Is.

Steve Stowe: Alright, we'll get started. Everyone.

Steve Stowe: yes,

Steve Stowe: everyone should be muted. Who's got a laptop here? Sent me.

Steve Stowe: Gosh.

Steve Stowe: friends.

Steve Stowe: good evening. Welcome to the April 2024 Cec. 20 meeting.

Steve Stowe: I'm calling the meeting to order at 6. So 3,

Steve Stowe: Joyce, can you take attendance, please? Yes.

Steve Stowe: that's April 2,024, monthly meeting for Cec. 20. Steve. Still

Steve Stowe: John here.

Steve Stowe: Elizabeth, here, Joyce, here may fun.

junmi chen: He.

junmi chen: are you here.

junmi chen: Nate?

Steve Stowe: Women.

Steve Stowe: Yin, ching, yeah.

Steve Stowe: Maya.

Steve Stowe: Tamarna, yeah.

Steve Stowe: Kevin, yeah.

Steve Stowe: we have. Tribiola

Steve Stowe: Fabiola, are you there?

Steve Stowe: Yeah, we have 7, one minus 4 plus.

Steve Stowe: And you're done.

Steve Stowe: Yeah, we give you.

Steve Stowe: Did you call everyone? Did you call Kevin? Yeah, I call Kevin. Okay? Sorry.

Steve Stowe: Okay, thank you, Joyce.

Steve Stowe: Oh, yeah, we're in Florida.

Steve Stowe: We're here tonight at PSIS. 30,

Steve Stowe: before we begin just a few announcements. As always, we will have interpretation

Steve Stowe: in

Steve Stowe: Arabic, mandarin and Spanish.

Steve Stowe: I will now allow those interpreters

Steve Stowe: to make their announcement.

Steve Stowe: Arabic interpreter.

Steve Stowe: can you please introduce yourself.

Hadeer Al Amiri: Good afternoon. This announcement will be for the Arabic audience, Malhabal being some active Jamaal abilities a lot. And then we'll get the telephone telephone system. How about.

Steven Mahoney: 108.

Hadeer Al Amiri: But.

Steven Mahoney: As I'm so.

Hadeer Al Amiri: The menu, and then we get telephone together. About this.

Hadeer Al Amiri: I will mute. That announcement has been completed. Thank you very much.

Steve Stowe: Thank you.

Steve Stowe: Could our mandarin interpreter, please introduce yourself.

Sophia- Mandarin Inpterpreter: The one

Sophia- Mandarin Inpterpreter: that. Yeah, that's a house. This is a mandarin announcement how you was she our team, John. One team bought that sensitive January Id. How much will new new lingu sun, Santi, judge of which sensitive January id will new lingu Joe Sanchezi. She's yet

Sophia- Mandarin Inpterpreter: abandon around announcement complete.

Steve Stowe: Thank you.

Steve Stowe: And could our Spanish interpreter, please introduce yourself.

Spanish Interpreter - Bianca Fernández: Good afternoon. This is for the Spanish participants. When I started securing interpretation, say, squadron uno quatro e entering el colleague, say, squadron uno quatro.

Spanish Interpreter - Bianca Fernández: entering alco say stress autosi at the dress quater ocho symbolo numeral portfolio este aparos parakeet interpretation, which has gracious Spanish and announcement has been completed.

Steve Stowe: Thank you

Steve Stowe: as a reminder to speakers. Please try

Steve Stowe: to speak slower than usual to allow the simultaneous interpretation.

Steve Stowe: Steve.

Steve Stowe: at our meeting tonight we will have 2 public speaking sessions.

Steve Stowe: The first session will be held at the beginning of the meeting.

Steve Stowe: The second session will be held towards the end of the meeting.

Steve Stowe: At the first session we will prioritize speakers who are attending in person.

Steve Stowe: and the second session will be mostly for those speakers who are online.

Steve Stowe: If you would like to sign up for either session.

Steve Stowe: if you are in person, you can use the sign up sheet at the front of the room on the table.

Steve Stowe: You can also sign up using the Google form.

Steve Stowe: Our administrative assistant will post the link to the Google form in the chat.

Steve Stowe: And it is also available on the Cec's website.

Steve Stowe: Kevin, are you able to share the agenda from there?

Steve Stowe: Yeah.

Steve Stowe: So tonight's meeting.

Steve Stowe: as I mentioned a public speaking session.

Steve Stowe: Then we have an presentation from the office of language access.

Steve Stowe: We'll have the report of our superintendent, Dr. Preto.

Steve Stowe: In place of my report. We'll have a report from Councilmember Tamara Stern.

Steve Stowe: We'll have the second public speaking session.

Steve Stowe: and then we will conclude the calendar meeting. The business meeting immediately follows the calendar meeting.

Steve Stowe: Thanks, Kevin.

Steve Stowe: So our first order of business tonight is the public speaking the in-person session. We have a number of names already on the list

Steve Stowe: for public speakers who are in person. If you can come to the podium

Steve Stowe: and I think we should be pretty good on

Steve Stowe: time

Steve Stowe: that we can stick to the 3 min per person.

Steve Stowe: So the first in person, public speaker, Mia Sacco Sakoloto sacolotto!

Steve Stowe: Such a lot of thank.

PBS: So I speak into them.

PBS: Alright.

PBS: Can I? Do? I start

PBS: awesome?

PBS: How

PBS: okay? I can project. Alright. Good evening. My name is Mia Sachalodo, and I've been a New York City public school teacher for more than 25 years.

PBS: Almost 10 years ago I was hired to create and teach a seventh grade humanities curriculum for Brooklyn School of Inquiry.

PBS: Later I added eighth grade.

William Chin: And.

PBS: And in that time we have learned to read, write, engage in Socratic seminar discussions and design projects about a variety of whole texts.

PBS: In seventh grade we cover to be a slave by Julius Lester. Where we ponder the question, what was it like to be a slave? We read the words and learn about the lives of those who have been systematically silenced. We interpret primary documents and use the voices from the past. To walk a mile in someone else's shoes.

PBS: In the Pearl, by John Steinbeck. We are shocked by the dangers of greed and the corrosive influence of wealth in our lives. We wonder what would happen if we were forced, like Keno, to pit our certain ignorance against another's possible knowledge.

PBS: We devour civil disobedience by Henry David Thoreau, where we discover how individuals should not permit authority to overrule their consciences. Students learn to distinguish when and where opposition to laws might make sense

PBS: and understand the consequences.

PBS: and we finished the year in seventh grade with a play about a couple of teenagers.

PBS: William Shakespeare's Romeo and Juliet.

PBS: In eighth grade we selected short works of Zora, Neale Hurston, through Magnolia, Flower Spunk, and Eatonville Anthology. We take the temperature of America's elusive promises of freedom and justice for all.

PBS: We move forward with the explosion of creativity in between world wars. In the poetry of the Harlem, Renaissance, Langston, Hughes County, Cullen, Claude Mckay, Gwendoline Bennett, and Dusty, Redmond, Fawcett are our anchor authors

PBS: in John Steinbeck's novel of mice and men.

PBS: we gain an understanding of the status of migrant workers, and the sacrifices people are willing to make to achieve the American dream.

PBS: We place human rights in new contexts in a book that needs no introduction at all. The diary of a Young girl by Anne Frank.

PBS: We finished the year in eighth grade by assessing the civil rights movement in a raisin in the Sun, by Lorraine Hansberry.

PBS: We think about how each one of us can contribute positively to a revision of America. For all you know, a raisin in the sun is considered a turning point in American drama.

PBS: It explores the communities that finally found public voice. They were denied

PBS: speaking of voice. Thank you for letting me use mine to tell you about what I do and want to continue to do at Brooklyn School of inquiry.

PBS: Thank you.

Steve Stowe: Thank you, speaker. Next up is Cyrus Clancy.

PBS: You're really good.

PBS: Hi! My name is Cyrus County Baker, and I am most likely the only fourth grade student by from the Ps. 6 32, the Academy of Talented Scholars here today.

PBS: Today I'll be talking.

Steve Stowe: What else I can.

PBS: Anything and everything. Trish is.

Steve Stowe: 2%.

PBS: Radio.

Steve Stowe: Is, the.

PBS: Change this meeting to.

Steve Stowe: Tall.

PBS: As long as.

Steve Stowe: Classroom, just like.

PBS: I do like.

Steve Stowe: He can't say, Well, who's gonna.

PBS: How I.

Steve Stowe: Your blood.

PBS: Yeah, what

PBS: on and on, for hours on end, otails doing things, things that all relatively relate.

PBS: good books, real books, full books, not just little excerpts from out of nowhere.

PBS: Real book

PBS: books that are good like

PBS: which is my world, all real books that you might notice the one and only Ivan because of when Dixie and many others. I remember waking up in the morning thinking about how I couldn't wait to read my favorite book with my favorite teachers, and because of we all read good books, it helped us become better writers reading good books, booster writing to a new level which helps you become a better author. If anything had an impact on my transition into fourth grade, it would be the curriculum.

PBS: Hmh, has taken 3 things for me. My good memories of reading last year, being able to look forward to one of the subjects, and finally even the pace of my life. I know that sounds cheesy, and it is. But every night I come home grouchy and low energy because of how boring the excerpts are not to mention the questions. Hmh, doesn't work for me, because how much it restrains for creativity.

PBS: For example, the coincidence are always the same thing. They asked how to use summarized sex and many other things that do not have any creativity within them.

PBS: Another thing that doesn't work with me is the weekly assessment package. They are a waste of time.

PBS: Don't try to hide that. They are glorified. Test threats. Honestly, I think that the test break takes longer and waste more time, more than the actual Ela, test insane right

PBS: instead of test prep. I wish we could go back to having deep conversations with my teachers about the books we are reading. Thank you for your time, and I hope you make the right decision and stop this terrible curriculum, and let us go back to the place where we can wake up, excited to refold it. Have a nice day.

Steve Stowe: Thank you.

Steve Stowe: Our next speaker is Kelly Clancy.

PBS: Hi. My name is Kelly Clancy, and I'm a lifelong educator. I've spent the last 25 years teaching Preschool High School College, and I'm now a contributing editor for Editopia. But most importantly, I'm a mom of 3 kids in New York City public schools, one in 3 K and 2 at touts. You just heard my son Cyrus speak so bravely about how grouchy he is these days, but also about the remarkable difference between his educational experience this year, as opposed to last year.

PBS: last year I was thrilled to watch my son develop a seriousness of purpose as a teacher and a scholar exploring a variety of genres and subjects. In third grade.

PBS: My daughter Alma, an emerging reader in kindergarten, was so proud when she could repeat the cat from beginning to end. To me.

PBS: Reading full books is a cornerstone of an education in the humanities which are how we learn to be more fully human. We learn to make to miss places. We've never been develop empathy for people we've never met and begin to think about the world in new and increasingly complex ways. Achieving this means. We need to teach children how to sustain a thought over the entirety of a book, to watch how characters struggle, shine, and change, and respondent to follow the rise and follow the plot to explore how authors develop and complicate their arguments.

PBS: My kids are doing none of that this year. The curriculum. I see my kids being taught this year is devoid of content. There's no ethos, it's only vibes instead of Fly Guy or Yasmin, or give Kelky's dragon books. My daughter's asked to read the codables instead of actual books during the wind period. My son sometimes reads novels, but these are never paired with teacher instruction, and the quote unquote privilege of reading full books isn't given to all kids in their school.

PBS: only ones that are quote unquote, advanced enough not to need additional instruction. This is profoundly inequitable teaching children. They're not up to the task of tackling real books, setting ceilings in the way that children understand their ability.

PBS: This is particularly bananas to me, because of the conversations that are happening across the city and country about how to decrease absenteeism and student apathy.

PBS: There is no question that the district has core students into adopting their schools, into adopting a curriculum that has tremendously increased my children's apathy towards reading. Every kid deserves the right to read books, and it is truly stunning that I'm actually standing before you asking that my kids get to read more. But that is where we are.

PBS: Last year Ela was Cyrus's favorite subject. This year. There has infinite day that he hasn't come home burned out and frustrated by nonstop test prep

PBS: disguise as a reading curriculum.

PBS: The other day he told me I love reading the subject, but I hate reading the or no. I I hate reading the subject this year. But I love reading the activity. And this is the impact that Hmh. Is having on our kids.

PBS: One of the great strengths of talks is its emphasis on the arts. Last year my kids got the opportunity to participate in the Tada musical theater program.

PBS: It was canceled this year because chicks, and it's so much time of the school day they can no longer fit to that into the schedule, and as a parent I would choose arts. Enrichment over another period of test. Prep. Every single time.

PBS: My kids, teachers, and administrators are fabulous. This is no way reflection on them, and said, I hope you listen and actually listen to the parents and teachers who are up here tonight telling you that this curriculum doesn't work.

PBS: and instead find a curriculum that teaches both the skill and the love for reading. Thank you.

Steve Stowe: Thank you, Speaker.

Steve Stowe: just a reminder. If there's anyone in the audience who would like to speak in person.

Steve Stowe: you can sign up

Steve Stowe: here, and I think we might have some over there, too. Kevin, can you just share those with me? Next speaker? Is Katherine Zhang

Steve Stowe: start you good.

PBS: Hello! My name is Catherine Zeng, and I'm in sixth grade, representing the Brooklyn School of Inquiry. We are here today to discuss the Ela curriculum which now has hmh. In it.

PBS: In the past I have always enjoyed Ela reading books, writing stories, and other things to express ourselves. We were able to read full books and discuss them in small groups. We wrote different stories of different genres and presented them, but with Hmh. Every day is a dread. We enter the classroom, sit down and open our thick textbooks, and then we read these excerpts. Afterwards we have to answer these multiple choice questions, and it feels like every day we are doing a mini-state test.

PBS: I missed the joy of Ela being able to show my creativity and passion through writing, instead of writing everything based on this uninspiring text. We even had a unit about expressing ourselves. But in the final project I wasn't able to express my true feelings as we had to use more text evidence from what we were limited to from Hmas. I used to devote more of my attention to Ela, but now I don't need to pay attention because

PBS: it doesn't capture my attention, and we do the same thing over and over again. I just read and answer, read and answer, read and answer. We keep doing the same thing, not having the diversity I used to experience this year. My class only finished 2 books, 2 books.

PBS: The first book was boring, and it barely interested our class, but the second book bought joy to the classroom, as it was interesting and not doing the same old thing all over again with this Hmh. Program. We barely have any time to read full books. I feel we don't learn as much anymore with our curriculum isn't appeasing and instead repetitive. I don't want to have to come to school every day, not looking forward to my Ela class. I want to experience a fun, Ela class, where I can express myself and learn through writing. I want to

PBS: myself improving from the beginning of the to the end of the year, where I am proud of myself, not where I barely make any progress and almost fall asleep. I don't want my teachers to think our class is a pain because we don't listen. We are not interested. Hence we tend to focus less.

PBS: Ela should be a great learning experience, not a frustrating grown insight for both students and teachers. Ever since it was implemented, our students, grades have been lowering. This is why I feel that since the Hmh. Program was implemented. Our learning experience has been decreasing in education and keeping our students interested, we should get rid of it. So the next generation and all the grades below us don't have to suffer the same.

PBS: Thank you.

Steve Stowe: Thank you. Speaker.

Steve Stowe: public service announcement. I know many of the speakers have a lot to say, and I know that they're all aware of the 3 min timeframe which I appreciate. We've gotten 2 notifications from the interpreters that

Steve Stowe: if there's a way to slow your speaking a little bit that would be helpful.

Steve Stowe: I don't know, with the answer between trying to fit everything in 3 min that you want to fit in and

Steve Stowe: making it interpretable. But

Steve Stowe: just keep that in mind, please. Speakers.

Steve Stowe: Next speaker is

Steve Stowe: lake travado.

PBS: You did.

PBS: Hello! Thank you for having me here today. My name is Lake Travado, and I am a sixth grade student at PS. 6, 8, 6, the Brooklyn School of Inquiry.

PBS: I volunteered to speak about the new curriculum because I feel strongly about its impact on our learning. I feel it's failing to meet the goals of learning through books. We are mostly reading only excerpts from books. This will not achieve much, because authors have an arc in their books. And to get the whole story, you need to read the whole book. Think of it like this. One of my favorite books is the hunger games.

