll see. I think I see Tamara's hand up. Tamara, did you have a question.

Tamara Stern: Yeah.

CEC 20: Hi, Sarah, Francis.

Tamara Stern: I wanted to.

Tamara Stern: Sorry.

CEC 20: Got it.

Tamara Stern: Here. My.

Tamara Stern: it's weird.

CEC 20: It's weird.

Tamara Stern: What is the minimum number like like?

Tamara Stern: what am I thinking? Because you know, you said that there's a minimum number that if you make too little you won't get assistance, like what is what is the minimum

Tamara Stern: and like like what the maximum be.

CEC 20: That's a good question. I would have to look at the minimum. I believe the maximum is, it's not a number. It's a percentage of the

CEC 20: of the average.

CEC 20: I believe it's a percentage of the average income in the state.

CEC 20: It's it's like.

CEC 20: yeah, I don't remember the specific numbers. I'll have to look. But I can get back to you on that. Yeah.

CEC 20: that's a good question.

CEC 20: Childcare. You know, the issue has been in the last several years here in New York City been extremely

CEC 20: in the news. A lot, lots of proposals, lots of stuff. Funding has been a big thing. I'm not up to speed on sort of where things are currently. But there was obviously

CEC 20: universal, was rolled out, and then it was rescinded, and I think the the latest

CEC 20: sort of that I was aware of is trying to match up seats with neighborhoods, and there's an oversupply of seats in some and not enough in others.

CEC 20: Your campaign obviously is advocating for state or city. You don't care where the money comes from. You just want universal childcare statewide. You guys advocate statewide. Right? Right? I mean, yeah, I think ideally, it would be statewide, because that would help more people, and because the bigger the system is generally the

CEC 20: more the better the State can

CEC 20: leverage the sort of discrepancies of need across the system to even things out. I don't know if that makes sense, but it's. It's also easier for the State to shoulder the cost. And then.

CEC 20: like, I said, use taxes to make up for it, whereas local taxes are just a smaller percentage. Then do you have any thoughts on how the situation, I mean, I don't know if you, if you haven't followed it as closely. That's fine, but how the situation evolved in New York City over the last few years. Right? It was a big proposal of

CEC 20: former Mayor de Blasio, and then, under Mayor Adams. It's pulled back. My impression is they're trying to make it actually effective, depending on the areas that actually need it. Do you have any thoughts on sort of how it's evolved over the last few years. I do. I mean, I think, that

CEC 20: I think that it has pulled back, and I think it's concerning how it's pulled back. I know that there are efforts to put seats where there is demand, but my concern is that I don't necessarily see the necessary outreach.

CEC 20: because just because you're hearing demand in a neighborhood doesn't mean that some other neighborhood doesn't need childcare. Every neighborhood needs childcare. I don't know of a neighborhood that doesn't need childcare right? If there are no seats in that neighborhood.

CEC 20: and there's not people actively, you know, writing to the DOE, saying, Where can I sign my kid up? That doesn't mean there aren't kids in that neighborhood who need 3 K and pre-k.

CEC 20: yeah, there just might not be as many. Let me see.

CEC 20: it's possible. But have we done the outreach, have we? I know that anecdotally? There are also concerns that some families did try to get a seat and weren't placed, and then, later, there was some some compensation for that. And but but that's concerning right that does lead me to believe that there might be some gaps in the system, the outreach system in particular.

CEC 20: Tamara, did you have another question, or is your hand still up from.

Tamara Stern: Yeah, no, no. I have another question.

CEC 20: Go. Oh, go ahead, and then, Kevin, I'll get to you. Then.

Tamara Stern: Because I know you. You shared before like like a link for us to

Tamara Stern: to to click on. Are you able to put that in the chat

Tamara Stern: for us. And like, does that link once you

Tamara Stern: once you put in your information, does that go to like all of like the necessary people that it needs to go to and like what other you know besides the the advocacy on February.

CEC 20: What was it?

CEC 20: Yeah.

Tamara Stern: What can we do locally like, can we.

CEC 20: Okay.

Tamara Stern: You know, like contact, you guys to help us like, if we have parents that actually want to contact, I mean because we have these local officials on this call and in the room like, you know. So I think, like, you know, since you guys are here, you know, we want you guys to advocate for.

CEC 20: Bye.

Tamara Stern: Foundation aid for our children and child on universal childcare for our families that actually need it in order to survive, because, as a Pta. President and a member of the Pta. I don't think that the Pta should be the ones that help responsible sometimes, in order to raise funds to mitigate the cost that they're not able to do, coming from their budget.

Tamara Stern: So like I, you know. So I would like to hear, or, like, you know, put a call to the the local officials that are in this meeting right now. So like, please reach out to your Pta and your communities that would want to advocate for this like this should be like on your the top of your agenda, you know, coming back, you know, going into this

Tamara Stern: end of this holiday season into the New Year.

CEC 20: Yeah, thank you for that. I really appreciate that. I did put the link in the chat, or I tried to hopefully. Someone can tell me if it's not working.

CEC 20: But yeah, there's a lot we can do on the local level for childcare. And I think what's important, too, about childcare is. It's really a win-win issue. Paying for early learning and childcare is an investment that is returned because people can then go back to work people. The workforce

CEC 20: for childcare also needs to be compensated, or else we don't have enough providers. That's a big issue. So, having a more universal system would solve several problems at once.

CEC 20: and I'm hoping that the elected officials in the room are hearing that there is broad support for this.

CEC 20: and the best way to continue. The involvement is just to get on our list and make sure that you're getting our emails. There will be a lot of we're just starting the advocacy season. Right now. There's going to be a lot of opportunity for engagement on this and from elected officials as well. If you're an elected official, or you represent an elected official who is in support of universal childcare. Then get in touch with us. We can work together. We will

CEC 20: put you front and center center and shout your name from the rooftops. How excited we are that you are on board with it because we know we need it.

CEC 20: Kevin. You had a question.

CEC 20: Yes, actually, I do have 2 questions. One is.

CEC 20: I know we all need a budget.

CEC 20: So how much? What's the percentage of educational eap budget in the state budget.

CEC 20: Yeah. The I I'm not a hundred percent confident I would want to look at something just

CEC 20: to make sure I'm not misquoting. But I believe I know that previously in New York City it was 50 50 that New York City was paying 50% of the education budget and 50% came from the State, and it has dropped, meaning that the State share has dropped. I believe it was.

CEC 20: My memory is saying 35,

CEC 20: but I'm not 100% confident. Like I said, it's dropped. How much? What's the percentage step

CEC 20: wasn't present weight into the State's whole budget?

CEC 20: Oh, the percentage of the education budget in the State's whole budget. I don't know the number. It is a significant portion, but I don't know the number offhand. It probably is the highest amount. I believe it's

CEC 20: probably is. If I had to guess about 35%, probably. But don't quote me on that. Of course, I mean, is it similar to the city number on the city city may be higher, but I'm just guessing off of yeah. But the point is, it's a lot. It's number one or number 2. Yeah, okay, thank you.

CEC 20: My second question is, so I know we need money for multiple initiatives.

CEC 20: Do we have a priority list of which one should come first, st or which one has more urgency in terms of between which, like between education and childcare, or like within education within education.

CEC 20: No, the short answer is, no, I think. I think

CEC 20: we wouldn't want to. Right. I mean, just like if if it was your kid, and and you went to the kid's school. And you said, My kid needs XY and Z. And they said, Well, our priority is X. We're not going to do y and Z, and I don't mean that you were implying that. But but no, I think

CEC 20: education is such a basic, essential need, and the things that we're asking for are not extraordinary. Right? We're not saying, Hey, let's build an Olympic swimming pool in every school. That's not where we're going sounds nice, but it's not what we're asking for. For foundation aid. We're asking for students with disabilities to receive the services to which they are federally mandated right. We are asking for every student to receive the sound basic education

CEC 20: to which they are constitutionally mandated. We are asking for students who are learning English for the school to be funded such that they continue

CEC 20: to have services to learn English past what was in the Rockefeller Institute study

CEC 20: included cutting that off after 3 years.

CEC 20: and I don't know about you, but I've been learning Spanish since I was in high school, and I still don't know it. It's been a lot longer than 3 years. It's not always a 3 years and done situation. That school is going to have to keep paying for those services one way or another. So the reason I hesitate with that question is because I don't think we have to choose. I think the funding is there. It's about how we're using it. And so many of these things are so essential that I wouldn't want to put one above the other. We can do it all.

CEC 20: Okay?

CEC 20: And then I'm sorry I have one more question.

CEC 20: So we, I mean, we spend the money. And how do we know?

CEC 20: Do we have any mechanism to evaluate the money spent effectively. The student or family really benefit from

CEC 20: so yes and no. I think some of the mechanisms that we have to evaluate student performance in general. Right? We can do that with like portfolio assessment, we can do it with standardized testing. We can do it with graduation rates. There are many ways to evaluate student performance. As far as I know, the foundation aid formula doesn't include that inherently, and that is another way that it could be adjusted, it could include some kind of transparency

CEC 20: mechanisms, right, some some reporting to ensure that funding is being spent. Well, I would personally be in support of that, not speaking on behalf of Aqe. But I do see the need for that.

CEC 20: Yeah, does that answer your question?

CEC 20: Yeah, it's a bit unfortunate that we don't have a clear way to.

CEC 20: Because, yeah, I like the questions Kevin brought up. You know, it's it's 1 thing I just want to mention is, or maybe suggest to you guys like, I recognize, you know, just like every organization you guys have an agenda. You are. You have a mission. You have a belief in things should be done a certain way. Do you think you could be

CEC 20: following up on Kevin's point? Because I think it's an important one. Could you maybe be more effective if you embraced a little bit of that? You know you mentioned at the beginning of your comments about how Kathy Hochul wants to focus on fiscal responsibility, and you know, I hear what you're saying about. We don't want to prioritize anything.

CEC 20: Could you think you might be more effective. You could maybe reach the governor better if you said, Okay, we think these want to look at it on a cost benefit basis and say these these 3 things. Yes, we know we're asking for more spending on 10 things. But these 3 are the best

CEC 20: on a dollars, you know, per outcome basis. And please prioritize these if you have to. And on the list like, could that help you guys sort of cross the line from advocacy organization to sort of working with the people who do have a mindset of fiscal responsibility. Right? I hear you. And yeah, to some extent there is some of that.

CEC 20: especially because foundation formula is statewide. There are certain things within the foundation formula overall that we, we think, should be adjusted in a way that would save money over time. I didn't include those, mostly because they're not specific to New York City. They're more of a

CEC 20: yeah but so yes, we're we're certainly not only recommending things that cost more money.

CEC 20: We do think that our schools need more money, but there are also ways to save money, so that that money can be spent in better, more effective ways. I also think

CEC 20: the the foundation aid formula is one thing on a city level that's a different story and it

CEC 20: to me again. Personally, it makes it would make more sense to have that conversation about where money is being misspent on a city level, because we're more directly in control of that, whereas on the state level, I mean, that formula needs to fund schools adequately so that they can do what they need. How the individual districts use that money is a district issue. And this is our district. And so that's our issue. Does that make sense? It does. Did you say? What do you think of the Rockefeller Center's proposal to remove?

CEC 20: I think they had something in there about removing set asides and putting that money instead of having these carp, these little, very, very narrowly focused set asides. But basically, putting the money into the the more general pot kind of like you're describing, I think you know, put fewer strings on it from the State. And

CEC 20: yeah, what did you think of that proposal? I think it depends. I think you have to look at the whole formula holistically, and any adjustments that are made holistically. For instance, if the Poverty assessment adjustments recommended in the Rockefeller Institute report are made and nothing else changes. New York City will lose millions of dollars.

CEC 20: the poverty just on the poverty, weight, adjustment. And so

CEC 20: that doesn't mean that they shouldn't change the poverty assessment. We believe that they should. It needs to be updated. And also

CEC 20: it. You have to look at the whole formula. If New York City is losing millions of dollars as a result of that, is there something that we're missing right like, is there? Is it? Is it not evaluating

CEC 20: accurately the need? Or is it evaluating the need accurately? And how can we make sure that that adjustment is not harmful because anytime you're taking away a huge amount of money from a district suddenly. That's just going to be harmful because it's a big adjustment. So it should be phased in. If there is going to be a huge adjustment like that, and we would argue that there are other adjustments that make sense

CEC 20: to include just because they make sense. That would then result in an evening out of that effect. Yeah. And then, what about the hold? Harmless section? Yeah, that's another one where it sort of depends on the rest of the formula. What the Rockefeller Institute recommended was to phase it out. But again over time. So you don't.

CEC 20: Anyone who has worked in a school or has run a school knows that it's 1 thing for a school to operate on a lower budget. It's another thing for a school to suddenly operate on a lower budget. That's a much bigger problem. So any major changes like that should be

CEC 20: phased in or phased out over time. Yeah, have you guys put out? This is obviously your sort of core presentation on the rock center. Some of these things were not in it. Have you guys just not had an official policy on some of these other points from the rock center? No, there's lots more. This was just kind of a snapshot. But yeah, everyone can read more on our website or social media. Yeah, Gotcha.

CEC 20: Kevin, did you have another one? Yeah, just a quick one.

CEC 20: You mentioned about every district is different. I totally so big in your city.

CEC 20: and every district might have their unique need.

CEC 20: They may have a general regard, daycare, and such things like that. But there may be other.

CEC 20: So in the funding.

CEC 20: Do they give any flexibility to the district.

CEC 20: and also, is there any like a mechanism for parents.

CEC 20: not, I wouldn't say marketing, but have some transparency for him to see.

CEC 20: How is the money spent in the way the community?

CEC 20: Yeah. So to the 1st question the answer is, yes, that's 1 of the reasons that foundation aid funding is so important is because it is more flexible than certain other funding streams there are certain carve outs and certain restrictions, but overall that money can be used more flexibly than, for instance, like transportation money.

CEC 20: the second part of your question. Oh, transparency for parents. So I know on a city level that that parents can see their school's budget.

CEC 20: I I don't know exactly what's available on the next level. I mean, I yeah, I

CEC 20: I know that New York, the the DOE, makes certain data available.

CEC 20: I don't know how to classify what data is and is not available. It's also as somebody who has tried to look through some of that data. It can be overwhelming enough that it's not always parent friendly, you know. It's not friendly, right? Right? I mean, we try to look at it. Yeah.

CEC 20: we saw this information share with us, but it doesn't seem

CEC 20: answer the questions we are looking for right, and even numbers to aggregate to

CEC 20: very high level we don't know about.

CEC 20: We just simply do not.

CEC 20: So I mean, I would say that especially as council members, it would make sense to be in communication with the DOE and advocate for more transparency, especially if there are specific questions that you're not seeing answered.

CEC 20: Yeah, I mean, when you're talking about how districts use money that could potentially be better spent elsewhere. We need to be able to see how they're using the money before we can answer that question. So yeah.

CEC 20: okay, ask you a question high schools and the Hipton County program the funding. Is it part of your budget also?

CEC 20: Yes, the the foundation aid formula funds

CEC 20: about 35%. If I'm remembering that percentage correctly of New York city public schools, including.

CEC 20: yeah, most of the programs. The only things it doesn't cover are transportation facilities, including things like water fountains and air conditions, air conditioners, school food. Those are not covered

CEC 20: pretty much. Everything else is staffing programs. Yes.

CEC 20: and any more questions from council members for Kaiser. Go ahead, John, in regards to universal childcare, is that the same as universal after school.

CEC 20: no universal childcare would be birth through 13 and universal after school would just be K through 12. So.

CEC 20: and being that, like some after schools, would be funded with money from the lease program, would you be able to help with that? What program is that lease program? Write to me, did you put your it was the state? Yeah. It was through the office of family and child services at the State level? Do you ever interact with them?

CEC 20: Not personally, but Aqe? Might. I have also only been with Aqe for a few months, so there might be some gaps in my knowledge. I apologize leaps program because that was an issue that hit it was anyway, long story. But as a result of a new program, several schools here lost funding. Some of them made it up. They still have to get it back for next year, because a lot of the solutions were only temporary. So

CEC 20: this is for after school funding that is likely to be part of a package that we're advocating, for with the coalition called the Coalition for Equitable Education Funding, I will look into it and see if that's 1 of the things on the kind of agenda. Yeah, yeah.

CEC 20: cool. Thanks. Any other questions.

CEC 20: I think we're good. Thank you. Kaiser. Thank you. Did everyone up here get this that wanted it.

CEC 20: Thank you so much for having me.

CEC 20: Next we will have a report from our superintendent, Dr. David Pretto, Dr. Predo.

David Pretto: Spend.

David Pretto: Don't worry about.

David Pretto: am I? It's awesome. Thanks, Kevin.

David Pretto: Just

David Pretto: yeah.

David Pretto: Just wanted to present on a couple of upcoming events related to parents 1st on family support, Mondays. This has been a structure that we've put in place to support parents across the district on

David Pretto: timely events or topics that are, you know, relevant and kind of urgent for parents.

David Pretto: We held one in October on admissions specifically middle school admissions. We got a lot of outreach that there would be some.

David Pretto: There was a lot of interest in kindergarten admissions when the kindergarten enrollment process began. The kindergarten enrollment process has begun, and on Monday, December 16, th we'll have a representative from the office of Enrollment and Family Welcome Center to guide parents through the you know the ins and outs and the basics of the kindergarten admissions process. It's a big deal. It lasts for a month.

David Pretto: Part of the time that the kindergarten admissions process happens is over the the holiday break. So there's a little bit of time where we're not kind of interacting with each other and don't have time to engage with schools go on some of the open houses that a lot of our schools are hosting both before the winter break. And then in January. So we felt like it'd be important to just provide access to families, prospective parents for kindergarten

David Pretto: to have this presentation on the 16.th We'll send out a reminder via messaging. We'll send an email. We'll send a text message to all families in the in New York City. Public schools, particularly, you know, obviously want to get in contact with our pre-k families. But then also other families who are, you know, considering New York City public schools, and considering our great, you know, District 20 schools. So that will be on December 16.th It'll be via Zoom

David Pretto: at 5 Pm. And at that same presentation we've also invited the Child Mind Institute. One of the requests from families has been some support around social, emotional learning, bullying student to student interactions. Safety related measures across the district. So last month we had the office of safety and youth development do a presentation for our families around safety in school, between home and school. It was really well received.

David Pretto: We want to continue providing families with access to those types of presentations. We do have a partnership with the Child Mind Institute. They do provide a lot of support for families as well as our schools around positive behavior supports and interventions between the home and the school. So on the 16, th we'll also have a presentation and a discussion with parents around positive behavior supports between the home and the school

David Pretto: facilitated by the Child Mind Institute. So again, we'll send a text reminder and email reminder to all families across the district closer to the date we're finding that that's helping. And we really encourage families to attend. We've I really appreciate the structure. And again, I want to thank Sylvia

David Pretto: for my office, and Lauren Taconi, my social worker in the district office, who have been coordinating family support Mondays, and, you know, appreciate the structure, and as always appreciate the feedback on what topics are like relevant for parents. And you know, we want to have a discussion with the district office and connect with resources.

David Pretto: I just emailed out the the 1st district 20 newsletter of this year. It captures

David Pretto: some broad topics across the ways in which the district office is supporting District 20 schools. This one is a lot shorter than the 1st kind of Beta version of the newsletter we sent out last year. I have a feeling this one might be a little short. So we're just trying to find the happy balance of, you know, getting the the right amount of information onto the newsletter to make sure that we're, you know, providing the community with information around how the district office is supporting

David Pretto: district 20 schools and families. The last one was about like 5 pages long, was a little long. This one's a little shorter. So again, I'm always open to feedback around. You know how this could be better. A couple of the things that are highlighted on the newsletter which was emailed out today to all district 20 families is around our multi-language learners and English language learner supports for teachers. We do conduct a couple of meetings per month where our

David Pretto: instructional team I have a couple of folks on my team who are specialists in elementary and middle school instructional support for English language learners, one with fluency and a lot of background in dual language and bilingual programs, specifically in mandarin. And then I have another one in elementary school. And then I have another who has

David Pretto: a strength in middle school supporting English language learners in the middle school level, and is fluent in Spanish, and is very well familiar with the program. So this year we've been engaging our Enl teachers as well as our dual language teachers and bilingual teachers in monthly professional development around just supporting their capacity to be able to provide access for English language learners and students in dual language and bilingual

David Pretto: programs to the grade level curriculum and to the standards we have been expanding this support. We have a lot of Enl teachers, as was mentioned before by the President Stowe. We have a lot of families who really rely on language access. And and we have a lot of students about 28% of the district who are English language learners. So it's a really important demographic in our district.