PBS: but I would never just read one chapter. I would never find out what happens with the characters, and this way of reading is not efficient. Yes, it might help with annotation skills. But important skills, like stamina and reading comprehension are being ignored.

PBS: Another thing that is amiss about this curriculum is the fact that we are learning things that we learned a year, or even 2 years ago, like things like inferring and setting. So my question to you is.

PBS: how do we produce the writers and professors and doctors of tomorrow? If we are spending so much time learning what we've already learned? Thank you.

Steve Stowe: Thank you.

Steve Stowe: Our next speaker is Heather Olson trovato.

PBS: Good evening.

PBS: My name is Heather travado, and I'm a longtime parent at BSI,

PBS: with a current sixth grader at the school.

PBS: I also have a younger child, younger child, in a different public school.

PBS: I would like to focus my comments on middle school tonight.

PBS: First of all, I'd like to make it clear that I applaud the DOE's attempt to solve the extremely troubling reading levels in our city's public schools.

PBS: Clearly, many students needs have not been met.

PBS: and challenges and changes are warranted throughout the system

PBS: that said, it is impossible to find a valid justification

PBS: for mandating that thriving schools

PBS: fix what is not broken.

PBS: And I'm not just talking about BSI Middle School.

PBS: The DOE and District 20 should not be wasting time

PBS: focusing on any school in the system that has high reading proficiency levels.

PBS: I am also a parent at a school who has that has low reading, proficiency levels. And frankly, I am furious.

PBS: And how much time has been spent

PBS: by District 20 stubbornly pushing back on parents at a high functioning middle school, who simply want to keep the curriculum that is producing excellent results for their population of kids.

PBS: It simply doesn't make any logical sense to insist that any high functioning middle school change curriculums.

PBS: and there is no city mandate to do this.

PBS: Miss Mia at BSI has developed a robust, thoughtful, interdisciplinary, and inspiring middle school curriculum

PBS: in the humanities.

PBS: A curriculum that has a proven track record of turning out enthusiastic readers and thinkers.

PBS: So why

PBS: are we having to fight to keep her curriculum intact?

PBS: The parents of BSI are not asking for special treatment.

PBS: There is no citywide mandate to change a middle school's curriculum. So, Dr. Preta, why are you doing?

PBS: Isn't your goal to improve the educational outcomes for all district 20 students?

PBS: If so, then disrupting and possibly destroying one of your top middle schools doesn't seem like a logical choice.

PBS: Parents deserve a credible explanation for this change.

PBS: and insisting that BSI and other high proficiency schools spend huge amounts of time adjusting their proven curriculum rather than teaching. It

PBS: simply doesn't make any sense.

PBS: Dr. Prudo, I implore you to stop

PBS: focusing on changing what is working and consider focusing more time on attending to your schools that need more support. Thank you for your time.

Steve Stowe: Thank you, speaker.

Steve Stowe: Next up is

Steve Stowe: Kira O'denhau.

PBS: Are you ready.

PBS: dear? Dealing we, the fifth and sixth grade

PBS: leaders of the Brooklyn School of and we would not like to use Hmh. Form of school outlet.

PBS: The HMH. Textbooks saps all of our writing of creation

PBS: activity, and has us read shallow excerpts instead of whole novels.

PBS: This means we only get part of the story

PBS: part of the theme, and you don't really understand the book, or what the author's message is. Also

PBS: questions that are short, and tues that are

PBS: in the a 28 remote work. Just want you to repeat what the book says, with no need to think, and the curriculum is so boring

PBS: that we don't want to pay any attention.

PBS: This means we learn less overall. The fifth and sixth graders of BSI are asking to move, move toward middle school, because it obliterates creativity is not interesting.

PBS: or for an act

PBS: all and hinders up from real learning sincerely. The fifth and sixth graders of BSI.

PBS: I have the names of

PBS: Fifth and sixth

PBS: graders who signed a petition to remove Hmh.

PBS: Indira.

PBS: Rosie Nolan, Marcus here

PBS: Ethan Zilberman, Carlos Mori, Isabelle, Carlos, Jonathan Graves, Julia Cosenta, Adriana, Zappilchi, Haley, Kahn, Catherine Zeng Aaron, Luo.

PBS: Matthew Rosenfield, Karim Mandorf Oscar Mandel So

PBS: Austin Wu Gabriel Lopez Kiera unhoff myself, Josephine, Jean.

PBS: Nina. Them are very Cunningham, Nico, and Hausa Chen. There are many other people who signed this form. This is just my class, and a fifth grader.

PBS: and that's all.

Steve Stowe: Thank you, speaker.

Steve Stowe: Next up is Kara Woodward.

PBS: It's okay.

PBS: Good evening. Thank you very much.

PBS: my name is Carol Woodward, and I am the parent of Kiera Odin Hall, sixth grader at the Brooklyn School of Inquiry. What Cara just shared with you was a petition signed by Fifth and sixth graders at BSI.

PBS: My school has been advocating for the preservation of our middle school curriculum. For almost a year now

PBS: we have sought

PBS: engagement.

PBS: or the superintendent's office

PBS: meaningful engagements, and have tried in in as many ways as possible

PBS: to have his office understand the experience that our children are going through every day, as you've heard some of them speak.

PBS: We're trying to preserve Ms. Mia's curriculum as the

PBS: mandate for interliterature is not a mandate from the city. It's a d. 20 mandate.

PBS: so I just wanted to share with you also that not only were

PBS: fifth and sixth graders inspired

PBS: to sign, to create petitions, but

PBS: we even have third graders

PBS: and second graders

PBS: and fourth graders

PBS: who started their own petitions and started signing, signing their names to them.

PBS: I'd like to read off some of them.

PBS: Sebastian C.

PBS: Will be

PBS: Ranka.

PBS: Ariel, Josephine.

PBS: Indira.

PBS: Maya.

PBS: Peyton.

PBS: Stella.

PBS: Michael.

PBS: Ethan.

PBS: Solomon.

PBS: Madison.

PBS: Those are some of the fifth graders from third grade

PBS: we have Oscar presumably

PBS: Terence.

PBS: Krishna, Liam, Nas Dylan, Ahmed, Mike

PBS: Devin, Michelle.

PBS: Grace.

PBS: Jacob

PBS: Andrew

PBS: Brandon

PBS: Aiden.

PBS: and the names continue. I don't want to take all of your time. Sharing

PBS: the more than 120 BSI students who took the time and walked through the school to share the petition and sign it.

PBS: We don't know how more to express to you the need to really engage with our school, engage with other schools in District 20 who have strong curriculums.

PBS: and would like to reserve what they have at their school.

PBS: I thank you for your time.

Steve Stowe: Thank you. Speaker.

Steve Stowe: like next up is Johnny Kong.

PBS: Where's my camera?

PBS: Hello! My name is Johnny.

Steve Stowe: Aye.

PBS: I am the parent of a seventh and fifth grader at Brooklyn School of Inquiry.

PBS: But I see the potential benefit of the Hmh. Curriculum. For some schools

PBS: it is important to recognize.

PBS: There are many schools that already have a excellent reading program created by dedicated teachers.

PBS: These programs have consistently help our children to become strong readers. Therefore they should be allowed to choose whether or not to use Hmx curriculum.

PBS: Forcing all schools to adopt new curriculum would harm our education system in several ways.

PBS: It would hinder innovation.

PBS: waste the resource invested already in existing programs. It would demoralize teachers who have worked hard to create this effective system.

PBS: and it will also put us at a disadvantage. Compared to other school systems.

PBS: The Board of Education's mission is to waste knowledge, skill and opportunity to all the people in New York.

PBS: Let's stick to this goal by avoiding the one size, fit all approach, and that limits diversity and excellence. Instead, let's create an environment where different approaches can thrive and where our children can reach their full potential.

PBS: Thank you.

Steve Stowe: We have Steve Mahoney.

PBS: Good evening.

PBS: My name is Stephen Mahoney.

PBS: and I'm a parent of an 8 year old.

PBS: who attends a district 75. School

PBS: within district 20.

PBS: My son has a 8 one to one.

PBS: and he is also has a para

PBS: because he's classified. I think it's called a runner

PBS: in in the school

PBS: concerning bus transportation.

PBS: He gets door to door service

PBS: so recently.

PBS: He started unbuckling his seatbelt

PBS: when the bus would stop.

PBS: look to go to the emergency exit.

PBS: So, talking with the school

PBS: to try to find a solution.

PBS: Well, of course.

PBS: they want the power on the bus.

PBS: How much does that cost.

PBS: I would guess, into the thousands of dollars

PBS: in doing a little Google search

PBS: buckle, boss.

PBS: It goes right over the seat belt.

PBS: and there's something kind of like a popsicle stick to disengage it.

PBS: I went up to the school.

PBS: and it took about

PBS: perhaps a month

PBS: because he was trying to get clearance.

PBS: it seems, opt gets involved.

PBS: and one of the administrators

PBS: hit a drop down page when it comes to transportation.

PBS: Power is on there, and a harness.

PBS: and it says or other, I says.

PBS: can you put this on it

PBS: because you got the green light? But in order to add it onto his Iep.

PBS: I didn't want it to say harness.

PBS: and I don't want the parrot. Oh, because if the parrot don't show up.

PBS: you get no bus service.

PBS: So my question was

PBS: who provides it.

PBS: The Board of Education has none in stock.

PBS: My son can't be that unique that he's the only one messing with the belt seat.

PBS: So we bought 2,

PBS: one goes back and forth.

PBS: and this is a spare.

PBS: So a para on the bus. How much?

PBS: Thousands.

PBS: $18!

PBS: Now, that doesn't mean. All children

PBS: would be helped by this, but he can't manipulate it

PBS: at this time.

PBS: So that's just something where, when? What's the more cost, effective means.

PBS: And that's just something I don't know, Steve. If you

PBS: can perhaps piss

PBS: back up because this is can't even be added onto the Iep.

PBS: I wrote it in by hand.

PBS: because you really have to make sure

PBS: that the accommodation you're requesting is

PBS: is safe

PBS: and reasonable.

PBS: but it seems it doesn't fit on their menu.

PBS: And I just want to comment. Briefly, I heard about our reading program.

PBS: Speaker, you have 3 min sometimes. Pardon me, you have 3 min. I'm up. Yeah, okay.

PBS: quick, including real quick.

PBS: The same way with remote learning was an ineffective learning tool.

PBS: But it's kind of pushed down our throats.

PBS: especially with our district 75 children

PBS: try doing OT. Pt. Or speech

PBS: on an ipad.

PBS: and I hope that the the school here has some success with their petition.

PBS: You know, I always thought if it's not broke, why fix it?

PBS: Thank you.

Steve Stowe: There's a speaker who signed up. I can't quite read your name. I believe it's ms. Morales.

Steve Stowe: Someone in person.

Steve Stowe: It says they're they're a teacher. Yes.

Steve Stowe: Did you want to speak or just you're just resigning the

Steve Stowe: this is a speaker sign in sheet.

Steve Stowe: It's not worse.

Steve Stowe: Knock

Steve Stowe: you. You have to speak. If your name is, I am sorry.

Steve Stowe: Did anyone else in person like to speak?

Steve Stowe: Okay, we're good. We can move on right on time.

Steve Stowe: please.

Steve Stowe: Next up we have a presentation from the office of language access.

Steve Stowe: What's the name under?

Steve Stowe: Yep.

PBS: Mr. Smith.

PBS: Hello!

PBS: Hello! Can you hear me?

PBS: Look at that!

PBS: Hear me? Okay. Alright. I'll start.

PBS: Good afternoon.

PBS: I mean, good evening, everyone. How are you doing?

PBS: My name is Robert Williams, and I'm from the office of language access this presentation. I want to show you how to guide through the

PBS: parent.

PBS: the Nyc public school parent website on how to request translation interpretation services.

PBS: So here on the agenda, we have

PBS: 5 different buckets. We're going to talk about the Nyc. Public schools background.

PBS: our commitment to Nbc. Public schools.

PBS: schools.nyc.gov. Hello. Web page.

PBS: raising awareness and questions and answers.

PBS: So there are over women and students in over 1,600 plus schools

PBS: that speak over a hundred 80 languages.

PBS: Approximately 40% of Nyc public schools.

PBS: household speak a language other than other than English at home

PBS: lose

PBS: the office of language. Access is dedicated in supporting both staff and families by providing the resources necessary for effective communication in languages other than English.

PBS: The Nyc. Public schools, top 9

PBS: non-english languages are Arabic, Bengali, Bangla, Chinese, French, Haitian, Creole, Korean, Russian, Spanish, and Urdu.

PBS: So here's a little snapshot of

PBS: District 20 S. Data, as you can see, English is number one, followed by Chinese. Then you have Spanish, but

PBS: also you have families that speak who's back

PBS: sorry

PBS: and

PBS: Russian, Arabic

PBS: and or do

PBS: so. Our translation team is our largest largest group, and they specialize in providing written language services.

PBS: Our interpretation team works with

PBS: our contracted interpretation vendors to ensure schools receive services for in-person virtual

PBS: and over the phone parental engagements.

PBS: Our outreach team focuses on promoting equitable language access services to schools and empowering Nyc. Public school parents to understand and advocate for their language access rights.

PBS: Our office collaborates with advocates to identify needs and address language barriers. In our ever-changing communities.

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

PBS: We pursue innovating ways to engage with and receive feedback from families like online portals.

PBS: emails, Robocalls, text message and direct group mailers.

PBS: We leverage technology to continuously

PBS: enhance the interpretation experience for families such as virtual meetings.

PBS: We ensure translation qualities such as professional translation, tools.

PBS: And we keep a pulse of city-wide parent language data and translation interpretation service

PBS: outputs.

PBS: So the NYC. Public schools, free language services include.

PBS: I'm gonna say that again, the NYC. Public schools. Free language services include

PBS: interpretations for all meetings and and interaction with Nyc. Public school staff

PBS: translation of general documents into the Nyc. Public school's top non-english languages. Some examples of that include.

PBS: like a parent newsletter

PBS: for event flyers.

PBS: translation of individualized documents into a parent's preferred language upon request, and some examples of that include

PBS: ieps, which is

PBS: individualized education programs.

PBS: Section 504 plans, which is a medical accommodation such as, let's say, if your child had

PBS: test anxiety.

PBS: You would go to the school. They'll they'll give you the 504 form. You'll take that form to your primary doctor. They'll fill it out. You bring it back to the school. And now your child can receive extra time on their tests.

PBS: We also translate foreign transcripts, and that's in any language. That's not just the top 9 top 9 non English languages. It's in any language.

PBS: So I just wanted to see.

PBS: So to to navigate the schools. Nyc, Gov. You will notice at the top, right? There will always be a Google dropdown. You can

PBS: pick whatever before language.

PBS: and it would change the the whole website into that language.

PBS: Please know that automatic translations are not intended to replace human translators and are provided as a service to users of the website.

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

PBS: So when you first log into the when you first go into the schools. Amyc, Gov, Hello, web page, you're going to see this little

PBS: short video.

PBS: New York city public schools speak your language. Did you know that New York City families speak language, or you can click on the CC.

PBS: In any language, and

PBS: the words will pop up in that language.

PBS: Now, right underneath that video, you're going to see the first tab that says families may request language services.

PBS: Families may complete the translation, interpretation, service, request, form to request language services. The Mit Public Schools offers up language access.

PBS: We'll forward your request to the appropriate School Office or Committee on special education.

PBS: and this form is translated into the top 9 English languages

PBS: instead of you clicking the actual

PBS: top link that'll go to the English version. You can click on any of the languages down below, and it'll go directly to that language.

PBS: But please note language services may vary, depending on the type of school the student attends.

PBS: Parents make parents can also call 301 one to make a request for language services.

PBS: Interpretation over the phone is available in over 200 plus languages.

PBS: So once you click on that, this is the Google form that will pop up, let's say you clicked on the regular link

PBS: doesn't pop up in English, but you can also actually

PBS: use the dropdown to translate it in your preferred language as well.

PBS: But before you go to this form. We're actually to go to your school for immediate support. First.

PBS: if your school's unavailable to help you with your request, then you come, fill out this form.

PBS: and your press will be forwarded to your school or program.