David Pretto: and we really prioritize providing support for our English language learners across our 5 different languages of dual language programs as well as the multitude of languages over 80 languages spoken in the district, that we provide direct Enl. Support for in the district.

David Pretto: Another piece that we put on. The Newsletter was just some brief information about the superintendent program. This is the 1st year of the middle school screened middle superintendent program in the district, and we are providing professional development to teachers across the subjects that will ultimately culminate in a regents exam. In the 8th grade I highlighted the social studies professional development structure as well as the science

David Pretto: professional development for our science and social studies teachers. Because these are the 2 regions that are relatively new.

David Pretto: we will. Now, we now have a biology regents rather than the kind of the previous living environment regents. The new biology regions is aligned to the next generation science standards. So we're making sure that all of our teachers, our current 8th grade teachers who are preparing our current 8th graders for the biology regents exam that they're prepared to be able to engage the students in it as well as our 6th grade science teachers. We want to make sure that that trajectory, starting in 6th grade

David Pretto: for our students who entered into the the screened superintendent program are engaged in accelerated opportunities within science and then for social studies.

David Pretto: The Us. History regions is the regents exam that does culminate. It is typically an 11th grade exam. It is pretty rigorous. We do want to make sure that the students who begin in 8th grade, who are on the pathway to take the Us. History regents that they're engaged in a curriculum, that's, you know, ensuring that they're getting access to an accelerated, accelerated coursework. So they're on that pathway. So we've been engaging

David Pretto: social studies, teachers and science teachers in how to do engage in different aspects of accelerating the curriculum to make sure they're on a pathway for success. The 3rd piece here are the D 20

David Pretto: assistant principal institutes. So an additional new structure for professional learning in the district, we have engaged our over 100 assistant principals in professional learning that's targeted into different aspects of district priorities, namely, literacy, math, school culture, and

David Pretto: supporting some of our special populations, namely, English language learners and students with disabilities. So we're really focusing on, you know.

David Pretto: supporting our assistant principals and our supervisors with being equipped to be able to provide really high quality feedback to teachers, so that teachers are put in the best position to be able to support the students in their classrooms and and ultimately reveal higher outcomes. And then, finally, I'm highlighting. The Nyc reads learning labs. So this is a structure that we

David Pretto: continued from last year this year we have a kindergarten through 5th grade or elementary school teacher, leader, professional development and professional learning community structure, where my team and the teachers, increasingly as the year goes on, have been constructing and engaging in professional development aligned to the literacy shifts from Nyc. Reads the science of reading, and then the curriculum that are being implemented

David Pretto: across foundational literacy, and K to 2 Wilson, Orton Gillingham, and really great reading, and a couple of other options, and then in all grades, hmh. Into reading, and then in 6th grade, and all of these teacher leaders, one from each school, engage in professional development, and then they are teacher leaders. So they go back to their schools and engage in professional development with their colleagues. And this is one kind of primary structure that we have in the district in order to kind of push out

David Pretto: how the literacy shifts in the science of reading and specific aspects, not just of the curriculum, but also of kind of being responsive to challenges and needs that teachers are presenting as the year

David Pretto: last year went on, and as this year goes on being able to support them. And now, as we had some presentations last year at Cec. Also beginning to co-construct some Pds. With some of these teacher leaders to kind of lift up some of the great practices that are already happening in the schools and seeing how different schools can take advantage of some of these structures to potentially take on in their schools.

David Pretto: They like

David Pretto: the 6 to 8 learning lab engages not just a middle school, Ela teacher, leader, but also an Enl teacher. So in addition to the Ell teacher, professional development structure that we have in the district for the bilingual programs and Enl teachers kind of in mass.

David Pretto: We also engage an Enl teacher leader alongside their Ela counterpart in the learning lab to support the priority within middle school, which is supporting English language learners. In middle school we have a lot of newly entering students into the middle grades, you know, taking on a language is very challenging.

David Pretto: As you get older it gets more and more and more challenging. So students in the middle grades. Who who are, you know, new to the English language, really can get a lot of challenges. And we want, we want to provide

David Pretto: teachers with as many tools to be able to make sure that they're connecting the curriculum that's grade level, appropriate, and aligned to the standards for all of our students, including English language learners. So we've emailed out this newsletter, you know, obviously happy to take feedback on it in addition to the length of it. But you know also other folks, and I do want to highlight that the images

David Pretto: that are on the Newsletter itself are from Chancellor Aviles. Ramos's visit to District 20. We were really excited to welcome the Chancellor to the district. She visited 2 schools, Ps. 170, and Ps. 506, and she was able to see some of the great practices and work that we're doing in the district. So I really wanted to, you know, give a big shout out to Principal Tony Wu and Principal Dana Parentini, for

David Pretto: you know, welcoming me and the Chancellor into their schools, and be able to see some of their great work that's happening in the district.

David Pretto: Another program that I just wanted to kind of like highlight for a second is our safer college program. The safer college program is our partnership in New York city public schools with the New York City kids rise organization. And it is a 520 New York State, 529 college savings account program, where kindergarten students and all participating districts have 529 college savings accounts opened for them on their behalf

David Pretto: every year. Starting in kindergarten. We're in our

David Pretto: 3rd year of being a save for college program district, and we have so far have over 1 million dollars deposited in 529 accounts across the district on behalf of District 20 students.

David Pretto: It's an exciting program. And you know, we're really kind of like happy to spearhead it again. Sylvia Jaczynski family leadership coordinator is our point person for the safe for college program, and you know, District 20 has done an incredible job in comparison to the other districts in the city, in terms of students who are, you know, enrolled in this program, and

David Pretto: you know how much money has been saved, and also some of the outreach that the program involves in terms of engaging parents in information and learning about the the 5, 29 accounts, and how they can kind of build their own financial literacy and kind of understanding the benefits and the values of saving for college early and taking advantage of the 5 29 structure in New York State.

David Pretto: Just want to highlight and thank the Cec. For sponsoring. We had a financial literacy resource fair at Ps. 971, where we engaged Pta Presidents. Title one reps from schools. We had the President's council there. I want to shout out Josephine for supporting us in this as well.

David Pretto: And we had a great fair where a lot of vendors who kind of provide all sorts of information and opportunities around financial literacy were connected with parent coordinators, with Pta Presidents and with title one just and with title. One reps in in all of our district. 20 schools want to thank Principal Stacy Buzzakaras from 9 7, 1 for hosting us.

David Pretto: January is scholarship month in safer in the safer college program. And what scholarship month essentially means is that the accounts for the kindergarten students this year their accounts will be able to be activated

David Pretto: beginning in January, and so parent coordinators in all of our schools will be pushing out information to families about these accounts and the opening of these 5 29 s. For our current kindergartners.

David Pretto: And you know, the New and New York City public schools has recently been pushing an initiative called Alumni Scholarship. They're really kind of reaching out to alumni of former public schools in New York City to encourage them to donate funds on behalf of these existing accounts, to encourage and just kind of raise the dollar amount that are in these accounts. So that's some more information that

David Pretto: you know parents can expect to see us kind of promoting from the district level.

David Pretto: And then, finally, we have a career planning for youth event.

David Pretto: It's December 12. It's December 12, th not January 12, th like tomorrow, December 12, th

David Pretto: at Junior High School, 62 Ditmas, where we will have 4 speakers who are would be considered experts in the financial field, speaking to students and families around their experiences and tips and tricks around. You know the financial landscape, and ultimately, like promoting financial literacy. So we hope the families can attend. Please don't take my mistake and show up on January 12.th It's tomorrow, December 12, th at 5 Pm. At Ditmas.

David Pretto: and I know that we wanted to have a discussion about test scores. So I don't know if you just wanna have the discussion or

David Pretto: yeah, I'll I'll give. There were a couple of things I wanted to bring up. But then does do any Cec members 1st have questions for Superintendent.

CEC 20: I want to go back to the comment made at the beginning a parent called in and was asking how the superintendent plans to support schools with the flexibility given by the Chancellor. It was recently announced last week. So I wanted to ask Dr. Crater directly, how do you plan to do that. And specifically, how are you going to address the concerns that you've heard both last year and this year specifically about Hmh, and specifically, the lack of whole books and too much assessment.

CEC 20: How will you use the flexibility that's been granted by the Chancellor and the implementation of this new curriculum in order to support schools in responding to the concerns that they've raised with this curriculum. What's your plan going forward for that? And can you be as specific as possible, please.

CEC 20: so just to address the the Chancellor's statement around, there were 4 categories that the Chancellor sent a message. If folks aren't familiar or aware with

CEC 20: what Ms. Lewis is speaking to. Last week Chancellor Avilas Ramos issued some guidance to all New York City employees around the Nyc. Reads program and some flexibilities and agreements made around

CEC 20: pacing assessments, duplicative work tasks, and also professional development.

CEC 20: The 1st one is really the only one that really applies kind of directly to District 20 in terms of assessments. The guidance that the Chancellor put into her letter is exactly the same, you know, guidance we've had in District 20 Chancellor Villas Ramos put into the assessment category. That the module assessment is the assessment that you know should be prioritized, and the only one that really kind of needs to be given

CEC 20: by teachers. That's the same guidance we've been giving in District 20 since last year. So you know, and that was a decision we made in the same, with the same intention that I think that the Chancellor was putting out the message which was around, you know, reducing the amount of assessment that's happening in schools. So you know, at the district level, when we were thinking about Nyc. Reads and thinking about assessments we did not promote, or anything beyond the module assessment. That's the same guidance that the Chancellor gave

CEC 20: with regards to the pacing. We're excited about it like I think that that's something that you know teachers really kind of

CEC 20: needed to hear. And I think that I really appreciate the Chancellor, for you know, coming out and saying that and putting it right for folks. I think it really kind of eased some of the minds of teachers. So we're really excited about it. We're really making sure that literally, that that guidance is going to be, you know, put in place for all teachers across the district as it's written. We want to make sure that principals and teachers can use the professional discretion

CEC 20: to use flexibility to meet the unique needs of their children.

CEC 20: you know. And we're going to make sure to do that. We're starting by just engaging principals in conversation around what exactly that means, and making sure that we're all kind of in the same place when implementing that guidance. So. But we're excited about it. I think that it's a great thing, and I think that it definitely aligns with some of the priorities that we've had in the district and

CEC 20: year 2, I think, kind of coming to your second question around. You know how we're supporting and being responsive to families and teachers, and our own observations

CEC 20: in the classroom around the implementation of the curriculum in year 2 and year 2 is really about kind of focusing on 2 big priorities in the classroom which were time for reading. You know, we really want to make sure that kids had enough time for reading reading the books that are available in the curriculum and not just in, you know, schools that were finding success in that in year one which we had many, and I brought a couple schools last year as examples of schools that were, you know, you know.

CEC 20: able to leverage the curriculum to read the books that are in it, and be able to expand that across the entire district, you know, to being responsive. So that schools can, you know again meet the unique needs of their students. It's a big district. There's a lot of students and a lot of teachers. And we want to make sure that we're meeting all their needs, and one of them that we saw consistently was that teachers really having a hard time, you know, within the curriculum in year one and learning it.

CEC 20: which year one is always the most difficult year, you know, making sure that they had time to read the text that includes the books that were, you know, available to read in the curriculum. So that's definitely our 1st priority this year. And we've been working with the principals. We've been working with our teacher leaders in learning labs, both in the elementary and the middle school. And we're starting to co-construct some of those models with teachers, because, as I mentioned before. We had many schools last year who were engaging very successfully

CEC 20: books in the curriculum, and we're encouraging teachers to not just, you know. Hear from us, but hear from their colleagues, and it's been really well received. And I have to also, you know, commend a lot of our principals who really did a lot of prioritization around, making sure that the structures that they had existing in their schools for how they get books in kids hands and how they guide their teachers to have time with

CEC 20: within the school day as well as outside the school day, to be able to read and encourage them to read, not just within the curriculum, and for learning skills and standards and building knowledge that's aligned to the themes in the unit, but also to love it, to like reading and to be able to read books that they want to just read. So that's something that you know to, you know. Address the 1st kind of big piece that we need to be responsive to

CEC 20: was that the second one was writing? I think that the aspect of writing in the curriculum was a big challenge

CEC 20: and a big shift with the science of reading has been the 3 different types of writing, and this was a district that was heavy in the balanced literacy curriculum and balanced literacy really did have a lot. You know. There were the writing, some of the writing, the craft, writing aspects of that curriculum were successful, particularly within process writing so writing arguments, writing narratives, writing informational

CEC 20: pieces that were disconnected from, you know, a unit of study that was focused on a theme to build knowledge. Those were successful. But you know, writing about reading was a type of writing that you know, really was a, you know, a growth area for a lot of our schools, and something that principals had kind of keyed into as early as 2022

CEC 20: topic that we had in the district for a little while around. How can we, you know, improve

CEC 20: how we teach kids how to write about reading. And so this year. We're really focusing in on a couple aspects of the curriculum that do indeed do that and engage students in writing about reading and really using this flexibility, and some of these other guidance pieces to kind of engage teachers in. How can we expand our, you know, toolbox for teaching, writing specifically that writing about reading

CEC 20: so excited about that. And that's something that has been launched. And you know, we're engaging in that. And it goes to the 3rd piece that we're really kind of getting back to after year one of the curriculum. And that's

CEC 20: looking at how the students are doing. You know, I think there's been a lot of emphasis last year on learning the curriculum. And rightfully so, it's a lot to learn in the curriculum. And you know a lot of the time that teachers had to take with their teaching was consumed with learning what was in the curriculum.

CEC 20: I think one of the kind of big sighs of relief that teachers breathed this year was that they knew what they were walking into this year. They knew what the lessons were. They knew what the units were, and they, you know, kind of didn't have to worry so much about what like tomorrow's lesson looked like, and could get back to what good teachers do, and what all of our schools do, which is, look at how the students are performing to make good decisions about what aspects of the curriculum we need to implement.

CEC 20: You know, a curriculum is not a script. It is not a prescription. It's like it's

CEC 20: we really look at and prioritize in the district. How we look at data, not just Iready. And Acadians like these screener data. These are benchmark. This is 3 times a year. Teachers know how their kids are doing week to week, day to day, based off of the student work that they're producing, based off of their observations and conversations with kids, and how they observe students performing. So we're getting back to the structures of how we're looking at how students are performing and looking at student work and using that student work to make a determination of like.

CEC 20: did our students master this like? Are our students getting it? Last year we did a lot of focus on the module assessment, which was the only assessment that we were really promoting and recommending to be implemented in the district, and teachers really kind of got adept at looking at those module assessments, we were able to kind of move beyond some of the initial

CEC 20: pain points. I call them around kind of understanding the value of an assessment that's, you know, strictly aligned to the standards with a cold. Read, not with the text that the kids had read in the unit the module assessments don't engage kids in reading a text that they read over the course of the unit. It's a cold read when they take that module assessment. It's the 1st time they've seen that text.

CEC 20: whereas in the performance task, which is the writing piece that we're really lifting up this year, you know, it was something that I think the teachers really received. Well, not just because it's writing about reading, but also leverages. The knowledge that the children have built over the course of the module or the unit. What they're writing about on the performance task is connected to the text that they've read over the course of the unit. So really gives students the opportunity to

CEC 20: express and demonstrate. And that's the point of the performance task is to demonstrate what they've learned knowledge, wise, not just skill, wise, but like knowledge, like, you know, linked to the theme of the unit what they'll be able to take from the text to to say what they've learned, so not just how they'd be able to demonstrate their comprehension about what they read over the unit, but also like what they've learned, and that would. That's an important aspect of

CEC 20: the knowledge building classroom and the science of reading that, you know. Really, teachers are, you know, getting more adept at. So I'm excited about that. But you know the just coming back to the looking at student work and just being mindful like how kids are doing in the classroom.

CEC 20: you know, on the day to day like, that's something that teachers, you know, really do well in this district. You know, we have strong structures in the district, for we have amazing principals. Principal culkin is one of the like, you know. Ps. 1, 76 is a school that has tremendously strong structures around. How teachers meet in teams regularly to analyze student work, and then, namely, look at subgroups like we have priority subgroups, who.

CEC 20: you know, really have extra challenges, English language learners, students with disabilities. And we also prioritize those particular students

CEC 20: to make sure that we're looking at their work and looking at how their work reflects. Some things that we either need to do better or to recognize successes that we've had. And then the last piece I want to say about that is, it also provides teachers with regular opportunities to make decisions about what to do in the curriculum. Coming back to the 1st piece around the flexibility

CEC 20: that 2 weeks that up to 2 weeks to meet unique needs of kids within professional discretion, knowing where your kids are in relation to the standards is like the basic idea around what unique needs of kids are, you know, like, that's time. Where if a child still doesn't understand a particular concept. That's a little bit more time that the teacher has to be able to have them meet it. And you know, we really want to make sure that teachers just equipped with the structures that are provided by the principals

CEC 20: and the time with their colleagues and protocols to look at that work so that they're making good decisions about what to do with the kids in their classroom. So I'm excited about it.

CEC 20: you know, it's, you know, and all that work is underway, and you know.

CEC 20: can I get you? Can I get your clarifying point, David? Thanks. Just to go back to the the what I think you said the 4. You pointed out 4

CEC 20: key points from the Chancellor's announcement. Right? You said, pacing professional development, duplicative tasks and assessments, and I think if I heard you right. The only one that changes from current policy is pacing.

CEC 20: Yeah, the other ones. We don't have a lot of, you know the duplicative task piece.

CEC 20: That is something that has been. There are provisions in the uft contract about paperwork

CEC 20: and duplicative tasks, and you know that's a contractual thing that we always honor like we're always striving to make sure that we're honoring the contract and the you know, the agreements that we have with the with our Union partners, including the uft. But beyond that, you know, we also just

CEC 20: we want to make sure that we have great workplaces for teachers, for principals. And so, in addition to the contract we also like, look

CEC 20: at things. And I really push our principals to look at pieces of how we engage teachers in work to make sure they're not doing something they don't need to. Do, you know, like teacher being a teacher is incredibly difficult. It's really really hard. And the last thing that a teacher needs is to do some, you know.

CEC 20: seemingly mundane work that could be done by somebody else. So our principals in this district work really hard to find ways and leverage resources that they have to be able to take those tasks off. But nothing changes, nothing changes with the Chancellors. The only thing that's changing in this district was the pacing of the yeah. The assessment guidance is the same that we this is the same.

CEC 20: Yeah, go ahead. I think. One. The Chancellor's language on the assessment is somewhat vague. And 2, if

CEC 20: you're going to allow for the 2 week flexibility, I just that is going to affect assessment. So over time that would compound, and then eventually, a teacher would need to like, skip or modify end of unit assessment. So I'm wondering if that is being given to District 20 teachers as an option, because the language here is not concrete. But if you keep getting 2 weeks behind. Eventually you would need to skip a unit assessment.

CEC 20: I understand the line of thinking what I have learned with kind of implementing.

CEC 20: You know, the evolving context of something that's as large as this at scale is that I don't like to run up the inference ladder too quickly, and there's a lot of kind of intended and unintended consequences of coming to certain conclusions like that. Again. It's a big district, and there's a lot of kids, and there's a lot of different needs that need to be met. And there are just as much as there are some

CEC 20: teachers who are going to predictably leverage some, or maybe all of that flexibility. There's going to be other teachers who won't. And there are teachers right now who don't need any of it, and actually need less time. So like, you know, we want to make sure that as we put that guidance out and support principals and teachers in utilizing it, that we really stick to the what the guidance is which is to use teacher and principal discretion.

CEC 20: To meet the unique needs of students. So the things that I was speaking about before within, like, you know, the focus on the different aspects of the curriculum around reading

CEC 20: the writing piece and then looking at student work. And you know, looking at curriculum specific data, you know, those things are, you know, aspects that we will utilize to support teachers and helping kind of like make those decisions and make good decisions because we want to make sure that they're doing, indeed, that what the Chancellor is asking again, I hesitate to run up the inference ladder too quickly and make broad generalizations about what it

CEC 20: could mean. So but that's something that we're going to continue engaging principals on. And you know it's

CEC 20: but in general I feel like it was very well received by teachers. I think it was received well by all of us, and I'm excited to to implement it.