PBS: So what happens is anyone who fills out this form. It comes directly to my email, I get a notification. I answer emails within a day, no, no more than 2 days depending on. If I'm at an event that day

PBS: I emailed the the, the principal.

PBS: the parent coordinator, and whoever is the designated language access coordinator at that school.

PBS: And then I asked for

PBS: I've replied saying that they reached out to the parents, so I can close it on my end.

PBS: and we also provided a QR. Code for those who just want to scan through their phone.

PBS: So right under that, tab reads important translation resources. Here you will find health forms, notices.

PBS: enrollment forms, or

PBS: or translated already into

PBS: non top non English languages. We're going to focus on the bottom, which is the ISP cards.

PBS: So these IP calls are inside the parent language. The parent guide to language access.

Steven Mahoney: I thought.

PBS: Eric.

PBS: A panel can actually cut out. Let's say the

PBS: I speak Chinese car. They cut it out, bring it to the school, and the school must provide support in that language.

PBS: So the next tab underneath that we get help in your language. So if you or someone you know, needs help receiving information or communicating with a school staff member in a language other than English.

PBS: Please tell your school's principal or parent coordinator.

PBS: or you can call 3, 1 one, or you can visit

PBS: click on the contact us form, which is also translating into the 9 the top 9 English languages.

PBS: So once you click on contact us.

PBS: this Google phone will appear

PBS: again. If you just click on

PBS: that English version instead of the the other languages below, you can also still use the drop down here to translate it into your preferred language.

PBS: So you will. You would just complete the form. The entry will be addressed accordingly, and also we provided a QR. Code for those who want to scan with their phone

PBS: right underneath that tab means

PBS: having difficulties obtaining language assistance. So if you are having difficulties of obtaining language assistance, you can learn how to. You can click on, get help, or you can file a complaint.

PBS: You may also provide feedback on the Nyc. Public schools language services by completing our translation and interpretation feedback survey form, or you can call it 301 1.

PBS: And again you can click down below in any language that you would like the phone to

PBS: pop up.

PBS: So let's say, you click on translation, interpretation, feedback survey, this Google form will appear.

PBS: Elm.

PBS: Your inquiry will be addressed accordingly, and again, the drop down is there to translate it into

PBS: your preferred language within the 9 non-english languages. We also provide the QR code here as well.

PBS: So now we'll go into raising awareness in our communities. We have advertised in schools.

PBS: grocery stores.

PBS: laundromats.

PBS: nail, nail, hair, and barbers, Barbara salons, pharmacies, and what's not on here is we have advertised in the Mta train station train station and also on Mta. Buses.

PBS: We have done direct outreach parent outreach with robocalls, emails, text messages.

Steven Mahoney: Is, and.

PBS: Postcard was what you see on the right.

Steven Mahoney: Like to.

PBS: Now for those who may be saying, I have not received one or 2 of these, or either, or either any of these.

PBS: Please go to your school secretary, or whoever is at the desk and make sure that all your information is updated because we pull from the same system that the schools enter information in.

PBS: So before I go into questions, I know that here at the CC.

PBS: Some people wear different hats, so as a CC. Member.

PBS: Your direct support would be

PBS: the district.

PBS: whether the the family leadership coordinator or the family support Coordinator.

PBS: If you're wearing a hat as a PA. Or Pta. President.

PBS: your direct support would be the parent coordinator

PBS: or administration, which is, which is the assistant principal or the principal.

PBS: If you're wearing a hat, as

PBS: under the under, the the President and Council.

PBS: your direct support would be the district as well.

PBS: So with that said, are there any questions?

PBS: Thank you so much.

Steve Stowe: Just a few can. Can you just give us a sense of the the division itself? Ola, you guys are funded, I assume, through the Department of Education Central Budget. How many

Steve Stowe: staffers do you have? How many individuals work full time?

Steve Stowe: And then

Steve Stowe: I'm assuming some of the language resources are outsourced. Is that right? Like, if there's

Steve Stowe: yes. So we're gonna land.

PBS: My director. Arena answer that question.

PBS: So the office of language access.

PBS: See?

PBS: So we're comprised of many units within.

PBS: We are

PBS: still hiring. We do have some vacancies, but we are at about 90

PBS: staff

PBS: which consists of 9 linguist teams.

PBS: That means these are the individuals that actually work together as a team to translate every notification in the 9 covered languages. So there is a team for each of the languages that Robert shared Arabic, Bangla.

PBS: Chinese, Spanish, Russian.

PBS: and so forth.

PBS: In addition to that, we have what's called project management teams in those teams, their job is to take the

PBS: take the notices that come in and network with the line linguist teams to get the translations done in a timely fashion.

PBS: In addition to them we have another team that works with student specific documents.

PBS: Now those project managers receive requests for Ips transcripts, immunization records.

PBS: and

PBS: their job is to prep it. Communicate with art

PBS: DOE contracted vendor

PBS: to

PBS: get the translation taken care of protecting by eye.

PBS: Personal, identifying information. It's on the DOE share point, and then it comes back, they quality, check it, and it goes back to the school for the school to deliver to the families.

PBS: In addition to that, we have an interpretation team.

PBS: and their job is to work with the interpretation vendors. All our interpreters are outsourced, and we have several vendors that we work with. One of the vendors we work with is for the over the phone interpretation. They are the ones when the schools call and get someone over the phone that's not on camera, unlike the ones that are in our virtual place right now to do what's called consecutive interpretation. So they take turns speaking.

PBS: then we have the other vendors that do on-site and on virtual meaning that you can see the interpreters on the camera. You can create these virtual rooms

PBS: and those requests come in through that interpretation team. And they network with the vendors to make sure there's coverage for that.

PBS: In addition to that, we have

PBS: our outreach and data integration team. Oh, sorry! There's the desktop publishing team. So for all the fancy flyers and the

PBS: Powerpoints and things of that nature, their job is to make sure that language still fits and appears appropriate

PBS: on those graphic designs, because some languages go from left to right, others from right to left. Sometimes one language says it in 10 words. Another language says it in 15 words. And that's what that team does.

PBS: And our final team is the outreach and data integration team, which is the team that Robert and I are on.

PBS: Our job is to make sure we have 3 parts to our team. One is staff development. We go around and train all school staff.

PBS: primarily a language access coordinator at every school. But in addition to that, we are upon request.

PBS: and if the superintendent says, Come in and train our parent coordinators at a monthly meeting, we customize and tailor our training to service, their day-to-day work, so that they understand what are the best options and what to use for their various meetings and the ways that they have to service their community.

PBS: We have Robert, who takes care of parent engagement and parent leadership meetings, and he does these presentations, and his goal is to go across the city to every parent meeting President, Council Committee on Education Council, and any events that we are invited to that have a parent audience. We were just at

PBS: the division of

PBS: multilingual learners. Did I say that right division division of multilingual learners at the Intrepid, giving a workshop to parents for them to understand what are the resources that are available to them as well.

PBS: And then there's the data team. And our job is to look at language as it's coming into the city as it's leaving the city specifically at schools in districts to help support the staff and understanding like we did today with District 20, we showed the languages that are specific to this group. We also help support staff

PBS: in anything that they need in reference, leveraging the resources as well.

PBS: Excellent.

Steve Stowe: Compensive overview. Yeah, no, absolutely. And I'm

Steve Stowe: extremely impressed with just sort of the breadth of the department and everything have to do. It's like a mini UN, essentially, that you're overseeing.

Steve Stowe: Okay? Have? I guess one. Just to clarify. What type of meetings are you available for? Are you guys available for Slt meetings. If a parent.

PBS: Yes.

PBS: Pta meeting. Yes, you're available. Yes. So anything at the local school level? Every school has a language access coordinator who is familiar with all the resources we have. All the parent has to do is make it known that they need an interpreter.

PBS: or they need their documents translated, and there are systems and services in place for them to place that request.

PBS: How much time is it going to buy?

PBS: So we always tell them. If you're planning an event the minute you're talking about the event and you're working on your flyers, you should automatically be booking interpreters, and the minute you have your English product finalized, it should be

PBS: getting requested. You need about 2. So we always say at least 2 weeks.

PBS: because it depends on density. So over, the phone interpretation is available on demand. I pick up the phone. I get an interpreter.

PBS: However, if I'm going to schedule an Iep meeting at scheduling that Iep meeting, I should be scheduling an interpreter at the same time.

PBS: if I have an event that I'm planning, I and I know that it's open to the parents, and I have a particular audience. I should make sure that I've already booked interpreters to be available at that event. So, and we know that when you have events you try and plan them.

PBS: you're campaigning for it

PBS: 3 to 4 weeks before the event, so parents can make time to be at them

PBS: have settled.

PBS: One of the questions, because I know the answer to this question, but unfortunately, a lot about family don't.

Tamara Stern: Can you let us know who the the language access person is? Because a lot of families don't know who that is in the schools, so

Tamara Stern: the only.

PBS: Person the families need to communicate with is the parent coordinator, who oftentimes is also the language access, coordinator. The job of the language access coordinator is to turn key and make sure that the school staff, everyone from the front desk, the main office, the guidance counsellor, the teachers, are all familiar with what are the resources available.

PBS: So like, for example, the over the phone interpretation, one of the best practices we share with school staff speed, dial

PBS: speed dial. So that's one example. But there's many.

PBS: Trust me, it's a 3 h training for the language access coordinator.

PBS: But the parent coordinator is the first person. The classroom teacher is the other first person, and the principal as well. So knowing who the actual language access coordinator is isn't what's a value. It's no matter who you talk to, they should be able to service you, and it's parent coordinator, then, principal, if those others are not able to service you, I believe. Am I? Am I right

PBS: for the schools? It's parent coordinator, then, principal right?

PBS: You.

Tamara Stern: Is, is it? I'm just translating flyers

Tamara Stern: for just school events, or like, can you do for like? Say, Pta, events and things like that. Yes, parent teachers.

PBS: Events can be translated, and they can also have interpretation. They have to coordinate it with their parent coordinator, and they should give them 2 weeks notice before it needs to either have the interpreter present or the flyer has to be distributed, because the recommendation is is that if you're sending out the English one, you should be sending out all the languages at the same time to make it equitable to all the families.

PBS: It sounds like most of the available documents that you guys will translate are mostly on the administrative side. Is that fairness? I think there's anything under the sort of the curriculum.

Steve Stowe: You? Are you ever able to

Steve Stowe: for Korea.

PBS: Curriculum. We do everything that's parent-facing

PBS: curriculum. That's a different industry. That's a different category.

PBS: If you have to rewrite the curriculum, it requires a totally different thing, and they usually have to work with whoever the publisher of their English curriculum is to get the others.

PBS: Can I give a recommendation? One thing we use language access for data action for was translating our parent handbook to other languages. And that's something that is, I think, our disclosure.

PBS: Yes, agreed, and these are the things we encourage to see coming through.

Steve Stowe: Interested in how different departments

Steve Stowe: sort of monitor, how they're doing right. And you guys mentioned you mentioned Robert a survey that you do?

Steve Stowe: what kind of things do you track to know if you're doing a good job or not?

PBS: Well, the survey. We asked parents to fill out the survey so that we can help. So it's not just

PBS: what the questions all on a second.

PBS: So on the survey questions asked first, I asked. Well, first thing you can do it anonymously. Don't have to fill it out with your name

PBS: rest for name student's name the ice for Osa's number?

PBS: We asked.

PBS: have the school?

PBS: Have you been satisfied with the school

PBS: delivering translated documents? If they have? If so, how long did it take same thing with interpretation as well? Because we want to know.

PBS: you know, if if schools are actually

PBS: abide, and by the same protocol that that should be taking place. Now, if schools are not, it's not the bash them is to say, well, you know, people come and go. Could be someone who just was hired, and they didn't attend the training. So we asked parents to let us know, so that we can help support. We can't help support a parent

PBS: if we don't know that the school needs support.

PBS: You know I know that some parents are reluctant to, you know, speak up and say things, but you know. And and and so when when those forms are filled out like I said, I'll reach out to the principal parent company and let them know.

PBS: This form was filled out either anonymously or Sally filled out, and she speaks Japanese, and she said that during a parent meeting there weren't any Japanese speakers I mean Japanese interpretation of the so I reached out to school. Let them know, hey.

PBS: please support Sally.

PBS: and with the interpretation, and let me know that you reached out so that I can close it on my end. I don't just leave the email open where you know. Just like, okay, I restart that said No, because I don't know. How would I know it's who actually reached out and supported that fan.

PBS: you know. So I so please let me know. So I can close on my end.

PBS: So it's it's it's basic questions. And I know that not every parent knows especially the oldest number of of this student. But as long as we have the school name, I can basically do a research to find out who that person is, and reach out to that person myself.

Steve Stowe: The survey that that's just parents take that pretty much anytime. Anytime. They receive services they can volunteer. It's not like a once a year thing, and.

PBS: Exist in 2 places. So there's the annual survey that's out right now. And on the Thank you. Message. It sits there. It sits on our website, and we do promote it at events that we're at. We have the QR. Codes up and we have staff that go out and encourage them. Let us know

PBS: when they first fill it out. They're only filling out their school name and telling us how the school is doing at the very end

PBS: it does. Let them say.

PBS: I don't want to share, you know. I don't need you to communicate with me, or it gives them the option to say, Yeah, you know, I want to hear what happens with this feedback.

PBS: and at that point we have their information, and we can share it with the principal to say, Please make sure you connect with this person and let them know how you're responding to the feedback. There.

Tamara Stern: I know one of the issues that many of our schools have been having is the fact that it's it's hard to find translators.

Tamara Stern: for, like a lot of events that we do, especially especially for, like our Pta meeting for many of us that are doing it like virtual. So I think I have spoken to you before, like like last year, cause I had a friend that went to a face

Tamara Stern: like workshop. You guys were were handed off flies with different resources at a school. And you were actually there, my friend. Yes, and we we did speak because one of our issues that we have for our school is like we will start off the year for, like our Pt. And our school, having translators, and then literally, by the time we get to December, January, they all disappeared, and we

Tamara Stern: couldn't understand why all of a sudden, like they like the. And this was some of the staff, and like nobody will let us know, like what was happening sometimes, and we will constantly reach out to them on the parent corner. We try to find somebody.

Tamara Stern: and it would be so hard for us because our parents are requesting translators, and we wanna make sure that the information that we're sharing with our English speakers. We're sharing with a non English speakers, because it's unfair that they're not getting access to the information that they need, which is very important for them and and for them to help their children.

Tamara Stern: So that's been a concern for many of us. So it's it's so. I will be inviting you to our next month.

Tamara Stern: Pta beat. I'm let you know right now. Okay, so so like.

Tamara Stern: talk about this, because it's been a struggle for us, and we're a high school, you know what I mean. So and and we have. We've been having an influx of a lot of migrant families coming into our school. So we wanna make sure that we're we're all the information we given to them at our meetings that the principals report not

Tamara Stern: at our meetings, and having you guys there will give them those resources that they need in case they afraid to go to school and act so.

PBS: For him. High school?

PBS: Yeah. Only

PBS: question. I have another question.

Elizabeth Chan: Programs or the other Esl programs. You're not.

PBS: Division of multilingual learners. They are a different office. So they deal basically with instruction and curriculum.

PBS: Okay? And that's separate from you guys. Correct.

Maya Rozenblat: I have a question, Steve. Can I ask a question? Do you guys hear me?

PBS: This is my online question.

PBS: Aye, that's okay.

Maya Rozenblat: Can I speak up?

PBS: Yeah.

Maya Rozenblat: Thank you. Hi, everyone. Thank you for the presentation. I have a question. So I am.

PBS: Steve can.

Maya Rozenblat: Everyone. Hear me.

Maya Rozenblat: Steve, you're on the mute. Okay? So a question that I have is.

Maya Rozenblat: I I you know I'm my son is in high school in Brooklyn Tech High School, where there are a lot of high schoolers. This great academic records and a lot of bilingual kids. There are a lot of bilingual Chinese kids. There are some bilingual bilingual, Arabic and Urdu, lots of bilingual Russian kids and Brooklyn Tech is 6,000 kids.

Maya Rozenblat: So at least 50% of the kids are bilingual and they are desperately looking for volunteering and internship opportunities. So if these guys, if you guys are shorthanded.

Maya Rozenblat: Maybe, you know, there is a possibility to involve these kids get free help.