CEC 20: One of my follow-ups superintendent, and I think we've had a conversation about this before, but I ultimately, you know, I try to learn the curriculum, and I try to learn how it works in the classroom. But I've never been in a class never taught. I don't know anything, but of course, as a parent I'm always looking at results, and we've talked before about the State test scores. Last year

CEC 20: Citywide went down. It went down a little more in District 20, and you know we're following up. I'm following up on conversation with you. You know about these points I've raised, but the 2 things that jumped out at me after our conversations were our L. Scores. We did perform worse than the city for our L. Students, and you know you were helpful in pointing out that we have to compare it to other districts with high numbers of L's and I. You know our neighbors in District 21

CEC 20: did better than us, and I know we're all competitive, and we all like to be best. But is there a do you think there's any lessons that we can, you know. Is there anything that maybe District 21 did different. District 24 did a little better than us.

CEC 20: and we were pretty similar to District 25. And so I thought that was interesting just to look at the mix around the city. So I'm curious for your thoughts on on sort of elves, and in particular with New York City reads and and the curriculum

CEC 20: well, none of them were good. They all went down. Yeah, that was my kind of 1st takeaway with regard with English language learners, I think that there's

CEC 20: one thing I do know, like

CEC 20: I see the I see the question like, why did why did they go down less than we did?

CEC 20: I can't answer that question at the end of the day. I don't really don't know. Districts are big and different. District 25 is much more comparable to us in terms of size and demographics and performance than District 21 is

CEC 20: so I would. That's 1 thing I would say, but I look more at being responsive to it. I think what's most important is that you know we're utilizing the resources that we have at the district level, and also to be responsive to it. I mean, I think that's the most important thing. And we really have dedicated a lot of our resources, and I've done a lot of work prioritizing.

CEC 20: obtaining staff. Who can support our school leaders and our teachers in supporting English language learners. You know.

CEC 20: One thing that we did not have last year was an L. Services administrator. That's the instructional coach for English language learners in district offices. We did have a vacancy for over half the year. What was the position? Say that again? It's the M. It's we call it the mesa. So it's MESA. The multilingual learner. L services. Administrator. Okay, it's essentially an instructional coach for English language learners. It's an Ea position in district offices.

CEC 20: And so we were. We had a vacancy for about half of the year, and this is the person who's primarily tasked with supporting Enl. Teachers with professional development.

CEC 20: So the the, you know, professional development that we and we offer. And we, when our we had a mesa prior to like the

CEC 20: we lost in like November we provided those. So it was a little bit. It's a loss like that's that's definitely a resource piece in the district that we now not only have a mesa, but we were also able to

CEC 20: bring on an additional instructional coach. It's a long, long title, but like another instructional coach who balances out our messes expertise. So our mesa is expertise, obviously in supporting elves. But middle school, which is an area where we did not previously have somebody who kind of like

CEC 20: had a lot of experience and expertise in serving middle School English language learners, which is a large percentage of our students who are challenged when we're talking about these scores. And then we're also able to bring on somebody who has elementary expertise also has a lot of experience with developing the home language assessments that are given to students in Mandarin or Spanish against

CEC 20: the the English language assessments that are good on the curriculum.

CEC 20: so not only does she have a lot of expertise in those home language assessments, but she also has a lot of experience in bilingual programs and mandarin, and that was really important. We have, like mandarin, is the

CEC 20: single biggest language other than English spoken our district. We have the most mandarin programs, you know. It was really important that we brought on someone who could support. You know, you know, Mandarin Bilingual. Sorry this is. This is the mesa, or this is another. That's the that's the dais.

CEC 20: That's it.

CEC 20: District achievement and instructional specialist. Okay.

CEC 20: so these are both the mesa and the dais are both. They're both district 20 employees? Or do they share responsibility?

CEC 20: Alright?

CEC 20: And so those 2 individuals are sort of oversight of

CEC 20: all the programs in the district. They provide report to you, or do they report to someone else? They report to me and they provide professional development for teachers. And they also support individual principals with their programs. So in addition to holding the monthly professional development, both within just Enl teachers and bilingual teachers. And we we focus on utilizing curriculum to support

CEC 20: pedagogical practices that get kids access to grade level curriculum. That's ultimately like

CEC 20: the goal. We also, they're also on my literacy team. So they support and learn the learning lab. So our general Ed teachers also get Pd, that's rooted in practices that support. Else.

CEC 20: in addition to that, they also have schools, individual schools that they work with on a regular basis, like 3 times a month. Where they go, visit the school, they work with the principal, and they develop a school-based plan for how they can support, like the individual, unique needs of that school? Will they do things like? Look at the iready assessments during the year and the module assessments

CEC 20: and see how else are doing compared to last year and see if we're making progress.

CEC 20: We do that at the district level through the Tcp. Like we monitor progress for how our kids are doing in those subgroups that we have all those subgroups broken out into individual goals. But like, I mean, even more granular like on a however, 7 or 8 times a year with the New York City, reads assessments, and then 3 times a year. When I read it. You guys specifically look at L scores on those yeah. And we and

CEC 20: now we have the yes. So short answer, okay. And then the other thing I thought was really interesting as I communicated to you was

CEC 20: really jumped out at me that the computer, the 2 grades that did computer-based testing and correct, right? Computer-based testing was only done last year for the state test in grade 5 and 8, right

CEC 20: across the district and across the city. Yeah. And it.

CEC 20: It was mainly in those grades other schools like had, like may have done it. I had a couple of schools that did their all of their schools. Okay? But grades 5 and 8 stand. It's a statistically significant difference in how those schools citywide and District 20 computer based versus traditional, which was really interesting. I mean you can. That to me, was the number one.

CEC 20: As far as I could tell from looking at the data reason why scores dropped citywide, and I think that there really has to be. And this is a big issue, because the world's going digital. Everyone has to learn how to do things on a computer on a screen, even though, as parents, I have huge problems with screens. But like.

CEC 20: we've got to get there. And so we've got to do more to get students

CEC 20: capable of taking their Ela tests, especially Ela. I think I feel like math might be a little different on screen, but a little easier. But anyway, just thoughts on that a lot. So I have

CEC 20: like, I'm a parent.

CEC 20: you know I have. I have a child in 8th grade. I have a I have a junior in high school.

CEC 20: you know. I have my own personal feelings about the

CEC 20: you know, the the presence of computers, and this type of stuff like.

CEC 20: So I

CEC 20: I have my own feelings. But I do know that we have to provide access and support for kids to be able to do this. It's just a reality. In the midst of my feelings about it. We need to make sure that our kids are being put in position to succeed

CEC 20: one of the aspects of so one thing that we are focusing on in the district last year, I don't want to say this principals were very attuned to this last year. You know, we had a couple of schools pilot the computer-based testing the year before. It was successful in the schools that we piloted it in

CEC 20: last year. Our principals really put in place structures to support kids in kind of getting used to typing. You know.

CEC 20: the big challenge we saw was just like the concept of stamina in writing on a computer like that was the biggest one. And you know, that was just something that again at scale, like the the.

CEC 20: The one thing that Iready does is it gives us like this, screened, you know, assessment. It's all there's no writing

CEC 20: like they're not doing any writing on it. And one thing that Hmh. Provides is a writing platform that's online. It's called writable. That gives sorry.

CEC 20: Stop this, that

CEC 20: all of the writing tasks that are available in Hmh. Are automatically on this platform. It's a platform that was not included in the core curriculum last year. So all schools didn't have access to it last year. This year all schools do have access to writable. And it's something that our schools are starting to look at as a way in which to kind of like accomplish a couple purposes.

CEC 20: But the main one is regularly engaging kids in just the practice of writing on a computer in response to their reading, I think that just our kids, we could go to the rabbit hole for a long time about technology and kids engagement with it, and to what extent they're able to write on it. But the short answer is the writing that kids do do currently what they're used to doing on their phones otherwise, is very short blips of whatever. If there's any text at all like primarily students engage in

CEC 20: text, if we use the broad sense of it. That's visual, you know.

CEC 20: You know.

CEC 20: movies, short clips. You know that type of thing very little, if any, is like actual text. And you know, that's something that yeah, we've started to. So we've really started to kind of like.

CEC 20: principals have been doing this. But we've also been needing to build the teachers capacity using writable as like this platform to engage kids regularly in the writing about reading piece. And then there's a lot of communication with parents that we need to do around that because we got a lot of push. We've got a lot of feedback last year around how much time kids are spending on the computer which

CEC 20: I get it like I get it. And frankly, you know, we want to put kids in the position of success. So like the module assessment, for example.

CEC 20: the module assessment engages kids in writing about reading on the computer.

CEC 20: however, a lot of schools opted to administer that assessment last year by having kids 1st handwrite their, you know responses, and then to either just enter the scores into the platform, or sometimes they would transcribe the draft onto the computer.

CEC 20: But the short answer is, every kid who was taking the module assessment wasn't typing their answers into the computer and those who were. I mean, I think that a lot of the challenge, some of the challenges we had around scoring of the module assessment like how kids were actually performing.

CEC 20: In addition to the fact that there are cold reads and standards, aligned questions, and not like building off of the text that they had read in the module, but it was also that they were having to type their answers. Yeah, that was like 2 pieces that were like new for kids. And I think that that was, you know, it's a lot. It's a big change. So I think that a couple of things that you know we in the district need to be much more responsive to and prioritize is, you know, making sure those module assessments are opportunities for kids to respond to these tasks.

CEC 20: For writing

CEC 20: on the computer. So the 2 things, yeah. So the 2 things I've heard, the writable and the module assessments. Those are the 2 ways. We'll try to

CEC 20: train kids on a keyboard. Correct? That's okay. I heard. This is.

CEC 20: I heard anecdotally, and I'm not. Gonna but

CEC 20: this is just back to the class size law for a minute that there has been a I've heard that schools previously had a teacher for keyboarding and computing skills and had to reallocate that teacher. This is off. This is my own editorial, David. You don't have to respond to this, but and they had to reallocate that teacher who was previously doing things on

CEC 20: on technology and stuff to the general classroom as well for class size law. So again, as I go forward for the remainder of my term. I'm going to point out situations where these trade-offs have had to be made because of the class size law mandate, and I'm going to leave that at that. So we're getting a little bit less in some schools on the stuff like computing skills. Maybe you've got a smaller class. But that's the trade-off parents have to think about as these things are coming

CEC 20: to fruition. Here, go ahead, I listen.

CEC 20: This is a difficult district to meet the mandates of the class size law, and we're working as hard as we can to, you know.

CEC 20: to meet the benchmarks, and I really applaud the principals in this district, for you know, finding ways to reduce class size here. And we, you know, I feel like we did as good a job as we could have last year, considering the capacity of our buildings and how many kids we have. I would say that in terms of the goals, I think this is an important piece around the.