Maya Rozenblat: And these are wonderful kids. Brooklyn Tech is kids with a lot of, you know, professional academic integrity. You know, I I see those kids every day. They are wonderful. They're very responsible. They're very high achievers. And they they would love to help if you have opportunity for them to help. Just one thing to think about.

Steve Stowe: Thanks, Maya, for anyone in the room who couldn't hear the OP. The question was, essentially, Are there volunteer or internship opportunities for students? Bilingual students with the department of a a office of language acts.

Maya Rozenblat: High school, high school bilingual students.

Steve Stowe: So there, it's 2 parts to interpretation. A lot of the interpretation that happens is one on one with parents about their student and because of personal identifying information, all interpreters

Steve Stowe: need to pass like a 40 page background check and fingerprinting. Which is one thing. So in those cases we've struggled with trying to get students to come in

Steve Stowe: on an internship on on that level and work with schools. However, if schools themselves have big events and need

Steve Stowe: workshop support schools themselves can also offer that. We have had college student interns in the past, but at the moment we don't have a current internship program.

Steve Stowe: But we can look into that. But a majority of internships are like second year college students, but on the internal for the DOE, the only thing that I'm familiar with is that each individual school they create a club

Steve Stowe: for those students. So

Steve Stowe: Brook, with Brooklyn Tech could create a Language club for their students and use them to guide parents on open house enrollment workshops where they're not dealing with personal identifying information, or one on one meetings with their parents and other students, or exchanging any information on the other student.

Steve Stowe: That is something that can happen at a local level at our level, having internships at with high school students, I'd have to look into that a little bit further, because the only thing I'm familiar with is second year college students.

Maya Rozenblat: I got it. Thank you. Thank you so much. But you know anything you know. Clean up the materials put together, Powerpoint. Do some errands, you know. I understand the Pii, and and really thank you so much. It was a good idea to organize a club.

Steve Stowe: Yeah, no, it it is. But we're also a 9 to 5 Monday through Friday, which is during school hours. So if maybe for the summer. I can work with my team and see if we can come up with something.

Maya Rozenblat: Thank you.

Steve Stowe: Any other questions. Council members for office of language access

Steve Stowe: that's hiring

Steve Stowe: can't

Steve Stowe: last, major for like one week. Other.

Tamara Stern: Has.

PBS: The only website.

Maya Rozenblat: I have a question. Sorry I have another question. I'm I'm gonna be really quick. And and you know, I'm involved with Russian speaking community. And and I I would say that the most painful for the non English speaking parents was the High School admission. High school admission is complicated, tangled up. Everyone here, probably with high school kids, know

Maya Rozenblat: how painful that was, and I see several parents. I helped them personally, but they were completely lost in the process completely. You know. Disoriented. Where should they go?

Maya Rozenblat: which is is it, you guys, or is it? How do they? How do they? How do we make sure? Where do we send these parents? If you know they come my way again.

Steve Stowe: And can you restate the question? I. But the admissions process? Yeah, it's essentially essentially the question is the admissions process Maya found, was particularly

Steve Stowe: challenging for some Russian speaking parents that she knew this past admission cycle, and she ended up having to assist and explain a lot of things which where should parents be turning? What's the first stop if someone has their guidance, counselor to school and the guidance counselor can arrange for translation for families who, through the through the language, access and guidance, counselors and parent coordinators and principals, have access to being able to contact the translator so they can facilitate a meeting, and pretty much

Steve Stowe: in a lot of languages to help families. I totally agree with David, so it's more at a local level that the guidance on admissions for the high school process should be happening. But I also know that at the office of student enrollment they do cater the big citywide events, and those presentations and workshops

Steve Stowe: come with interpreters at the events themselves. So, but the first line of action is locally. If

Steve Stowe: you could share or have those parents fill out the feedback survey, giving that kind of feedback. That's the kind of stuff we want to go back to the principal and say, hey? Did you consider working with your guidance, counselor, and maybe submitting your workshops earlier? Look at your language, chart. So the chart you saw up earlier

Steve Stowe: for the district. We have what's called the school profile, the office of language, access, school profile. So every principal can see their parent body

Steve Stowe: on a single report. They can get it in ats. But this is put in a narrative way that is easier for them to apply on a local level and address.

Maya Rozenblat: Thank you.

Maya Rozenblat: Okay. Drew.

Tamara Stern: I have one last question. I have, Joyce. You go first, and then Samara, our last question.

Tamara Stern: Oh, we'll let.

Tamara Stern: Okay. But hold on. You come here in 1 s.

Joyce Xie: Do you have some on the meeting when we request?

Joyce Xie: It's way way where you got here.

Joyce Xie: Okay? Nice here.

Joyce Xie: Okay. Sign interpreter. Very trends are very good with that not enthusiasm. So it's a possible we can request, when we request for interpreter for the meeting, that we'd be able to request specific one, that if we know the name.

Joyce Xie: so when you're working with the interpretation vendor, so are you talking about the Cec meeting, or are you talking at your P. Ta. Meeting Cec. Meeting, or some kind of events meeting? Well, there's different vehicles for obtaining your interpretation. So here at the Cec. Meeting. You go to your Aa. But if you happen to be the PA president at your school, or on the PA board at your school, at your school. You go to your PC.

Joyce Xie: Now you can work with them, and if you have an interpreter that you like, you can ask in the special instructions, or in the common sections. The vendor is that person available during your meetings and ask for them if they're because they have to say they're they're available and they're there. But there's no restriction in having a repeat. Interpreter, if you like them.

Joyce Xie: Yeah, because sometimes interpreter make when they translate a language may pattern, more confusing.

Joyce Xie: agree because there's so many different regions that everyone can come from. So sometimes it's the variation in the dialect when they're speaking that could throw you off. We agree.

Joyce Xie: But you can always work with the vendor. If there's you'll be able to pick it, one that you're more comfortable with

Joyce Xie: what is best. Looking from.

Tamara Stern: Count as trans as things that can be translated

Tamara Stern: for, because, like I have someone that said that they requested to have like pta minutes translated, and they were told no.

Tamara Stern: so like what what things would be. Can you clarify for us like the I'll have to look into that. I haven't heard of that. So I'm wondering if it's more on the local level because of

Tamara Stern: funding resources. But we always encourage school cause every school gets a particular bucket of funds to pay for local level interpretation and translation.

Tamara Stern: And if it's because of that, maybe we just need to make them aware that they could still submit the quote to our office. But I have to double check on the meeting minutes, because I do know, for Powerpoint presentations. They do have some rules around that but I haven't heard about meeting minutes. But I'll make a point to that. Alright. Thank you so much.

Tamara Stern: Thank you. Guys.

David Pretto: I don't normally do this, but I there have been, many comments over the last several meetings from the Brooklyn School of inquiries from students and from parents. So, after the report hope some of the report contents will.

David Pretto: you know, answer some of the questions, but then I'll make a brief statement in response. So

David Pretto: share my screen.

David Pretto: Oh, come on.

David Pretto: is it

David Pretto: so? Good evening. It's good to be here at Psi. S. 30. I want to first thank Principal Carol Hereman for welcoming us. Appreciate assistant principals. They hear Idris, who's here, as well as the 2

David Pretto: 2 of the best parent coordinators in New York City. I really appreciate the the warm welcome we always receive here at psi is 30. Also appreciate a lot of school staff members, principals, assistant principals, former district leaders in the in the room as well. So it's really great to have everybody here for

David Pretto: this meeting. So over in the April report, I'm gonna review the Chancellor's priority, one of the of chances pillar, and how District 20 s. Dcp. Goal. One aligns to the district's priority. I'll give an overview of that goal again. And the district's progress. Monitoring status of our progress towards that goal.

David Pretto: And then, you know, this evening we're gonna give a an overview of the into literature curriculum in District 20 as has been mentioned a few times over the last several months in this year district 20 has opted to implement the into literature curriculum in grade 6 to 8, along with the Nyc. K. To 5 mandate to implement a an approved core curriculum, option and literacy that aligns to the science of reading in additional to

David Pretto: a an approved foundational literacy programming grades kindergarten through second grade and I'll I'm going to after I give an overview. I'll invite my, the senior implementation, ma senior achievement manager for District 20, Dr. Lucia Pres. Modina up to give an overview of the Into literature, curriculum, and S. Specific aspects of the curriculum that we focused on implementing across the entire district, as well as

David Pretto: opportunities within the curriculum that were not mandated, but have been opportunities that many schools have leveraged to engage students in accelerated opportunities beyond some of the mandated components of the curriculum, and finally, you know, really excited to continue recognizing and celebrating some some teacher implementation successes across the district. So really, this evening, really happy to welcome

David Pretto: Teachers, teacher, leaders in Ela from Junior High School, 259, one Mckinley and their principal, Janice Geary, and

David Pretto: and I'm also excited to welcome teacher leaders in Ela from is 1 87, Krista Mcauliffe, and their amazing principal, Amina Siddiqui.

David Pretto: So

David Pretto: chances priority. One is a simple one. All students will learn how to read well

David Pretto: and in District 20 that's manifested in the goal of increasing academic achievement of all students, and reading through the implementation of the District 20 and Nyc. Reads plan which includes the implementation of Hmh. Into reading it into literature, to ensure a rigorous standards, aligned curriculum for all students that supports the literacy shifts, including the literacy shifts for grade, 6 to 12 from Nised and New York City public schools.

David Pretto: The use of screener data. We use Acadians and Iready and secondary diagnostics to inform teacher and school decisions for small group instruction and appropriate research, based interventions aligned to the science of reading, and then finally, robust school and teacher support through District 20 coaches, and our partnership with Hmh. To provide on-site coaching in all 40 of our schools.

David Pretto: progress monitoring. We primarily use our academic screeners as our method for progress monitoring our goals.

David Pretto: We have 2 goals, one for early childhood and one for grades, 3 to 8. We had a goal. We have a goal at the end of the year, of a 5% increase of students who are at or above benchmark at the end of the year in the Acadians reading platform

David Pretto: in January one of our focus areas was first grade. Last year we had a an alarmingly low percentage of students performing at or above benchmark in first grade. And I'm really happy to say that at mid year, at the beginning of January we had 61% of students reading at or above

David Pretto: benchmark, which was significantly above what we had last year. So really happy about that progress, and, you know, do definitely attribute it to some of the shifts that we've made across the entire district in early childhood, ensuring that students are engaged in a sequential approved Foundational Literacy program that is

David Pretto: put in place in alongside a knowledge building curriculum

David Pretto: and then we're also on tracking grades 3 to 8 to meet our end of year goal of a 5% increase of honor above grade level students on the I ready reading diagnostic this year we were at mid year we were at 48% of students honor above

David Pretto: grade level. This is up from 36% beginning a year. And this is 2% above where we were at the same time last year. So it's another encouraging sign that the progress that we've made so far is has us ahead of where we were last year at the same time. And you know we're hopeful that we're gonna be able to achieve that that mark by the end of the year.

David Pretto: So I'm going to invite Dr. Presentina from my office to come up and

David Pretto: share with the community some of the aspects of the into literature, curriculum and specific to the components of we in District 20

David Pretto: have really focused on all schools leveraging to implement

David Pretto: while also

David Pretto: making sure that

David Pretto: they're aware of some of the different opportunities that are that live within the curriculum. And we're excited to have some of the schools kind of share how those components were able to work for the, for their school and for their students.

David Pretto: So do you want? Do you want to do it from the

David Pretto: you? Just take my chair and

David Pretto: good evening, everyone.

David Pretto: So.

David Pretto: as Dr. Porto mentioned, my name is Dr. Lucy Presentina, District 20, C senior achievement manager, and I'm just going to give a brief overview of the into literature. Curriculum for middle school.

David Pretto: And the biggest question on everybody's mind is why into literature.

David Pretto: This is a question that has come up over and over again, especially because it wasn't a mandate. It was a decision that was made in District 20. So

David Pretto: the first rationale? Why, into literature the curriculum. So the literacy shifts for grade 6 to 8. They speaks clearly in page 4 of that document around the size of reading. And what are those secondary implications around the science of reading now, effective literacy instruction in the secondary schools

David Pretto: talks about having key strategies in both comprehension and word recognition skills. What are the 2 big focuses around the science of reading and a lot of research around adolescent reading instruction supports the teaching of these skills, particularly around language, comprehension, and part of the reading role for all students.

David Pretto: Now, all students are also expected to receive explicit instruction and vocabulary comprehension and opportunities for extended discussion and text meeting and interpretation in all subject areas. So into literature as a curriculum. When we start looking at all these components around the science of reading and the implications at the secondary level touch upon all these major components around the science of reading, which is something that the literacy shifts for New York City touches upon in depth

David Pretto: within that as well. It talks about that as you think about secondary

David Pretto: signs of reading. So instruction at the secondary level, students should have ample and regular opportunities to write about reading, to support comprehensive. And there's a lot of research that goes into that, as mentioned in this date, read. So the literacy shifts in particularly supporting the signs of reading, was one of the considerations around adopting into literature for District 20.

David Pretto: So in this slide they are key 6 key shifts that under New York City, New York City, public schools have put in place it shifting from certain antiquated practices that are now have been debunked and really zooming in on 6 key indicators that also support the science of reading. But just for the sake of the why behind? Because we're going deep into into literature is, I just want to focus your attention on this one.

David Pretto: moving away students without

David Pretto: regular access to grade-level materials and a coherent, vertically and horizontally aligned learning progression.

David Pretto: shifting away from that to adopting a content, rich-based curriculum in all content areas that builds knowledge

David Pretto: and vocabulary with a coherent progression of targeted skills, instructional practices and conceptual understandings which I will show you in a minute all these different ways that inter literature supports, that

David Pretto: in addition to that. So, in addition to the 6 to 12 instructional shifts for New York City Department of Public Schools.

David Pretto: Ny. Said, our New York State Education Department also put out clear guidance around secondary years. What does the signs of reading look like for secondary schools. And here.

David Pretto: when we think about this and this brief was also written by Dr. Nonilaso, district 20 has been focusing on Dr. Nonil's all the way since 2,017, where she talks about making sure we incorporate this read, talk right cycle where students should be able to write in a variety of ways for a variety of corporate purposes for riot, a variety of audiences.

David Pretto: and in this new updated brief, aligned to the science of reading. It defines clear literacy. What does literacy means for today and for tomorrow, and building upon the work that District 20 has already done around advanced literacy is continue to build upon reading, writing, and speaking, and listening as a mean of identification, understanding, and interpretation

David Pretto: create pre creativity, communication, and this whole notion, again, of being able to communicate in a variety of ways with a variety of learners, but also particularly around the ability to understand and use print in a variety of ways increasingly, text mediated information, rich digital

David Pretto: and fast changing for the world of today. Also being mindful of digital literacy and digital citizenship.

David Pretto: and in that brief it quickly speaks about high impacted practices that should be incorporated in any middle school curriculum and into literature touches upon all 6 what what they call now, in this brief, the 6 competencies. But I just want to briefly dive in and show you how particularly the first 3, all 6 come to life. But the first 3 Co.

David Pretto: Projects.

David Pretto: text-based discussion and writing opportunities and engagement with high interest, diverse and complex text.

David Pretto: And, lastly, why, into literature.

David Pretto: New York State public schools put out all their core curriculum options. When the district adopted the curriculum back back last year and 2023, 2024 school year into literature was the only curriculum option. Now there's 2 additional ones but these but the curriculum was vetted and approved as a high and identified as high quality instructional materials by New York City public schools.

David Pretto: And lastly, when we look at the curriculum, and we start looking at into literature process writing for grades 3 to 8.

David Pretto: Focus on key strands of writing so very common in our past curriculum. If we, if we've done teachers, college or just balance literacy overall. There was an emphasis on process writing that has been to nominate, to dominate the type of writing that was done in a curriculum. But that's not the only type of writing that must be included across the curriculum. Students must have summary writing. Quick rights

David Pretto: also constantly be writing from sources in addition to just process writing.

David Pretto: Now, when we look at into literature as a whole within the curriculum.

David Pretto: each curriculum is is designed because this all these priests and this State. And the research shows how we have to shift to a knowledge building curriculum where everything is tied together through a theme to a common topic. So here, here, for example, the big topic is finding courage, and the essential question is, how do we find courage

David Pretto: in the face of fear

David Pretto: and into literature has 5 components. To the curriculum one is analyze and apply.