CEC 20: I think this is an important piece around the the writing on the computer.

CEC 20: the the matter of stamina of like having the concept of when I'm sitting at that computer like, I'm using that to like, get my thoughts out and in robust ways is like

CEC 20: we find that it's very contrary to the ways in which kids engage with technology when they're getting their thoughts out there like kids aren't typically used to using technology to get robust.

CEC 20: you know, well-developed thoughts out on the computer like, that's not their primary mode for doing that. We do it through speaking right. And we do it for through writing. But like writing has been very much with the pen. Yeah. So like, you know.

CEC 20: I think that with the example of the keyboarding class, like the keyboarding class, will definitely teach them kind of like how to type faster and with better technique. I have terrible technique. I only use 3 fingers when I type. I've just gotten weirdly fast with my 3 fingers. But like we had a lot of

CEC 20: teachers who are, you know, leveraging some of these apps, you know, and running them in, you know, stations in the classroom. Yeah, for how to practice keyboarding.

CEC 20: But, like, ultimately, even that keyboarding help wasn't as important as connecting this concept of. Like my thoughts about this text and responding to this prompt, you know, need to result in a robust, developed thing. The thought process is more important than just the mechanics, but they're both important. But anyway, I see 2 hands. Tamara Kevin. I don't know who was 1st

CEC 20: to Kevin and go ahead. Tamara, do you have a question for David?

Tamara Stern: Yeah, I have a couple

Tamara Stern: thanks. Thanks for this report. You know. You know I've said before that you know the way you're doing.

Tamara Stern: what you're doing with this new curriculum is way different than it was done with common core. So like we, I can already see like a big difference.

Tamara Stern: you know, from how comical was was it

Tamara Stern: implemented and not implemented? That's a whole different discussion.

Tamara Stern: but one of the questions I wanted to ask. You know, I know we were talking about like the H and a and this like they recommend books and stuff like that

Tamara Stern: for the children, you know, according to grade level, and so on. Is there? Like an alternate list of books

Tamara Stern: for

Tamara Stern: like, if the kids don't want to read the H. And H. Recommended. Books like that could be given to the parents like similar similar books, you know. That they might be interested in is is one question. And my second question is, do our schools have all like the needed devices

Tamara Stern: when they take these State exams? Because I know that that was a concern for some schools like they didn't have, like all the devices, you know. And you know, after a couple of years, some devices need, need, you know, to be like.

CEC 20: Okay.

Tamara Stern: Got rid of, because, like, they can't be updated anymore. And they're too old. And they need new ones. Like, how is that?

Tamara Stern: Yeah.

CEC 20: So

CEC 20: books, and then the computers. So the 1st one is. Yes, there are lists of books that are connected to the modules. A big aspect of reading within the science of reading. And this concept of a knowledge building classroom. You'll hear me say that. Use that phrase a lot is

CEC 20: that's a big shift for how we center what kids are learning about when they read like when we're teaching kids reading, especially in the upper grades. 3, rd grade, 4th grade, 5th grade and beyond. We're not just teaching them how to read.

CEC 20: We're teaching them to read, to learn stuff.

CEC 20: you know. We're not just teaching them to identify the setting or to identify a cause and effect relationship between 2 characters. We're not. Those are skills. Those are like discrete skills that you know, when you're learning how to read like these are things that you know good readers are able to recognize when they read books.

CEC 20: We're not just teaching kids how to identify those things. We're teaching them how to learn stuff like. And the the text that they're reading in that module are all connected to a larger theme or topic or idea that we want them to kind of learn about and be able to see the connections between those texts

CEC 20: for how they're making meaning out of what they're reading about. So that's a really important piece of the curriculum. And a big reason why New York City reads exists is because of this concept

CEC 20: of having children be able to learn to read. Once you hit 3rd grade, you are no longer learning to read. You're reading to learn like you have to be able to make meaning out of that text and then create and demonstrate thoughts.

CEC 20: Many is to make sure that teachers have the resources in the class, so that teachers are positioned to succeed. One of them is procuring books and making sure that the books that a teacher needs are in the classroom, and principals have different structures, processes. How do they utilize their budget? How they prioritize, how to survey teachers like they have different ways in which they make these decisions.

CEC 20: In addition to the resources that the curriculum provides, which you know, hmh, does provide every teacher with different lists of books that connect to every module that are options that teachers could use. Principal culkin is one of those like exemplary principals who has a well ingrained structure that ensures that not only do teachers have these books, but they're prioritized for kids, that they're in kids hands, that there are structures for them not to just have the books, but for

CEC 20: them to read them regularly. And those are the types of practices that we, you know, we really promote. So there is the curriculum and the resource. And then there are the practices. There are the things that teachers do and principals do with those resources to make sure that they're being like, the Chancellor said in her message, you know, being responsive to unique students, needs.

CEC 20: The second question is around the computers.

CEC 20: and the short answer is, yes. Schools have the computers to be able to, and the different devices, you know, chromebooks, ipads like we have different devices.

CEC 20: One of the challenges that I just want to acknowledge for our teachers is that this is just another layer like this is another piece that they, you know, kind of have to incorporate into their practice.

CEC 20: It's easier to take out a notebook and a pencil than to get onto the computer. And we have learned over time and how we've practiced around administering the iritty assessment and these other things around how some of these other aspects of utilizing technology in our classrooms. And the.

CEC 20: you know, the level of bandwidth that different sites take when you know utilizing computers with, you know, 2530 kids. Well, now, 23 in the classroom at the time, you know.

CEC 20: you know, those are additional challenges that teachers have. And again, this is another piece where I'm really thankful for the flexibility, because ultimately, like on the ground, practically

CEC 20: turn on the computer and try to log on. And your password doesn't work, and you need help. And you know, so those things are, those are real for teachers.

CEC 20: So those are things that we're also kind of thankful for the flexibility. I think it'll kind of again. Take a little of the air out of the room for some of our teachers. We're working really hard to kind of like, do all this stuff simultaneously? But the short answer is, Yeah, we do have the technology. And another challenge. I'm going to leave it at that. I could talk about this one all day, but is also just having update up to date technology. You know, we have like large purchases over the last couple of years.

CEC 20: These things go obsolete very quick. You know, these updates for operating systems and for apps and for these other things, you know, if you don't implement the updates, they suck more bandwidth. So like these different like aspects of the tech kind of

CEC 20: infrastructure is also something that we're like. Really mindful of, and you know.

CEC 20: principals are, you know, really kind of working hard with their we call them spocks their tech folks to to make sure that the devices are working, that they're in the classrooms, and that teachers are getting more adept with like using them on a more regular basis. That's a big lift for us this year at scale.

CEC 20: Yep, I guess that quick questions.

CEC 20: Thank you for curricultural concerns. Nigga.

CEC 20: Is this curriculum more challenging for my kids, then the previous one.

CEC 20: And how do? How do we demonstrate that it is?

CEC 20: And the second thing is, a lot of parents, I mean talk to us, saying that

CEC 20: the kids is on the computer all the time. Now they don't feel comfortable with it.

CEC 20: I mean, they do not know if they're usually doing their homework on their computer game because there are incidents.

CEC 20: Kids are switching when the parents coming in coming into the room.

CEC 20: So is there anything we can do on that.

CEC 20: To to the 1st question around is the curriculum more challenging, or the curriculum is aligned to the standards. So the the thing that we utilize to measure rigor is the level of alignment to the grade level standard.

CEC 20: The higher the standard, the more rigorous. That's our baseline. Then we can go in different directions around how challenging something can be. But like that's that's our kind of baseline for all kids. The curriculum is aligned to the standards. So it is as challenging as it is expected to be based off of the grade level that the child is in.

CEC 20: If if that makes sense so is that a space 9 stand the same as

CEC 20: the previous. A lot of the previous curriculum that were put in place in the in the schools were not aligned to all the standards.

CEC 20: So do we say the current one is standardized. Yes, you can say you can say that all 3 curricula that have been that are being implemented in New York City. Reads are aligned to the standards.

CEC 20: The second, and that's all the standards. There are different standards. There's reading standards. There's writing standards, there's speaking and listening standards. There are standards for social studies. There are curriculum that have been used in the past that were aligned to particular standards, but not all of them.

CEC 20: This curriculum is aligned to all of them.

CEC 20: The second piece around comfortability, like my kids, are on the computer too much. It doesn't feel comfortable.

CEC 20: People are comfortable with things usually that they're good at.

CEC 20: you know, like, you know, you're going to be able to be comfortable with something. If you're you're kind of experiencing success with it. We find that children are a little bit more tolerant of challenges, and being a little uncomfortable and trying new things. We find that adults are less comfortable with trying to do things.

CEC 20: We all know, computer is the future. The problem is, the kids are distracted by the games. Yeah, I'm not going to disagree with you there, I would say that the

CEC 20: I think that's another great example of like how kids

CEC 20: think about interacting with computers and computers aren't for the future. They're for right now. Computers are for like 10 years ago, like this is beyond a reality for us. And this generation doesn't know like there are people in this room who know in existence before smartphones. And you know, I remember, I remember when call waiting came around right like I had a big old yellow phone with a bell in it, and it was heavy, and you know it was connected to the wall, like I remember that I remember that world.

CEC 20: Our children don't have any concept of that world, you know. That is a completely different world for them. So like this is.

CEC 20: it's very urgent. They know more than we give them credit for in terms of the computer. What we're competing against with their attention is that's a great example of the video games. And some of these other like, you know, quick, flashing interactions that they have with some, yeah, it's a lot. So I would say that, you know, writing on a computer for a child is incredibly challenging for them. One, because it is not nearly as

CEC 20: it's not nearly as fun as a video game like a video game is way more fun than writing an essay on a computer, especially when you don't experience initial success with it. Our kids are very used to getting immediate gratification from their phones when they look at a phone. And you know, look at an image.

CEC 20: or, you know, get a like, or there's a lot of science behind, just like the ways in which all of this technology has been developed to be like, really, you know, kind of consumer based. It releases dopamine in the brain. And people go back to get the dopamine. The writing of the essay is releasing a little less dopamine than you know social media or a video game or something. So I think that you know another big challenge that we have as parents.

CEC 20: I fight with this concept with my own kids. You know my son has a Ps 5, and you know he wants to play Madden, and he needs to do his essay. And that's a big challenge right there, and I struggle with it.

CEC 20: But I think that that's an additional layer that you know, we, as a community, need to kind of, you know, come up with different ways, how we can really communicate and promote the importance of this. You know the utilization of the computer for things that are gonna ultimately be beneficial for kids. And we know immediately that

CEC 20: every 4, th 5, th

CEC 20: 6, th and 8th grader will take the state exam on the computer, so like urgently, it will be valuable for them to learn how to like express themselves in a detailed way in writing on the computer.

CEC 20: David, I want to ask you this proposal. I would like to get your thoughts on, and that's specifically adding geometry to our middle school academic offerings. You know.

CEC 20: you know, this is my, my quick sort of

CEC 20: you know the world from my perspective is obviously changing, just like we're talking about with technology and everything. And in my line of work I'm acutely aware that our country has a shortage of

CEC 20: qualified stem professionals in many, many industries. And it's critically important. And it sounds abstract to talk about fortune. 500 companies and technology companies and AI, and then K through 12. But it really is not. And the stuff that we need, the type of talents that we need, the type of education we need

CEC 20: starts right here with everything we're doing. And so I really want to. You know, I you know, we

CEC 20: thank you a lot for the superintendent program. Of course, you know, it's a very. It's a great, a great program. And I like that. You have a component also, for just math as well. Kids are accelerated at math, but still need sort of more general education on Ela. And I just want to propose adding geometry to the to the options for the superintendent program. There are schools across New York City doing this.

CEC 20: We need to be doing the same in District 20. I strongly believe that we should have you know, we should be offering making the same offerings for our kids as these other schools across New York City are, including in District 21 nearby. So I'd like to get your thoughts on that. I'm open to the geometry regions. I think what the priority was within the superintendent program was like

CEC 20: creating a program like making sure that we were able to put in place things that we could support teachers on that we could, you know, scale. And the algebra regions is one that is the 1st one right like. In order to take the geometry regions in middle school you have to 1st take the algebra regions the year before, and then take the geometry regions after. So you have to take a regions in the 7th grade, and then take a regions in the 8th grade. So it's like it's an added layer. So it's

CEC 20: a little bit more complicated. The short answer is, I'm open to it like again, like I want to make sure that we have, you know, access to like all the opportunities that make sense for our kids. And again, like the Chancellor said, like the unique needs of all of our kids. And so I'm open to it. It's a

CEC 20: you know.

CEC 20: I will say, and no one's going to feel sorry for me. I get it like it's just part of the deal, but we do have a lot of kind of balls up in the air right now, and we want to make sure that all the things that we have committed to that we're able to deliver like we committed to providing robust Pd. For all of our 6, th 7, th and or 8th grade teachers who teach accelerated classes in the district

CEC 20: that they're prepared for math, for social studies for the new biology regions. So that's something that I want to make sure that we're committed to.

CEC 20: However, I'm totally open to the idea. So you know, I can take this back to my team, and we'll kind of you know. Think about it, and see what we can kind of come up with. But I'm totally open to it, and want to kind of look at some of the more particulars, and see what something like that could look like, and what would be the better like what would be the challenges? And what would be some of the pitfalls? Drawbacks that I want to avoid? And then what could be some, you know, potential ways. We could do it. So I'm totally open to it. Thanks. Appreciate that.

CEC 20: CC. Members. Any other questions, for Kevin. Is your hand up. No, go ahead, go ahead. It's not really a question. I just want to share something, I observed.

CEC 20: So

CEC 20: in our community. We noticed that for the state test, and gave, we gave a sample state test for positive practice

CEC 20: to the students, just for them to get used to it.

CEC 20: So we notice that the older I'm taking on in the math because it's easier. Okay? So I notice then, the older the task is.

CEC 20: it's usually more challenging for the students.

CEC 20: I mean for the same student. If I gave the 1997, they might score them 97.

CEC 20: By looking at it, I mean, New Mexico is 80%. But if we give the recent years

CEC 20: send students, they must score the 90%.

CEC 20: And it's quite common.

CEC 20: Do we have? I mean, I just wonder how did that happen?

CEC 20: And the second thing I observe is, wait we, Kevin? I just want to make sure I understand the question. So like you said you're administering the past math

CEC 20: exams. It's like 8th grade tests. 7th grade state 4 to 5. But, like the state test, like the 3 to 8 test. And you're saying that you would give some like old versions like late nineties versions. And then you would give some a more Updated like recent version, and what was the difference in the scores? Well, I do not remember exactly the difference I can get back to find out.

CEC 20: but a feeling, we observed, is that the phone order

CEC 20: test they didn't score as well as not. These ones they scored. They didn't score as well in the old test as the new test.

CEC 20: or they scored better on the old test. They scored better on the new test. Okay?

CEC 20: I mean, I

CEC 20: I don't know if I have an answer for you. We are going to test. We are going to check how challenging the test is.

CEC 20: But that's something we noticed. And then the second thing I want to share is we, I'm looking forward. I'm hiring a divide, 2 departments

CEC 20: in my office. I'm hiring 2 developers, engineer, to do the coding.

CEC 20: Yeah. And then notice, I have been looking for 3 months.

CEC 20: I cannot find mine.

CEC 20: No one, and I also noticed no one.

CEC 20: I haven't seen anybody get closer to the one we're looking for.

CEC 20: and the one I will notice. Another thing is the ones

CEC 20: we feel it's getting closer are hugely neutral education.

CEC 20: the basic education. I'm not talking about college, the high school and middle school education overseas, the ones

CEC 20: children at higher education, high school and middle school over here. They're usually as not as qualified.

CEC 20: even though we couldn't find anybody. So at this moment, okay.

CEC 20: this is for

CEC 20: folks who are coming out of high school seeking like a computer program or a developer job is no. Yes, they graduate from college. They're graduating from college already. They both graduate from I mean, they're all graduated from college already.

CEC 20: and then I mean, they are high, the ones who's like closer to what we need

CEC 20: that tend to have. I'm not saying everybody, but they tend to have negative.

CEC 20: Took their high school and middle school being overseas.

CEC 20: Gotcha. So if I'm hearing you correctly, you're saying that we need to get better at computer science.

CEC 20: Well, I absolutely on computer science, I can never. I cannot speak for me. Obviously, Gotcha

CEC 20: gotcha.

CEC 20: Okay, I think that's enough for now. Thank you, Superintendent Prado, I will just I just have a few quick comments.

CEC 20: One is not related to anything particular for this meeting or recently. But I did want to make it known. I've over the years. I've had a number of interactions with parents in the district on bullying incidents, and I just want to give a compliment over the years. Almost every time

CEC 20: I have heard that the schools ultimately

CEC 20: do what I consider to be the right thing in the situation, and I know it's it's tricky at times. There's a lot of confidentiality and a lot of privacy issues, and

CEC 20: it can be really frustrating for parents. But I just want to put that out, because sometimes I don't give compliments as much as I should, and I just want to say that. So you know, by and large I think we do a good job of addressing things. I know it's always going to happen. It's always going to come up and are constantly working at it. But many, many situations where I've come into contact with someone.

CEC 20: usually it gets worked out and it's tricky to do, I know, but I want to put in another plug as well for the

CEC 20: the rally tomorrow. We you know, we as a Cec. 20, we do have an official position on this. And so I think it's worth mentioning that the rally at Tweed tomorrow at noon to ask the panel for educational policy to vote to approve the Pearson contract to administer the specialized High School admission test. There's some issues that have.

CEC 20: you know. This goes back to the also the paper versus computer. I know that there's concern that the test is now going to be moving to computer-based. The feedback I've gotten is

CEC 20: the DOE should have been a little more transparent about the way that they

CEC 20: they changed the contract. They sort of brought the contract fully formed to the pep.

CEC 20: That being said, I understand the value of moving things digital. I mean, I think it has to happen, and it might be challenging, and there might be bumps, but I think we have to do that. And so for the Shisat to be on.

CEC 20: and I know that there's accommodations for students a certain limited number, I think, in the contract, if you need paper. But anyway, so I just encourage if anyone can make it tomorrow at noon we need to call on the pep to approve the contract, so that students who are preparing for this for next fall have certainty know what they're preparing for, so be there at noon at 52 chambers.

CEC 20: if you can. Sca capital requests principals, please. Email us. Cec, 20@schools.nyc, dot. Gov, there have been emails we've sent out emails to all of you asking for capital requests. We will submit those at our January meeting.

CEC 20: And then last, I'll just make a note about Cec. Elections coming up in January is the timeframe. And I think there's a website set up for that. Now, the DOE has rolled out a website for Cec elections for the 2025, 2027 term. And I encourage parents to get more information. If you're thinking about running for a Cec.

CEC 20: To to run and get involved.

CEC 20: And that is it for my President's report.

CEC 20: Second public speaking session.

CEC 20: We'll now hold our public. Tamara. You have your hand raised.

Tamara Stern: Yeah, I would like to just give information about when the Your Bp application

Tamara Stern: will be open. Okay, we met with Donovan. Yesterday. The Bp sorry. Monday. The Bp application for requests

Tamara Stern: for the schools will be open January first, st so I want everybody to be very aware of that. And I believe, he said, it's going to be closed like.

Tamara Stern: was it like in the middle of February?

Tamara Stern: Or something like that? But so just so, our schools are aware that this is a second funding stream where you you can apply to to get funding for any requests that you're you're interested in doing.

Tamara Stern: But one of the things that Donovan told us was to make sure that you actually get specific numbers for what you're trying to request as capital plan like specific numbers, because what happens is if the numbers like a little bit below, sometimes they're not gonna request might be denied, because you're not. You don't have the appropriate

Tamara Stern: amount of funding for it to get it done. So I will be contacting my schools to make sure that they.

CEC 20: See.

Tamara Stern: Have a list of everything so hopefully. Is there any way like the Cse. Could give us like number? Wise? You know how, with the

CEC 20: One.

Tamara Stern: Their capital planning. They, like, you know, like a gym, would be like a certain amount or auditorium would be like a certain amount. Are they able to get us like number wise, for, like what those specific numbers are for our schools ahead of time. That way we could be prepared for for adding.

CEC 20: Say that again, Tamara? What was the ask?

CEC 20: Can the S. Was it the sca.

Tamara Stern: Yeah, because you know how like, when, when they do their when they do their presentation, they normally let us know, like an auditorium costs this much or like, you know, a hydroponic, you know thing cost this much like specific numbers, that we that we have them for our schools. So because if we if we're doing these capital requests, especially when it comes to the Vp, we want to make sure that they give the correct number so they can actually get

Tamara Stern: funding that they need that way. It's not below the number, so they won't get like denied, or something like that.