David Pretto: One is collaborate and compare another. One is reader's choice and unit task which I will go. But even before that it starts with sparking the learning.

David Pretto: So these are the 5 major components of into literature, and every unit opens up with sparking the learning. And that's really intended to build background knowledge for students so that they could begin to get excited about the learning in anticipation, and also so that students under are introduced to vocabulary words that they are will be expected to use in their speaking as well. And then as they're writing throughout the unit.

David Pretto: Then there's their analyze and apply. So there are 6 units, and into literature. New York City guidance and pacing guidance put out that the the New York City uses 4 units and District 20. We've adopted the first 4 units, and every unit is between approximately 6 to 8 weeks to implement.

David Pretto: So the first. So after that, one day of sparking the learning, and for some of our students, it may be 2 days, because they need to go deeper with vocabulary. There is that flex window between 6 to 8 weeks.

David Pretto: After that they have the analyze and apply, which is about 5 to 6 texts aligned to the theme around a course about 3 to 4 weeks, where students go into a deep analysis of text connected to the unit.

David Pretto: After that, the next component for the next 2 to 3 weeks. They are going to go deeper into text. But then they're going to be doing a collaborate and compare analysis of text again with text connected to the unit

David Pretto: and then followed by that readers, choice is the component. So this year, in District 20. Dr. And I need to commend Dr. Preto on this, because he as a superintendent, he really embracing, I've created some clear systems and structures in place to support school leaders and teachers as well throughout the district, and implementing that very clear. And this is the what this is, the curriculum. And these are the expectations, however, has given the autonomy

David Pretto: to schools to really embrace and adopt the how, how schools choose to do that. It's going to look very unique and different to all schools

David Pretto: or diverse population. And that is important that schools have to and been adapting the the how. And today, we we're gonna hear from 2 schools who have really kept and held on to their identity, and what the important practices that they believe in while still embracing and adapting this new curriculum. So, readers choice was the only component that wasn't really a must do was the can do. But many schools gravitated to

David Pretto: to to it, which is providing a much more range of text, whether our short text, long text, or novels for independent reading that automatically or topically aligned to the main text in the unit.

David Pretto: And lastly, the last week is like a final performance tax which takes approximately a week. Where is the ability to students to illustrate both in speaking, both in listening to on, demonstrate their understanding about the big themes and big objectives, and offer insights connected back to the essential question, and as I mentioned, the into literature must do

David Pretto: so. Here's an example. And within that 2 to 3 week window, right after you do the get ready, students would read. They're engaged. Their brain, they could annotate, they expand their vocabulary. So they get ready. They read, they they respond. And in that they're reading. They're writing, the discussing.

David Pretto: Then they go into the collaborative and discuss, and this and and compare. And again they get ready for that. The launch, they read, discuss, and respond with choices embedded, which I'll show you an example in a minute.

David Pretto: And then, lastly, followed by those unit tasks.

David Pretto: So here's just a quick example from the dashboard on the Ed portal. So in the first couple of weeks they're analyzing text. And the students are discussing in groups different and answering key questions from comparing to inferring, to evaluating, to synthesize the learning learns in those text selections.

David Pretto: then the other must do was the compare and the compare the collaboration, compare. And here again, students are exposed to text-based discussion. And there's ample group writing opportunities throughout the unit. So in this particular example. In this task you will make inferences, logical guesses based on facts and knowledge, to identify the author's messages. And then students work in small group to analyze these events, and and they respond to the text.

David Pretto: and the last must do is at the end again. Here's the pro. When we spoke about 4 major writing pieces. The main one here is process writing, so they will write an informational essay.

David Pretto: Now, there with the must dos. There are various canvas, and these were like, I said earlier, Dr. Predo gave the schools the flexibility, and many schools. Actually the vast majority of the schools took advantage of the opportunity to incorporate the choices.

David Pretto: So these choices, so students have choices of activities that are used to extend analysis of text. So, for example, one of the text that they've read in sect. Sixth grade is the breadwinner. So there's choices around there. Here's some other other ways for students to demonstrate the understanding. So the beauty of the program is, they offer students different ways to illustrate and demonstrate their understanding, which is important because we have students that learn different ways.

David Pretto: And it's important to have something available for all our learners, because our district's focus is all means all.

David Pretto: So here is explaining to your peers

David Pretto: other choices within the breadwinner include students could give a multimedia presentation, they can give or presentation. They could even do an animated version of the breadwinner if they choose to do that.

David Pretto: In addition to that, there's also opportunities for creative writing. So here's an example. Write a short story. The world is filled with stories about people getting courage to face their fears in a time for one

David Pretto: to write one of your own. Write a story about a character, a character who faces the fear and finds courage to overcome. It could be historical science fiction realistic, anything you want it to be so. There's also ample opportunities for creative writing within the curriculum.

David Pretto: also sticking with the breadwinner

David Pretto: students. If they have again back to the choices, here are different essay prompts, so they can write directly in response to the essential question. They could choose to do analysis that they want to, or they could do a narrative if they choose to.

David Pretto: And there's also opportunities for research and share. So here they could work in their groups, continue to explore the main ideas in the text and present research for a panel, so the kids will work together to present their research to a panel.

David Pretto: And then for all these readers, choice options they can, whatever books they choose to write about whether it is a text selection or a novel study, they could continue to connect and create.

David Pretto: And there's also ample opportunities for presentations to enhance their communication skills. So at the end they work together, adopt the information. In this particular case they could do a multimedia presentation for their classmates, and then give that presentation to the class. So they're doing their reading, writing, and discussion. And each unit includes extension activities for project-based learning. So in this one, if they choose one of the project based learning opportunities, they could actually create a blog

David Pretto: for the breadwinner.

David Pretto: Now, here's a list.

David Pretto: just very briefly, of the recommended novels that are aligned to the unit themes, and Dr. Preda was very clear with all school leaders that you could choose to purchase the novels. Many of the school leaders of our middle school principals opted in. They purchased some of those novels, and many of our students are engaging in novel studies as we speak. Some of them are doing in a small group as part of literature circles, and that is okay as well. Because, again, schools own the how

David Pretto: and entire text, including novel novels, can be accessed through the digital library

David Pretto: in concert with inter reading or independent reading. So there is a range of text that they can select. And here's just one. I'm almost done one example.

David Pretto: So they go in through the Ed portal. They can access as well. So if there is a shortage of of novels or students got excited about a story and want to completely read the whole novel. They can access it through the digital library. Here's one example. And lastly.

David Pretto: into literature. Here is a list. So Nyc reads, put out a list for into reading around Sora, which is an app and online platform where students can access digital platforms. So our literacy team did one as well for into literature. So, for example, if I got excited about so, for in Unit 3, and as a student I got excited about reading this excerpt of the of

David Pretto: of the breadwinner. Well, guess what I can easily go into Saura. If I have the text in my library, I can access it, and if I don't I can also go into Sarah. You click the link, and it will take you to Saura, and the students can borrow, just download the book and borrow the entire novel so that they can read no one's that probably we will encourage students to read full novels.

David Pretto: As possible. And of course, for more information. Please visit our website, d. 20, Brooklyn

David Pretto: dot com. Thank you. Thank you so much.

David Pretto: So thank you. Dr. Presidentina, I felt like it was important that we were able to set some context in order to you know, welcome our schools up to celebrate. And I felt like it was very important to

David Pretto: recognize and acknowledge. Teacher, leaders, principals, and assistant principals who have really, done the work to examine the different components of the curriculum and see how this curriculum can work at their school, and work within the the expectation that I have for all schools which is ensuring a standards aligned great appropriate curriculum that engages all students in grade level text or above

David Pretto: across the entire school day, across all content areas but while also being able to utilize and leverage some of the the flexibilities and adapt abilities to to make the the curriculum work within the vision of the school and its community. So first, I would like to recognize Junior High School 2 59 William Mckinley. And amazing Principal Janice Geary. Who's gonna come up and introduce the teachers?

David Pretto: Do you want to like? Do you want to like? Speak from the podium? And I can switch your skies. Does that work

David Pretto: there? Oh, you can sit, I mean

David Pretto: is that savory?

David Pretto: Is that what you did

David Pretto: might be able to sit here? Alright, James, you gotta sit here.

David Pretto: What do you think he's the same

David Pretto: I can. Yeah, I'll move the slides.

David Pretto: Yeah.

David Pretto: it's it's Kevin's show.

David Pretto: Should we bring the?

David Pretto: They're more important than I am, so I'll get off and then they'll get it. Okay, how's that?

David Pretto: Except we're good.

David Pretto: Alright, hi, everyone. Thank you. Thank you. Cec, nice to be here. Haven't been here in a while for those of you who don't know me. I'm Janice Geary. I'm the principal of William Mckinley, Junior high 2 5 9.

David Pretto: I've been the principal for about 20 years I've worked under numerous superintendents, and I've worked under numerous curriculum.

David Pretto: and my teachers can attest to

David Pretto: that. After 20 years of being a principal, I actually said, and I will quote. I have drunk from the Kool-aid, and I like it

David Pretto: honestly, and and I say this, he knows of a straight shooter.

David Pretto: This is a great curriculum. I and I I heard in the beginning. And I I'm like

David Pretto: that's not what is happening at Mckinley, and I can't speak

David Pretto: what goes on in other schools I can only speak for what goes on in my school, which is almost 1,800 children.

David Pretto: certainly a very diverse community. Certainly a large array of students.

David Pretto: gifted

David Pretto: General Ed. Everything. We have it all.

David Pretto: and we make it all accessible for every child.

David Pretto: and the children are happy like they enjoy coming to school. We have a good attendance rate.

David Pretto: They love their teachers.

David Pretto: I can just tell you that into literature

David Pretto: has made a difference in my Ela community of teachers.

David Pretto: It brought them together like no other curriculum has before

David Pretto: we told them, and I understood what he was saying.

David Pretto: Everything that you've worked hard. Everything that you've done. We're putting aside. Forget it. We're bringing in this new

David Pretto: data based research, driven scientifically driven

David Pretto: community about the science of reading

David Pretto: 20 years. I never read about the signs of reading. I'm embarrassed now. I know I know of strands of reading. How do children learn? I didn't know that before. Now I do. I'm a better principal, because I have learned about how children learn to read.

David Pretto: and they like to read, and they like to write, and they like to express. And so my teachers, because of this, came together as a community and said, Okay.

David Pretto: how are we going to make it work best

David Pretto: for our children. It's not for about them. It's about for the kids. How are we making it work best for our kids? And so I'm gonna introduce. So I'm gonna stop talking because these are the guys that that led the charge. One of them, unfortunately, is not here. Dana Castle, who is our Esl liaison lead teacher her father-in-law is in the hospital, but I have with me here today Emily Reedman, our coach.

David Pretto: and

David Pretto: Emily is the one that she's kind of the glue. She's the one that goes to the admin. I have a 4. My Ap's wave your hands. Ap's for the Ap's here today. And she goes to us and says, Look, we need to do this. We need more time for that. We need more Pd to get together, and so she provides the teachers. She's the voice for the teachers. If they need something, she makes sure they have it. Erin took the charge because we did something very different.

David Pretto: Sixth grade. Ela teacher and she teaches both gifted and and Gen. Ed. Students correct.

David Pretto: Former Ls, there you go. So

David Pretto: Mckinley did something very different than I don't think any of the other schools did. We did a rollout.

David Pretto: 2 schools that are up 2 schools did a rollout. And so we started only in the sixth grade

David Pretto: again. You have to know your community. I know my community of learners. I know my community of teachers, knowing them and knowing how thoughtful and how careful they would want this to work so that they can best teach it to the children, so that the children can have the best experience possible.

David Pretto: Aaron took the lead in the sixth grade.

David Pretto: and so she goes to all the meetings and she turn keys it back to her colleagues. And then we said, Okay, next year the seventh and eighth grade teachers, we're they're gonna go all in. And this gave us the opportunity to kind of bring the seventh and eighth grade teachers in slowly, and Stephanie Gear represents our Special Education Department.

David Pretto: and she is the liaison back to the upper grades. And what happened because of inter literature?

David Pretto: Doors of English classrooms opened, and they're not in what we have. 20 something. How many English teachers do. We have

David Pretto: 21 English teachers, 21 English teachers, and the special Ed teachers and the Eml teachers all.

David Pretto: how many altogether 40 teachers opened their doors to each other so they could share experiences. Have these conversations, watch how the children learned and how they interacted and said, Okay, how can we make it even that much better.

David Pretto: A. And that's what this team of teachers did. So I can't take credit for it. All I could say is, I provide them with the time and the opportunity. Anthony provides them with feedback. My other Aps are there to support, but they really make the magic happen, and I'm gonna turn this over now. Who's up first? Who's that that first Aaron doors at that first? So come on down.

David Pretto: You have the chair.

Ken Cen: Sure.

David Pretto: Watch out.

David Pretto: Okay, good.

David Pretto: Just click. This might be stupid. I'll just click it if you click it. Yeah, let's try.

David Pretto: Oh, there we are, and our principal and a beautiful headshot. Yeah?

David Pretto: So

David Pretto: in a way to explain this, or or try and share this information with the community, we looked at it through the lens of the 3 units that we have already taught this year we're we're just starting with the fourth unit. And so, as Lucia had said, we are. They are thematically driven unit. So the first unit was discovering our voice. Second unit was never giving up, and the third unit was to find courage in the face of fear. And so we kind of made connections with those themes like our own personal

David Pretto: act.

David Pretto: journey with Hmh. And so when we in the very beginning of the year, this was very overwhelming. It was very new. We had previously had a curriculum that we had created, and we kind of held dear to ourselves. And we're like proud of. And so there was like a hesitation to kind of let go of that and do something that was out of our comfort level. And so we just kind of

David Pretto: accepted that if you will. And so we worked to try to consider what the curriculum was asking from us, but then, how we could still implement our own voice and our own style and our own teaching methods, and like the things that make our classrooms our own.

David Pretto: And so that took a little bit of time in the beginning. And then once we kind of found our footing, and we kind of moved into the next unit. It was like, Okay, this is feeling better. But like, how do we sustain this for the rest of the year. And so in that

David Pretto: we kind of ended up turning towards like Miss Gary, talk to talked about. We turned to each other like W. What are you doing like? How do you do this? You know? And then to the resources that were provided to us from the district as well, and then once we kind of, you know, got more confident and felt more confident ourselves. That's when we were pulling in. Our other colleagues and our upper grade colleagues to try to say like, you can do this, too, you know.

David Pretto: And so

David Pretto: a big part of finding our voice was not just figuring out how to do this curriculum, but how to do

David Pretto: it amongst the like diverse learners in our building. Yeah. So from like students who arrived in this country yesterday to students who are, you know, beyond their, you know.

David Pretto: grade level year. So how do we take this one?

David Pretto: You know curriculum and apply that to all. And so we were able to work with our Hmh. Coach and see model lessons. And then, like Miss. Curious how we kind of like flung our classroom doors open, and it was just an opportunity to say, like, Here's how we do it with this group. And here's how I do it with that group, and we were able to pull and and, you know, combine information from everyone.

Ken Cen: And the level.

David Pretto: And it just started like happening, you know.

Ken Cen: A mite, the white.

David Pretto: It happened

David Pretto: And so then, once we started feeling that like, okay, we have a sense of how this is meant to be, and a sense of how this is meant to roll out.

David Pretto: It's still overwhelming, because then, like, how do you? You know everything is new, every single day is new. Every single day is a lesson you've never taught before, and a and a text that is new, and a an idea that is new. And so we were able to lean into all of the resources that were available. So like through the D 20 learning labs, it was really wonderful for me personally, because I got to talk to like colleagues from other schools like my colleague, that I'll present to you next and say, like, What are you guys doing like

David Pretto: like, what is happening here? And so we were able to have those conversations and get that information. We were able to bring that back to our curriculum team we had a coach from hmh, that was able to show us things about. There's so many resources. And so she was able to like sift through them and show us what was available and how we can practically use them. When we look at it by ourselves, it seems overwhelming, but it's like that's what it looks like. But here's what it looks like

David Pretto: in a classroom. And then, like as that was happening like. We started seeing those successes like those students that didn't raise their hand started raising their hand, or like the continual routine with vocabulary like they started to question vocabulary themselves, you know. And so we started seeing those types of

David Pretto: growth. And so one of the things like as a teacher, you start to see.