CEC 20: So send it to make sure all of the principals know. Have these better target the requests.

Tamara Stern: Yeah.

CEC 20: Yeah, I'll I'll reach out to Sca

CEC 20: cool. And Tamara. Is there a link or something for the Bps?

Tamara Stern: He hasn't updated it. It's not updated yet. It's like, it literally opens January first, st and if they're still working on it, he has to update them, the numbers and everything. He has to open it for 2025, because the when you go on there it says 2024. Right now.

CEC 20: Okay, okay, thanks.

CEC 20: Second public speaking. Do we have anyone signed up again? If this is our second public speaking session of the night? If there's anyone who would like to speak, please

CEC 20: sign up using the form, I think. Can we throw the link in the chat again? You just put it in the chat.

CEC 20: Has anyone signed up to speak online, though

CEC 20: no one online, anyone in the room want to give another shot?

CEC 20: Going once, public speaking, going twice.

CEC 20: I think that's probably it. So thanks. That concludes our second public speaking session. Should we approve the minutes from last meeting?

CEC 20: So everyone please review the minutes, and let's if there's any changes, please speak up.

CEC 20: I really don't care about this, but it says Stephen Stowe, 1st Vice President.

CEC 20: It doesn't matter.

CEC 20: I've been demoted. Thanks a lot, Kevin.

Tamara Stern: I think you have to get rid of first, st just in general, because I think it should be yeah.

CEC 20: Yes.

CEC 20: I think Kevin, is that that's the okay.

CEC 20: Yeah.

CEC 20: Any changes to the minutes?

CEC 20: Okay, the minutes are approved.

CEC 20: We can now adjourn the calendar meeting. Is there a motion to adjourn? Second?

CEC 20: All in favor? Yes.

CEC 20: Do we need a break, or do we want to go to the business meeting right away. I don't think there's anything on the agenda for business meeting, so

CEC 20: should we just get it done.

CEC 20: So I'll call the Cec. 20 business meeting to order at 8 42,

CEC 20: Kevin, can you take attendance, please? Sure.

CEC 20: Oh, mute. Yeah.

Kevin Zhao: All right.

Kevin Zhao: Okay. President Stephen Stoat here.

Kevin Zhao: 1st vice President, John Ricardo, second vice President, Elizabeth Chen, recording Secretary Kevin. Zah here.

Kevin Zhao: Treasure mei fun chen.

Junmi chen: Yes.

Kevin Zhao: Yes.

Junmi chen: Yeah.

Kevin Zhao: Okay.

Wenming Chen: Yeah.

Kevin Zhao: Second, yeah. And then council member Tamara stone.

Tamara Stern: Here.

Kevin Zhao: Okay, Maya Nusnbout, news and bread.

Kevin Zhao: Okay, Wei Ming, Chen, women are around.

Wenming Chen: Yeah.

Kevin Zhao: Okay.

Kevin Zhao: Yup, thank you. Areina. Nuis. Yep. Nice to see you.

Kevin Zhao: Okay. Yanqing. Chen.

Kevin Zhao: Yanjing, are you around.

Yanqing Chen: Yes, I'm here.

Kevin Zhao: Okay, thank you.

Kevin Zhao: Sprina minamara.

Sabrina McNamara: Here.

Kevin Zhao: Okay, thank you, Fabiora Mendetta.

Kevin Zhao: Correct me if I if I did not pronounce it properly.

Kevin Zhao: Leviora meant delta and data. Okay, alright, I guess not here.

Kevin Zhao: And Ryan nee still remember Ryan, nee no okay.

Kevin Zhao: And I saw in the other cabin here.

Kevin Zhao: Thank you. Yep.

CEC 20: Thank you, Kevin, for our business meeting tonight. We will

CEC 20: approve the minutes from the last business meeting, and then.

CEC 20: did we have one? We have 2, did we? The Canada interviews? Oh, yeah, yeah, go for it. So we'll approve minutes from our different special meetings as well as the last business meeting.

CEC 20: So, Kevin, can you just share those?

CEC 20: So this is from the last business meeting.

CEC 20: Okay, any changes to the business meeting minutes.

CEC 20: The minutes are approved.

CEC 20: So this is the minutes from the special meeting.

CEC 20: It just shows the questions that we asked, and he interviewed several candidates.

CEC 20: any changes to these minutes.

CEC 20: All right. The minutes are approved.

CEC 20: and then the second special meeting any changes to the minutes.

CEC 20: Okay, the minutes are approved.

CEC 20: Any new business council members, things you want to bring up chat about.

CEC 20: I do. I'm I put the

CEC 20: Oh.

Tamara Stern: I put the E, the the link in the chat for for the Bp.

Tamara Stern: the budget link when it gets updated to 20 when

Tamara Stern: 2025, when it got updated to 2026.

CEC 20: It is.

Tamara Stern: You should be able to access the application through that link that I just posted in the chat.

CEC 20: Great.

CEC 20: Thank you. Tamara.

CEC 20: Olina, do you want to

CEC 20: say your idea? Oh, yeah, we do this at our Pto meetings? Yeah. You share the minutes in advance. Yeah. And then when we get to the minutes part, it's just a yes, we do not have to spend time reading them. Yeah, what do we think about that council members? I don't think we need to do a vote or anything. But just does that sound good to

CEC 20: Kevin? Do they get sent around? I don't. I'm honestly not familiar. Are they sent out when the meeting notices go out like when you'll send out a meeting notice in the agenda.

CEC 20: I just link it to the. I send the agenda for the meeting to the past meeting minutes, and you could just do the vote, and you don't have to spend time.

CEC 20: Anyone anyone think? That's a good idea. We'll start doing that.

CEC 20: Anything else. New business.

CEC 20: We good go home.

Tamara Stern: Besides, besides the Sca at our next meeting, are they going to be the only presenters?

Tamara Stern: Yeah, so don't worry.

CEC 20: Actually. So let's chat about that. Right? Cause I did email, you guys about that. And I don't. Wanna we don't have to. Anyway, it's 8, 47. We can talk as much as we want about this. But

CEC 20: does sca need to be there, you know. Sca, as you guys might know in my email, I think it's a really, really ineffective process. Now, I will say, just in the last couple of days, and I've just got I'll share. I'll share the information with you guys. I just got the email today. So I haven't really had time to process everything. But they did provide some more of the information that I was asking for.

CEC 20: and so I'm actually hopeful that maybe we could

CEC 20: have a little more productive meeting with them than has been the case in the past, but that's always been. My complaint is, this process has yielded almost nothing. In the 4 years I've done it. We've had almost not a single project approved from the Cec. Request. Bp. And elected officials is totally different. Those guys have money. Those guys have influence that we do not have.

CEC 20: but the Cec. Process has been almost no effect. So I'm telling Sca now

CEC 20: we'll take all the requests from our principals. We'll sort them. We'll even rank them. But we'll just send you guys the list. We'll vote on it at our January meeting. But we don't need a whole presentation. Necessarily. It's the same President. They give exactly to all the districts. Exactly, and it's very canned. And there's there's not the answers to the questions we all want to ask, which is.

CEC 20: what are the projects most likely to get approved? How can we make this more effective? What should our principals be asking for? They never answer. They just say, Submit everything, and we'll review everything, and then they give back very, very short nondescript responses. And so, anyway, if they do the presentation. Tell them it's like, only 20 min we give them. Yeah, like, we could do, yeah, we could time it and say, that's it. Yeah. And so, anyway. So and it's evolving like I like. I said, I've had some email back and forth with them. And it's

CEC 20: I'm cautious on it because I've had so many experiences with this, but I'm cautiously positive there might be a little more content, so I'll share it with you guys as soon as possible.

CEC 20: if we can get them to actually say something substantive. Then they can come. If they're not going to. Don't waste their time right? Otherwise we'll send them a list. But if it's not a real process, it's far more effective for us to work with our elected officials work with the borough President. Those are the guys that that listen to

CEC 20: Cecs I found so, anyway. But yeah, Tamara, to your point. I think that's have we talked about anything else for January?

CEC 20: Is there anything anyone else has reached out to us? No, we've gone through the the people that have come through. When is that fair student funding thing happening? February.

CEC 20: They did like 4 months. I think it was February. They started February, April, and May. I think it's all the months I left over, I think. March, February, March, April, May. You know the thing I'm talking about, though this fair student they're going to be at our the F. 4. They didn't confirm yet, but they had us fill out, and I think they're going to reach back multiple months. They're going to be there at our meetings. No, they're going to choose one of those months. Oh, Gotcha, okay, gotcha, okay? And that's just the standard. I think that's just the standard presentation that has to be given every year.

CEC 20: Or is it a different top.

CEC 20: anyway? Well, that's that's to be determined. So that's the only other thing. But that won't be January. Yes, in January.

CEC 20: Yes, to hold a vote. Correct? John. Good point, yeah.

CEC 20: So do we know the school in January yet? Yeah, 2, 6, 4, 2, 6, 4. Okay, so we need 2 more people to come in. Yeah. And I'll honestly like, when I know there's a vote. I'll be a little more proactive about like, get here on perfect. But tonight I knew there was no votes, so it was just kind of like.

Tamara Stern: Can we have cause? I I would like to recommend having the multilingual department come in and do a presentation for our.

CEC 20: I'm.

Tamara Stern: L. Families and our L families about like any resources that they would need as L families like, especially with.

Tamara Stern: you know, like immigration status jobs and stuff like that. They have like a lot of resources that our families might not know about.

CEC 20: Department is that.

Tamara Stern: I could send you the contact. I'll send you guys the contact information, the person that I was talking to because I invited them to present in my Pta meeting.

CEC 20: Yeah.

Tamara Stern: My L families and stuff like that. So I'll I'll email you guys the information and you contact them.

Tamara Stern: But they have like a lot of resources, and everything like that for multilingual families, and our families.

CEC 20: Yeah. And and every council member just like Tamara was doing. If you have ideas, thoughts about presentation, please share it. And you know I'll set the schedule for the next meeting, and yeah.

CEC 20: awesome. All right, I think that's it. Motion to adjourn the business meeting. Second, 3.rd Any opposed alrighty. Good night, everyone. Thank you.

Tamara Stern: Happy Holidays, everybody.

CEC 20: Thank you. Bye.

Yanqing Chen: Holidays.

Wenming Chen: Reality.