David Pretto: like the growth of the data. It's small. It's not, you know, but it's like little wins like along the way that kind of. And you know some dips, of course, but a lot of wins like a lot of little wins. So we started seeing increased scores.

David Pretto: We started seeing an increase in like their ability to annotate their own work or annotate when they're reading without a lot of prompting. And we saw a lot of increases in their ability to respond to each other's writing thoughtfully, like, not just like nice job. I love it, you know, or or like add more, you know details, or like, you know, you didn't capitalize, but like actual, meaningful

David Pretto: comments, we started seeing those things.

David Pretto: this is you? Right? Yeah. Oh, and so I'm gonna hire my colleagues.

David Pretto: I'm not trip over anything. So the seventh and eighth grade started to prepare to implement. Hmh.

David Pretto: so what we had was an opportunity to sit with our Hmh. Coach as well as our sixth grade department, and that was very helpful for us, because we had them guiding us and helping us navigate as we were preparing our lessons. The other thing that was really fantastic about that opportunity, and the designated time that we were given was that we had our co-teaching counterparts with us.

David Pretto: So I was able to plan with my general education teacher and our Enl. Push in, and we were all in the same room together. It was very, a very supportive environment. As we were learning how to figure out how to put everything together. There's so many resources. And I think, as we were having conversations with each other, we were realizing that there are so many ways that we can help our students access the material no matter their level.

David Pretto: The seventh and eighth grade teachers also had an opportunity to participate in into visitations with the sixth grade teachers, and I think that once we stepped into the sixth grade classrooms and we saw how Hmh. Was being implemented. We saw that it was something that we

David Pretto: we're certain we would be able to do and do with our students successfully to help them learn. I think there was a certain seamlessness that we saw within the sixth grade team, and it was very inspirational for us to see that we would be able to put it together with their support.

David Pretto: I was part of the the small team that was going to the Learning Lab series, and we would take all that information about the science of reading different strategies of how to implement hmh, and then turn key that to the seventh and eighth grade team. And then kind of bring that into our monthly meetings where we were preparing our lessons for our classes for to to start implementing implementing. Hmh.

David Pretto: oh, this is just samples of some of our turn keys from our turnkey session. So we would take the information from the Learning Lab series and some of the science of reading information as well and then turn key it.

David Pretto: And lastly, as we move forward, we are focusing on our next step. So it's really important to always be growing and learning, and this year was the take on hmh, and really make it Mckinley, and our next year is to

David Pretto: go even further. So as we move forward. We're looking into the project-based learning to give students their voices, then their choices then bring back.

David Pretto: not bring back. So it's not lost. But to really reintegrate the way Mckinley has always been, which is really student-centered. High engagement learning and Hmh. Has given us the tools. And now we have even more materials to just continue the type of learning we want our students to experience.

David Pretto: additionally, we are integrating the novels that are there, and they're accessible and making sure that every student does have time reading like.

David Pretto: we're English teachers. We love books. We want kids to love books, and Mckinley encourages reading. And now we're going to be looking at how to implement that in our classrooms in a way that every student gets to read as much as possible.

David Pretto: And most importantly, we want to communicate with our community. We want our students and our parents and anyone else who wants to learn about what we're doing at Mckinley to know about

David Pretto: our classrooms. So we have a newsletter that goes out with each unit. It talks about the the topics that they're learning about the skills, the themes and the text that they are navigating, and we're just going to continue to move forward.

David Pretto: Oh, and our newsletter goes out, is translated into all the languages, especially using our friends. That left we keeping everyone in the loop.

David Pretto: And that's that's pretty much insulate at Mckinley.

David Pretto: Thank you so much

David Pretto: with that. Absolutely.

David Pretto: Really, it's been outstanding.

David Pretto: I'm always starting to use that full platform right now, and they really bring it together. I'm very proud of them.

David Pretto: Did I get a picture.

Steve Stowe: Email you have to.

Steve Stowe: And I think it's already.

Steve Stowe: I think I'm trying to think

Steve Stowe: more people like it

Steve Stowe: just want to give another round of applause for the for the Mckinney teacher. She's done a great thing.

Steve Stowe: Emily is on

Steve Stowe: but helmet

Steve Stowe: and

Steve Stowe: and I now like so welcome up here, I want to bring up the one thing I just want to say, I one thing I just want to say, I will add a little bit of a compliment principle. Gary, my son was at Mckinley grad, and he's a freshman now, and they have an optional novel read.

Steve Stowe: and my wife and I went through a list of books with him, and we were like, Okay, here's a list of books we think would be good

Steve Stowe: in the first 3 on there. He had already read at Mckinley. So

Steve Stowe: I will say, you know, I do have to say that that was that was really my wife and I were kind of surprised. We're like, when did you read all these? I knew something well when I was at Mckinley, so

Steve Stowe: go ahead. I want to welcome up Principal Mina and Rose, Angela Morales and David.

David Pretto: Great work that Miss Morales and Mr. Tetchy have done.

David Pretto: just to start off by saying by, yes, I did come from William Mckinley, and I was part of their curriculum team and all of my mentees up there a huge round of applause.

David Pretto: Really wonderful always. Mckinley will always be home as well, you know. Wonderful job.

David Pretto: I'm not as dynamic as a speaker as Miss Geary, but I will try my best

David Pretto: members of the Cec. Dr. Preto the entire district 20 community. I want to express my gratitude and opportunity to address you today and talk about the phenomenal work that my staff grades 6 through 8 was able to accomplish this year.

David Pretto: Our journey in integrating Hmh. Integrates 6 and 7, 6, 7 and 8

David Pretto: has been a challenge. I must admit

David Pretto: the learning, experience, and a learning experience for our entire community.

David Pretto: Our beginning is owed to the dedicated efforts of our Ela staff and the support of the entire 1 87 community.

David Pretto: At the heart of all curriculum.

David Pretto: At Krista Mccaulef lies a core belief in innovation, challenge, perseverance, experience, analysis, and deep discussion

David Pretto: prior to becoming the principal of is 1 87.

David Pretto: I joined Mcauliff in 2,013, as an assistant principal leading the Ela department.

David Pretto: I've witnessed firsthand the commitment of all involved.

David Pretto: It's important to know that this transition to Hmh. Was from a proven successful school created, created created curriculum to a new one.

David Pretto: I must say I'm immensely, immensely proud of our community for supporting the process of change as we continue to low, grow, learn, explore, and make this curriculum our own.

David Pretto: I am certain. We have maintained academic excellence for our accelerated students.

David Pretto: for all students.

David Pretto: making sure that they have the continued acceleration

David Pretto: for our ICT. Our screen students, our E and L are self-contained and our aces students, because all truly means all and accelerated, is not just for one.

David Pretto: I want to also acknowledge the vital voices of our students and families whose input has been instrumental in this transition.

David Pretto: It was important for us to keep our all our core beliefs for Ela intact.

David Pretto: When learning and implementing this curriculum, we ensure that not only a novel was essential

David Pretto: to the unit and an active part of an everyday classroom experience, but deep discussion and analysis, and, of course, creativity remained central to our approach.

David Pretto: I want to express my adorate admiration for our school representatives who are here today to present here tonight our literacy coach, Miss Rose Angela Morales, who has her own Hmh. Baby coming very soon.

David Pretto: Our school librarian, Mr. David Chechny. They're

David Pretto: their drive professional content, knowledge and problem solving abilities have not only propelled our team forward, but also made every member

David Pretto: feel deeply valued and heard.

David Pretto: Please join me in welcoming Ms. Morales and Mr. Checchi, who will share with you our continued journey of Hmh. For acceleration for all. Thank you.

David Pretto: Look at it first.

David Pretto: Okay, yeah. Just so that we can speak it simultaneously if you don't mind. Thank you.

David Pretto: Good. Thanks for taking the act on the road.

David Pretto: Oh.

David Pretto: renewables!

David Pretto: One of these!

David Pretto: Well, good evening. As Miss Sadiqi mentioned. My name is Rose Angela Morales, and I am a sixth grade, Ela teacher, and I am also Chris Macaulay's literacy coach this year, as we were a part of this process of implementing hmh, in our school.

David Pretto: Just

David Pretto: a brief overview of some of our core beliefs

David Pretto: at Krista Mcauliffe.

David Pretto: As we approach this year, really looking at this new curriculum, we knew that our planning process really came down to 3

David Pretto: core beliefs, highly challenging expectations, engagement and fidelity. And as we move through this year, we really work to unpack what these 3 core beliefs meant.

David Pretto: and what Hmh. Has to offer that aligns with these core beliefs a part of our school school-wide community.

David Pretto: So

David Pretto: really, the year began accepting hmh, and recognizing what this curriculum has to offer in terms of highly challenging expectations as we've we've heard already. It is a robust curriculum with diverse readings, skill based assessments in terms of engagement which I think many of our

David Pretto: staff, our teachers, and even parents and students were concerned about how this curriculum would engage our students.

David Pretto: They offer novel exploration, which has been a pillar of our school community for many years, so we were pleased to see that there was a novel aspect. There is a novel aspect of this curriculum

David Pretto: enhancing connections between students and teachers by gathering student feedback and opportunities for that to see where this, where the students needed support, and how we, as teachers, can plan around that and fidelity what that really meant to us as a school curriculum is.

David Pretto: It is a set as a school community. It is a set curriculum which in many ways, as Mckinley so eloquently mentioned, does bring

David Pretto: the teachers together, the teacher teams together so that they may collaborate, evaluate what's working what's not working and move forward from there. So it really helped us to have a unified approach

David Pretto: by midyear after units one and 2. You know, I have to commend Miss Saddiki because she came into this year.

David Pretto: Really helping the teachers see that we have to look at hmh, as a learning opportunity that we can capitalize on the things that really are positive about the curriculum and Po, possibly areas that needed some, some work and see how we can build upon that around unit 2. That's when our planning started to take shape

David Pretto: and shift a bit to see how we can really engage the students within this curriculum.

David Pretto: and that really came down to 4 key aspects backwards, planning which really means looking at what the end goal was for all of our students in each unit, and determining what were the key steps we needed to take to get them there throughout the unit, so it felt like natural, it felt embedded into their everyday practice.

David Pretto: enhanced assessment preparation.

David Pretto: So, looking at the assessments with a very close look, and really trying to guide the students so that they felt fully prepared for that

David Pretto: target. Target support which we know that hmh, as we've mentioned earlier. And you and you saw through other presentation, has lots of different resources, and so helping the teachers empowering the teachers with those resources, so that the students can ultimately benefit from that.

David Pretto: And then also, as the question on everyone's mind is, How does it align to the State exam? Will my child feel prepared for the State exam, so making sure that that

David Pretto: connection was clear.

David Pretto: Right here, as you see, it's it's an example of our school's plan of action.

David Pretto: I'll be nice

David Pretto: activities needed.

Steve Stowe: Microsoft unmute that one?

Steve Stowe: Oh, here is an example of our plan of action. It was a it's our unit plan. For the fourth unit in hmh, if this is a collaborative effort, it as a department, we wanted to just really put everything.

Steve Stowe: But we wanted it to create that pathway, to integrate the novel, and it also streamlines our planning process, enhancing our continual collaboration to help maximize the teaching for the benefits of the students.

Steve Stowe: If you look in the corner there at at the front of each reading selection, there's a high priority and a low priority that quick visual indicator helps teachers identify.

Steve Stowe: Well, you'll you can do our curriculum compacting exactly. So. Really, after hearing student feedback and teacher feedback after unit one and unit 2 with

Steve Stowe: the novel studies. They wanted more time to engage in the novel, the novel study, and have it feel more authentic to the classroom discussions and and and classroom activities. So what we did by this idea of curriculum compacting is really just not

David Pretto: Eliminating. So so oops. Sorry I'm gonna be on mute there

David Pretto: eliminating selection. That's a nice feeling not eliminating anything alright eliminating text, but really giving the teachers the platform to say, Okay, here are the highest priority text with the highest priority standards that are going to align closely with the assessments the students are going to take, and the sort of on the lower side where

David Pretto: they may connect thematically. But the standards are not as significant or as strong as those other high priorities text. So really, this just allowed our our teachers to feel more comfortable with saying, Okay, I could explore this discussion about this novel today a little bit further, I can take this activity and extend it a bit more, so that I can engage all my students in different ways, right? And that and that could be in an accelerated way, and any type of way that you you can view it.

David Pretto: And this, this really just is an example of some of the resources that we provide. Our teachers. You know. H. Has a an Ed portal platform online platform that the teachers have access to that the students have access to. But when you look at this portal it is without a doubt

David Pretto: overwhelming, and it is a menu of options. And as a teacher you have to take ownership over that.

David Pretto: And what David and I are

David Pretto: key role this year was sort of curating those resources and saying, Look, this is what we think is priority right now in terms of standards and what we see in terms of the data, how it's moving where we need to go next. And so by by sifting through those resources, it's not

David Pretto: saying they, the rest don't exist or that they should ignore them. But it's saying, this is this is where what our students need right now. And this is what we're going to focus on.

David Pretto: and it also helped to unify sixth, seventh, and eighth grade teachers.

David Pretto: H. Has

David Pretto: a way of having the standards kind of work in a a cyclical way, where they come up again throughout units. And so sixth and seventh grade and eighth grade teachers felt they could have those open conversations with each other that they weren't isolated just by grade bands, that they could have that conversation because Hmh. Unified them in that way.

David Pretto: So how did we deepen our engagement by aligning the novel studies

David Pretto: of Hmh. We used the novels as a central tool and skill application, which is something we have done in the past at Mccall. If it's it's been a big part of our Ela department for many years. The teachers were feeling a little bit more empowered, inspired to say, okay, I have this autonomy. I have this ownership to make this a bit more creative and show my passion, which is

David Pretto: what the students ultimately need strategic lesson design which I think

David Pretto: every teacher team could possibly use at some point right? Because sometimes the the year gets crazy and you you drop the ball on some things in terms of following those standards and following those skills. So this really helped to keep teachers on that structure and that pace and selective projects ultimately led to more engagement with the students in terms of the novel connection.

David Pretto: Here are some of the examples of the novels that we taught throughout the year.

David Pretto: The first one, Esperance arising for the theme never give up with the essential question, what keeps people from giving up?

David Pretto: That was for the sixth grade for seventh grade. We we are now in the process of reading, or will begin to read peak

David Pretto: with the theme inspired by nature. What does it mean to be in harmony with nature? And then for the eighth graders we just finished.

David Pretto: The Joy Luck Club now the Joy Luck Club wasn't

David Pretto: one of the recommended novels within the Hmh. Curriculum. But then we did talk to Mr. Prado Drado apologize. We? We explained, Tim proposed, how the theme and the essential question, and where we want to take it really is, would make a really strong connection for our students, and we appreciate it. That you you heard and and and approved it.

David Pretto: And yeah, and so we did. That was our eighth grade choice.

David Pretto: For our

David Pretto: I always like to charge so for for all of our assessments, we actually go through a process of

David Pretto: questions for all our exams. But this is specifically for our novel alignment to hmh, because again, we didn't, we are. We're doing the novels, and we go in depth with the novels. But we connected to everything we do with it connects to the resources that are provided by the curriculum.

David Pretto: So here you see, in the first column, it's a test question for the students. With the answer.

David Pretto: we create a very specific learning objective that comes from the unit of hmh.

David Pretto: the lesson provided by Hmh, we provide the direct location. Now, again, this lesson comes from a different selection.

David Pretto: but we we use, we use that lesson for our textbook, I mean for our novel, so we can so to transfer that skill over.

David Pretto: And we take. And then the students, they never not read that selection. They do read the selection, and we do provide them the assessment. And we we use it as an additional sort of assessment for us. Were the students able to transfer the skills that we taught from the novel from Hmh. And transfer it to the reading selections

David Pretto: in the text book

David Pretto: to provide. Oh, I'm sorry. We also provide a possible qua class questions, discussion questions that they could add into the classroom. And and then what where, Miss Morales she showed we provide for each of these questions the list of the Hmm. H. Resources that tie directly into the the learning objective.

David Pretto: We wanted the novel integration to feel natural with what they were doing on a day-to-day basis. And the novel really does

David Pretto: supplement what they're learning in terms of the text selections.

David Pretto: Let me do that? Yeah. So

David Pretto: I think it is here.

David Pretto: Oh, okay, alrighty and and so this is just an example of some really great creative work that our eighth graders did this year around the unit theme places we call home, in which they read the Joy Luck Club, and the teachers. Ca, came to this great with this up with this great idea of these identity, quotes, the students

David Pretto: address the essential question. They connect their ideas that they've learned about on theme character, and setting to create this project. So just an example of just a way that our students were able to express the project. Started from the poem that they read earlier from hmh.

David Pretto: and so they use the knowledge from the figurative language and the energy

David Pretto: to connect to this project. And, as you could see, that's a less. That's information from the textbook of Hmh, so everything is connected.

David Pretto: And finally, our last sort of component of our planning this year fidelity, and how we were able to try to stay as true to the Hmh. Curriculum as possible, but also, have that flexibility empowering the teachers and the students. So collaborative customization really is just including our teachers in the discussion

David Pretto: all the time, whether positive or negative. If things are working, and what really should be the next step, and to see where we first were. Unit one to where we are now planning ahead with for Unit 4, and even thinking about September going back to unit one, it's really evolved and changed a lot. And that's a Testament to our really skilled Ela teachers

David Pretto: that were very open and honest, and always had the students at the forefront, and of their mind and ownership and belief is really trying to stay true to our core beliefs

David Pretto: as a school and as an Ela department. And that's something that we tried very hard to to to do. And we we work on every day. And I I think that we've found a bit of a way to merge those 2 ideas together as it's ever changing.

David Pretto: Maybe we lost my last lot. Can we go back?

David Pretto: Huh! That was my! It might have got cut off. Oh, it might have got caught off similar to what Mckinley showed about a a newsletter for the parents. You can just envision the beauty of it. And how amazing it is! I just want you to think about the fireworks that were on this news, but really

David Pretto: Because of all the changes we wanted to keep the parents, we wanted to make sure that the parents had opportunities for feedback. So there's a tremend. So with each one, each quarterly newsletter. We provide all the new information that's related to Hmh, and we provide them with information. All the reading opportunities, not just the novels that we're doing

David Pretto: in class, but the independent reading that they're doing in class information about the classroom libraries, our extensive large print classroom libraries the

David Pretto: the book clubs, the book clubs that I do again like, and I agree with what many of the students and and the teacher said, for sixth grade we did. We have like lunch and learn weekly book clubs where we have the opportunity, I think, for sixth grade. We did the outsiders, I know of mice and men that was their favorite in sixth grade. And for eighth grade we did.

David Pretto: Oh, we did a a great. We start off the year with a nonfiction book on the last Russian Royal Family. And the kids love that. And now we're actually we're reading catcher in the Rye. So it's it's something that yeah, the students are are, really, I get a good packed test. We're hoping that we're cultivating that love for reading that would extend beyond the classroom, start within the classroom and extend beyond the classroom.

David Pretto: Yeah, fascinating.

David Pretto: Thank you. Guys. Thank you.

David Pretto: Thank you. It's amazing.

David Pretto: Present.

David Pretto: the second.

David Pretto: let's go ahead with it. Boom!

David Pretto: Before I conclude my report. I just want to kind of make a brief statement. I first want to thank the teachers, the assistant principals, coaches, and and the principals for

David Pretto: sharing. And this is an example of some things that are happening across the district. But I really felt it was important to highlight. Some, you know, really exemplary practices of how teachers and principals at schools have been able to, you know, take the infusion of a new curriculum like they described.

David Pretto: and be able to make. Have it meet the needs

David Pretto: I mean, I'll unmute.

David Pretto: I'll I'll I'll I'll I don't know if I don't, if I can. But I can been able to meet the needs of the community.

David Pretto: we had some presentations last month, and had some presentations this month, and I really do want to center the role of the principal in the in the responsibility for ensuring that the curriculum is implemented in a way that meets the needs and the vision of the community meets the needs of students and meets needs of the parents. And

David Pretto: I hope that we're also able to see today. And we'll continue to see how problems that arise from the infusion of a new curricular resource are solvable problems. These are problems that teachers literacy coaches, assistant principals, students.

David Pretto: parents, and ultimately the principal, are able to put in place in a school to make sure that the resources that meet the expectations of New York City of of mine as a superintendent are able to also meet the needs of children in the school.

David Pretto: I want to make sure also that

David Pretto: it's understood that

David Pretto: we've tried to really build in flexibility and opportunities

David Pretto: for schools to be able to implement this particular curriculum, which is a literacy curriculum. And when you're talking about literacy, you're getting really deep into

David Pretto: you know how folks

David Pretto: really view their school the the shift of a math curriculum or a social studies curriculum or a science curriculum doesn't usually have the gravity or the weight that a literacy curriculum. Does we add over half the district shift to math curriculum last year, and no one really bad at an eye. But, you know, shifting the literacy curriculum was a big deal

David Pretto: and you know, I want.

David Pretto: you know, I want to say that

David Pretto: we were really attentive to that, and wanted to ensure that schools understood, and principals really understood, that they had the flexibility to take the rather robust resources that the curriculum provided and utilize them to meet the needs of their school community. And I really understand how, especially at the beginning of the year.

David Pretto: it's going to be a challenge just to understand what you don't know when you first jump into a curriculum. One of the big reasons why I provided guidance to the entire district around. What were the components the curriculum that we were requiring in middle school into literature. We required the analyze and apply component of the curriculum and the collaborate and compare component of the curriculum

David Pretto: the reader's choice curriculum. The readers choice component of the curriculum which, you know, a Mckinley and Mccall of teachers described how they implemented in their own ways. Were choices this year, readers choice this year was a choice

David Pretto: next year for the superintendent program for accelerated classes. Readers. Choice will not be a choice, and we're currently in the process of having all middle schools across the district pilot different components of the curriculum if they've not already done so, and we will be training middle school teachers in June in the concept of curriculum, compacting that Mr. Checchi and Miss Morales demonstrated through the planning efforts that were put in place at a call. If

David Pretto: the expectation will be that schools are implementing the readers choice and other accelerated learning components that are choices within the curriculum. But again, that they're doing them with intentional choices that make sense for their school community in ways that make sense for their school and for their teachers.

David Pretto: And while that will be an expectation, there will be choices within the expectation. But I come back to the decision around mandating the analyze and apply and collaborate and compare component of the curriculum. It was intentional. It was intentional to ensure that first

David Pretto: teachers across the entire district met the basic problem of practice that existed in the district, which was, there was a lack of access to grade, level, text and standards aligned instruction for all students across all classrooms in the district, across accelerated classes self-contained special education classes English language learners.

David Pretto: There was gaps across schools in in inside schools and across schools. So the out analyze and apply and collaborate compare Component ensured that all students from day one were engaged in grade level text standards aligned instruction across the literacy curriculum.

David Pretto: Something else that we really felt was important in that decision was to ensure that the components that were the foundational component of the curriculum, the place where the lessons where this, where the teachers were going to encounter the standards and the skills, and see how the

David Pretto: the spiraling nature of the standards across units and across grades, the teachers were able to experience that, so that when they started making choices around, selecting novels, selecting project based learning, engaging in some of these creative writing opportunities. They were doing it with the knowledge of how those particular pieces address the standards that were being addressed in the unit.

David Pretto: And we felt like that was the best way to ramp up the entire district's capacity in in order to be able to do that before they started making some choices. In some schools we're able to kind of jump into those choices a little bit quicker than others.

David Pretto: And and then the final thing. And this is something that has come up frequently in principal conferences, and I feel like it's appropriate to share. There was a there was a morning period there was a morning period for a lot of teachers definitely for principals. And it was really it was a big challenge. Change is difficult for everybody and what we felt, what I really wanted to be able to celebrate was how.

David Pretto: the leadership of the principals in the district were able to guide their teachers, their coaches, their students, their parents, through the various stages of what those changes meant for the community. Ultimately, seeing how this was something that was gonna be able to be made to work in the community and be successful. Like Ms. Gary very eloquently said. Over 20 years we've seen a lot of curriculum come in

David Pretto: and move, but the the needs of the kids and the the shifts that come from New York State that come from New York City. Public schools are surmountable changes that can continue to result in instruction and experiences that happen in classrooms that meet the needs of the kid and continue to engage them in meaningful ways and and inspire them. So I'm really inspired by I mean, really inspired by the leadership of the principals. I'm really inspired by

David Pretto: the capacity of the teachers and their assistant principals who lead them.

David Pretto: and I'm proud to to continue leading them in supporting them and making sure that this curriculum, along with the math curriculum and the social studies curriculum and the science curriculum continue to meet the needs of the children in those classes so that they can continue progressing on their pathways. So I I thank you all, and look forward to next month. But that's my report. So thank you.

David Pretto: Thanks, David.

Steve Stowe: This is obviously a big topic. I don't want to. I mean, we have some time. It's 8 37. I just want to go through a few things that we've talked about tonight.

Steve Stowe: some of these. This first one is, you know, maybe it's for you. It's it's for someone. And I want some clarity on it.

Steve Stowe: We were told that there would be literacy recommendations coming down from Central

Steve Stowe: for Middle school this year.

Steve Stowe: That's apparently been delayed.

Steve Stowe: Why was there a separate set of recommendations coming from middle school this year?

Steve Stowe: How does that reconcile with what Dr. Perez Medina said earlier about Hmh. Was already an approved curriculum.

Steve Stowe: And why have the recommendations been delayed?

Steve Stowe: And what might that mean for

Steve Stowe: going forward?

Steve Stowe: So here's what I do know.

Steve Stowe: The recommendations I believe you're referring to are the literacy shifts in grades 6 to 12. But are you? Is that what you're talking about

Steve Stowe: and like recommendations? Are you talking about?

Steve Stowe: Oh, are you talking about approved curriculum?

Steve Stowe: I'm talking about? When I emailed Carolyn Cantana before she got fired and said, I understand. There'll be some recommendations released any day now for literacy, curricula for middle schools under the New York City reads initiative. When do you expect those reps will be announced.

Steve Stowe: She passed me over to Dr. Pate me at Teresa Pate, who said

Steve Stowe: I wanted to circle back to you regarding the recommendations for literacy curricula for middle schools there has been no specific day, but we are very close. I assume that that means the recommended curriculum, the the vetted curriculum options for middle school for

Steve Stowe: that are contained within the core. Curriculum rollout. So into literature was again one of those approved curriculum options as it was last year. Wit and wisdom was also approved in middle school this year. It was not part of the core curriculum ordering process last year, nor a vetted option.

Steve Stowe: It is this year.

Steve Stowe: and also imagine learning. Expeditionary learning is also an approved middle school app. You said ordering process

Steve Stowe: meaning procurement. Core. The core curriculum process is a combined

Steve Stowe: process of so of issuing the approved options for curriculum for the core content areas as well as support for schools to be able to order those materials to ensure that they're able to. It's it's it's it's it serves both purposes.

Steve Stowe: Yeah. And so there was. No, there's there's been no whatever's happening. There's been no sort of announcement of it. Correct, I mean, of corricum. Yeah, there's an announce it. There was an announcement made about corricum it's made every year. Corricum is a is a, it's, and it's open now. It's a process that happens every year.

Steve Stowe: There's a lot more we talked about this the other day.

Steve Stowe: I I I'm not sure I I my understanding, was there was going to be a panel reviewing sort of the literacy curriculum that are available and weighing in on the

Steve Stowe: sort of sufficiency of each curriculum, and then giving a but I think I'm willing to let this. I I hear what you're saying.

Steve Stowe: I heard your answer. I guess we can keep going from that.

Steve Stowe: What about the I'm actually curious. I don't know if

Steve Stowe: 1 87 Principal Sadiqi still here, one of the teachers I wouldn't mind just sort of off the cuff. You know you guys talked about. You had your own curriculum, and obviously we've heard a lot about. Vsi had their own curriculum. I'd like to ask you what about was your own curriculum was unique. And you you mentioned sort of some of your cores. You were trying to carry over the core beliefs from your old curriculum to the new system.

Steve Stowe: How is your old curriculum unique?

Steve Stowe: We're gonna see what's so much unique. I think virtual curriculum has in.

Steve Stowe: And your team Kevin's question to Kevin Yama. He has,

Steve Stowe: comparative sort of informational text short stories. It has poetry, it has writing recordings throughout short and long, as well as the final overall assessment.

Steve Stowe: So I wouldn't say that our curriculum was very specific to the need and want of our teachers and their belief in certain novels.

Steve Stowe: I do believe that the one part of Hma that allows us to kind of explore further was the constant searching that my staff had to do

Steve Stowe: on a on a yearly basis, terms of finding appropriate text, finding different short stories that were able to kind of fit, make copies of those stories, be able to provide the resources in a unified manner was a challenge, and that was a challenge that was year to year.

Steve Stowe: So with agent age, having the abundance of resources available allow us to have place to go to, instead of a place that constantly search.

Steve Stowe: So, having that place to go to, and my support staff and my great team leaders to go through the H. Material and find what the teachers needed. Allow the teachers to look at that curriculum and say, I can make this my own. I can make this creative. I can make this personal call

Steve Stowe: so that, I would say, is the difference from having our very well written curriculum that was tremendously successful. To now another curriculum that we are seeing continued gains and it allowed us to have a place to have a unified area where we can find

Steve Stowe: curriculum that fits all of our students. This is the first time that Chris column has had a unified curriculum where Vl. Our ICT, our self students are all being the same knowledge. We are establishing audio support. We are ensuring that we are challenging every student in our school at their appropriate level of challenge.

Steve Stowe: Did that happen? If custom will call up before? I would say no, not for all of our students. So we are absolutely able to effectively challenge our students in a different way than we had done previously.

Steve Stowe: Got it quick.

Steve Stowe: the sort of

Steve Stowe: a quick! Follow up. I'm just curious about the way of tests.

Steve Stowe: the weight of the assessments, and the weight of novels, and then the weight of in class work. Do you guys equally wait?

Steve Stowe: Sort of the novel study and the the unit assessments for using?

Steve Stowe: Okay.

Steve Stowe: the recent number.

Steve Stowe: He did that specifically. So he would also prepare students for the Shs. Exam. Ela, exam. And increase certain analytical skills that you wanted to ensure. We're in all of our essence. We also made sure that our writing tasks were completed at the end of the unit extensive writing tasks. It included, in short, as well as extended response you did away with.

Steve Stowe: We did all of the selection test each unit. We hope to get 3 selection tests

Steve Stowe: in addition to our short extended responses and one extended writing assignment that was provided. Okay, and as far as communication goes, parent communication, you you mentioned it. Your teachers mentioned it at the end is that I hear once a quarter something goes home to parents.

Steve Stowe: We have an opportunity for me at the end of the tour to answer any questions regarding our classroom. Our sixth grade classrooms for Tours or parents can see. Hmh, that is new. We started that about a month and a half ago. I've met with student representatives voice strong regarding the selection test

Steve Stowe: and what they felt about that our student voice was not in terms of not feeling that literature wasn't explored because we did explore in modern studies we did have a tremendous amount of short story, informational and poetry. Their concern was the selection.

Steve Stowe: and that's why we change. And we added to the selection test. Because again we were allowed questions. We felt that adding to that selection test would increase their potential and increasing their grade. And we also thought, We'll prepare them for other exams, such as our shs, so we look at those questions. We align them to our collective our selections that were in intermediate as well as our novel choices.

Steve Stowe: Okay, thank you and

Steve Stowe: I have lots of questions. I don't. I'm not going to make the rest of the night until 10 o'clock. Questions on hmh, but if any council members want to throw one in. Yeah, I want to.

Elizabeth Chan: Curriculum. But my daughter, actually, she's a fourth grader at 205 she actually was. She does not like this program because it's all questioning, questioning, questioning, like there's no love of reading, because you're constantly questioning them, which I feel like a lot of the Vc.

Elizabeth Chan: BSI students for saying too, like it's a lot of test assessment cause my kid is actually fourth grade. She's gonna go into the fifth grade so she'll be into the Hmm. And I don't want my kid to be a test student to see from going from a successful curriculum to a very questionable curriculum cause. I know I've read former students from Mckinley their essays.

Elizabeth Chan: They're very good. So your curriculum back before even. Was very great. Yes, so I'm just saying then.

Elizabeth Chan: like, if there's a survey. Are you gonna give an anonymous survey to parents, teacher, students, and principals that really reflects of what they really think about your new program? And are you gonna really take that into

Elizabeth Chan: thinking about whether you're gonna mandate it or you're gonna repeal the mandate?

Elizabeth Chan: Because my, my, my kid is 4, fifth, 6, 7, 8, and when I was hearing the BSI parents talking about it.

Elizabeth Chan: about their curriculum, I was thinking about how, when I went to school in elementary upstate. That was pretty much how. Bs

Elizabeth Chan: they that was the learning that I learned learning to read novels, to really enjoy and love reading. And when I went to the city, actually, I was thinking that the reading programs in the city were not good, like like learning. So. And you would you take like a survey, an anonymous surveys about how this program works? And will you really taken it to the account of what parents are thinking, and see what you can change about the program, or will you keep

Elizabeth Chan: pushing it.

David Pretto: So a couple of things. One. My expectation for what principles do with the instructional program doesn't change, whether it's with into literature or another one of the approved curriculum. The expectation that all children engage with a standards aligned curriculum that engages all children in in grade level material is an expectation that remains.

David Pretto: That's and that the implementation of into literature and into reading aligns with that that expectation, and puts schools in the position to be able to meet it for all the children in the school.

David Pretto: Regarding the love of reading and the reading of books. I I think that this is an idea that has come across in the implementation, this curriculum that is incorrect this is

David Pretto: creating time and space for children. To read independently is the responsibility of the school. It's not the responsibility of the curriculum, no matter what curriculum you're implementing. It is the responsibility of the school to create the time, the space, the message, and the expectation for that to happen.

David Pretto: When I said that the the concerns that the the children and the parents were raising were solvable problems. This is one of the this is one of the examples of that being a solvable problem. So it cause that that is a concern. Like I. I am worried that children implementing a new curriculum are walking into public space at night, and are, you know, complaining that they're really upset with, you know, being born in class that that upsets me as well.

David Pretto: What I don't understand is the the selection of the curriculum being the cause for that happen. Schools are made of

David Pretto: people, and a lot of people who are are very good at finding ways to to meet the needs of the children in their classroom. They love doing it. They're very good at it, and they they

David Pretto: and they do, and they do it every day. It's an amazing thing. And this and meeting the needs of kids sharing this concern is something that they're very well equipped for. And and I'm glad that. So some of the teachers today were able to share how the different ways in which they were meeting that need within the leveraging the the materials from the curriculum, the curriculum or materials.

David Pretto: their readings, their questions their assessments, their tasks, their ideas for projects their materials, the way that they're implemented in the school to meet the needs of the children and have them love the reading that they're reading, that is the thing that teachers do, and they do it really? Well, I I'm I'm really, and

David Pretto: especially in the subject of literacy. Again, literacy is the subject that everybody

David Pretto: no, and this is no disrespect or shade to our social studies and science and math teachers. But the it really is a. It's a sensitive topic for all so, and change is difficult as all the the teachers and the principals expressed.

David Pretto: So the going through the change process is something that you know as a superintendent, my team, Dr. Perez Medina, Ms. Kaiser, the learning labs, my literacy team. We put in place a lot of support as well as the Chancellor, securing onsite coaching funding for schools to have additional support. And because we knew that switching a literacy curriculum was, gonna be difficult. It was not. Gonna be easy for this reason that you're raising and

David Pretto: and other reasons. But we do expecting to, and and I expect, for our schools to continue leveraging those resources to to kind of answer these questions and and create solutions to these problems.

David Pretto: But also a lot of they said, a lot of your program is.

Elizabeth Chan: I'm a rewriting and annotated writing so like, and I know a high school teacher. By the time you get to high school a lot of the students don't know how to write essays. And if you're only writing summary and annotated writing, how are these students when they get to high school know how to write essays and do the college essays. And then we're gonna go back to Cuny, we, you know.

Elizabeth Chan: asking our high school New York High school students to do our remedial courses because they don't know how to write well, or they don't even know how to write an essay.

David Pretto: So saying that so I'm I'm sorry I don't want to cut you off

David Pretto: saying that the curriculum only engages the children in summary writing is incorrect. As Dr. Pre Presentina demonstrated in the the presentation earlier, and that was to connect the expectations of the writing rope and the science of reading implications for writing instruction and how those connections are made to the different aspects of the into literature and into reading curriculum. Summary writing is one of 4 of those major strands that's that children are expected to be engaged in to have a robust

David Pretto: writing curriculum. Summary writing was one of them. Writing, engaging in process. Writing is another. One. Writing from sources is the third, and quick rights is the fourth. So

David Pretto: this curriculum does not just engage children in summary writing.

David Pretto: and when leveraged and implemented correctly, is children engage in all 4 different strands of writing.

David Pretto: even the presentation last month some of them have misspellings and.

Elizabeth Chan: They were, some of them were grammatically incorrect. So I'm just like wondering.

Elizabeth Chan: how are our students gonna learn how to write a essay that's grammatically correct. If if you know, we're just trying to be the reading.

David Pretto: Through process writing. And frankly, this one of the one of the benefits that we saw to this curriculum that I did not see in middle school or elementary Ela curriculum across the district was the direct teaching of grammar and vocabulary. That wasn't something that was not happening in any of our schools, or very few.

David Pretto: I'm not going to say any, but very few. I see the nods up in the it up in the crowd. One of the one of the benefits, and I was really happy to see, and I was really also happy to see teachers. Embrace was the direct teaching of grammar and having grammar component being embedded into the curriculum. One of the shifts that we made in the unit assessments at Midyear was to remove the grammar questions because I did not mandate every single grammar lesson to be taught.

David Pretto: That was something that I did leave within the the realm of the teacher to make the decision based off of the needs of their children. But the curriculum does, and we can go deeper into the curriculum. But I can. I can show the examples of how the grammar lessons tied directly to the theme, to the text that is being studied in that in that unit, and how those grammar skills that are being taught in the unit tied directly to questions that happen on that unit assessment.

David Pretto: And you also said you were giving autonomy to certain schools like the schools haven't.

Elizabeth Chan: Autonomy to with the curriculum. But a lot of the BSI parents are saying that they don't want to follow the curriculum.

Elizabeth Chan: And why can they not

Elizabeth Chan: follow the curriculum.

David Pretto: That's a question for the principal.

David Pretto: So you're you're you're saying that.

Elizabeth Chan: She they could

Elizabeth Chan: actually opt out of.

David Pretto: I met with the BSI community on more than one occasion, and expressed my my willingness to engage with whatever whichever flexibilities the school was exploring within the curriculum to meet the needs of their children, and encouraging them to do so.

Elizabeth Chan: Okay. But their request is not.

David Pretto: Use the curriculum at all.

David Pretto: and my expectation as the superintendent remains, that all children and all schools in the district implement a standards aligned curriculum that engages children in grade level text.

David Pretto: And yeah, we won't go further. But that's that's where it's at right now with

David Pretto: yes, I I just want to make a party.

Elizabeth Chan: Like a lot of people.

David Pretto: Yeah, you can go.

Elizabeth Chan: Tell us.

David Pretto: But is it fast? A little?

David Pretto: Yeah, it's back like people, parents.

Elizabeth Chan: Sees our district 20 because

Elizabeth Chan: of you know, we are. Gonna push back. If we don't feel like you're giving us our children the education that they need and deserve. So I hope you just have an open mind and see where I'd be. The all the parents are talking about

Elizabeth Chan: crazy.

Tamara Stern: Current.

Tamara Stern: I'm sorry. It's like we're we're in like April. Okay.

Tamara Stern: this is the third month that we've discussed

Tamara Stern: this whole process, and I thank you

Tamara Stern: for taking the time to take

Tamara Stern: numerous feedback and meeting, and have meetings with numerous groups of parent leaders to discuss this and actually listen to the to the families and the parents and the students, which has never been done

Tamara Stern: at all, you know. So the fact that you took the time and you personally met with many of us. You came to our schools and everything like that, and you listen, and you try to find a way to, to, to figure out how to help each school individually. I thank you for that. It is almost 9 o'clock. We still have more of the meeting. Can we just move on like I understand

Tamara Stern: the numerous parents. We've been hearing this for 3 months. I get it, I understand. When this curriculum came out. I didn't like this curriculum.

Tamara Stern: either. I didn't like common core, either, but when common core came up we didn't have a choice.

Tamara Stern: We had to do the curriculum because we were mandated to do it, and we had to figure it out. You know what I mean. And our teachers were teaching our children as our kids were learning, and you you you it was. It was a mess.

Tamara Stern: you know what I mean. So the fact that you actually took the time to set this up and have the teachers do. Pd, and and you you the the going, and they're supporting each other, and they're learning from each other, which was not being done with common core. So I thank you for that. But honestly, can we just move on to other stuff? We still have more meeting, and it's 9 o'clock that many of us have been here since.

Tamara Stern: but also tomorrow I I just wanna reflect on one thing. Your kids are in high school.

David Pretto: Ladies. Ladies right, you know.

Tamara Stern: Into to middle school. That's that's my kidding.

David Pretto: But.

Tamara Stern: Being in this curriculum right now, and like common core fail. That's probably why we're having a new thing. That's why we're talking about it, cause we cannot be having like. We already went through the pandemic, and they already lost a lot of education in that time, so I don't want them to be losing more education, going forward to a new curriculum.

David Pretto: Guys and.

Tamara Stern: That's all. I just want to tell you.

David Pretto: So that's why we we.

Tamara Stern: We really care cause. We want our kids to be learning. And we don't wanna leave the new students that are coming into our the public education system with a message

Tamara Stern: of education.

Tamara Stern: I just wanna say this curriculum because high school is having their own Ela curriculum as well. It's for everybody is is literally from K. 12.

Tamara Stern: So it's not just middle middle school and elementary. It's not. Our kids are being affected in high school as well, you know. So my kids do know how to annotate. They learn. My kids went to Mckinley. They learned it. They they're doing very well, and for Hamilton, because you, Mckinley, set up my kids in a way where they were set up to understand, to do

Tamara Stern: Ela the way that it was supposed to be done. So when they got into 4 Hamilton they had the tools to to continue to succeed, and that is, I understand how everybody feel. I'm I'm not saying that I'm not listening. I'm saying that this is the third month, and we're here. We're here for numerous hours, like 3, 4

Tamara Stern: hours, and many of us have to go to work in the morning, and like, I understand, that we could come back and continue to have this next month. I have no problem. No, I get it. I I understand.

Steve Stowe: Anything else real. I I would I'd love it if anyone who hasn't anything on your mind. Fabiola.

Steve Stowe: Alright!

Steve Stowe: We can move on. That's fine

Steve Stowe: we do. I will never apologize, by the way, for having quality meetings, and I'm sorry. I know they're long, but we have a lot of good stuff in District 20, and

Steve Stowe: I don't. I would never want to be a Cec. That's in and out in an hour. I think that's just really lame.

Steve Stowe: next up

Steve Stowe: bomb

Steve Stowe: is my report. I'm not going to do a report. I don't have anything to report. But Tamara was going to do an Update on the Wellness committee.

Tamara Stern: E.

Tamara Stern: So i

Tamara Stern: volunteered myself for the citywide Wellness Advisory Council.

Tamara Stern: and what what that is. It's a Volunteer Advisory Council that provides guidance to the New York City public schools, office of schools, wellness programs on building stronger

Tamara Stern: quality, health and physical education and developing school communities that prioritize health and well-being

Tamara Stern: and support these subject areas.

Tamara Stern: In January 2023, the New York Public schools launch a new citywide Wellness Advisory Council.

Tamara Stern: composed of community and Citywide Education Council members

Tamara Stern: from all 5 boroughs. So

Tamara Stern: when they send out the the, the sign up for everybody to sign up, they were asking for a representative from each each district, and an alternate.

Tamara Stern: and I was one of the members I signed up for for District 20.

Tamara Stern: Now they also have the student. They have. They have one for students.

Tamara Stern: And the student wellness

Tamara Stern: advocates is the student version of the committee, and that committee is made up of 15 to 20 high school students who will learn about the New York public school. Citywide wellness policy, and to conduct a wellness project in their school communities.

Tamara Stern: Right. Many of us have had, like school wellness committees in our schools. That's one of the programs that was started due to to this committee.

Tamara Stern: and

Tamara Stern: that, could the Wellness

Tamara Stern: Committee. It tends to represent all school levels, from elementary to secondary to high school, along with

Tamara Stern: council members.

Tamara Stern: citywide wellness, advisory council programming. And at these meetings. What they do is they invite physical education, teachers.

Tamara Stern: health education, teachers, school wellness, council champions and other school health, mental health, social services, dining and sustainability staff to participate.

Tamara Stern: And I have a lot of links that were shared with these meetings. So far we've we've had 2. We're gonna have 5 for from February to June, and our first meeting was february eighth.

Tamara Stern: second was February 20 ninth.

Tamara Stern: A third would have been april fourth, but it got postponed, and third meeting will actually be tomorrow night.

Tamara Stern: and many of us had to

Tamara Stern: with all the information they shared. We had to go back to our council

Tamara Stern: and and our districts, and basically discuss what we're doing

Tamara Stern: alright. Now, the goal of this Council is to empower young people to take care of their minds

Tamara Stern: and bodies, as well as helping the people around them build a foundation for lifelong learning.

Tamara Stern: And the this office of school wellness program is part of the New York City Department of a education, and they work directly with the schools, the daily offices.

Tamara Stern: and the city and community partners to prioritize equitable standards-based and high quality, health and physical education for all students.

Tamara Stern: So they've they partner with all the schools. So each borough has their own.

Tamara Stern: let me see their own wellness person. So there! There's one for Brooklyn, there's one for the Bronx Queensahan and Staten Island.

Tamara Stern: They also have a separate person for adaptive physical education, for for any of our kids that that need adaptive physical ads that you know, like in wheelchairs and so forth.

Tamara Stern: And there's like a lot of contact information, for if you have any questions you would contact the city wellness.

Tamara Stern: policy people. It's wellness partnerships at schools that nyc.gov.

Tamara Stern: And if you have general questions they could also

Tamara Stern: contact them for that.

Tamara Stern: So they do professional learning.

Tamara Stern: and they offer wide, wide range for the school staff for members of the School Wellness Council to provide high quality.

Tamara Stern: comprehensive, inclusive health, education.

Tamara Stern: physical education, and physical activity programs to all students.

Tamara Stern: So many of these. physical learning, workshops and trainings are considered acceptable.

Tamara Stern: To New York State education, continuing teachers and leaders. Education.

Tamara Stern: Alright.

Tamara Stern: Now, some of the comprehensive education, health, education,

Tamara Stern: requirements that they address

Tamara Stern: has to do with New York State, mental and health mandates. They they do. Ny, New York State, opioid

Tamara Stern: prevention, mandate, new York City. Sexual health mandate, new York State, HIV. Age, prevent prevention, mandate, chances, regulation, a 7 50, which deals with child abuse, sex abuse and assault.

Tamara Stern: They also talk about children's Internet Protection Act

Tamara Stern: dignity for all students act

Tamara Stern: and the mayors priority initiative which deals with food, education, mindfulness, and social media.

Tamara Stern: Now, I have a lot lot of direct links. To these pages, cause I know, sometimes navigating the DOE site can be hard for a lot of our parents, cause you know I speak English, and sometimes finding this stuff, it's it's ridiculous, like I have to put stuff in the search. And it

Tamara Stern: it's too much. So I have direct sites that direct links to the sites that make it easier for our parents. We have also external resources.

Tamara Stern: which shows like

Tamara Stern: the approach to learning and and health.

Tamara Stern: and more of what our local wellness policies are and basically podcasts any of parents that are interested. They also have a newsletter that you, I'm I have to find out if you could sign up as a parent, because the newsletter, so far, what I saw was it's mostly geared towards like the school administrators, and everything like that. I'm not sure if it's if it's

Tamara Stern: if parents could sign up, I'm gonna ask tomorrow, because I think that would be helpful for many of us to to know.

Tamara Stern: And I know one of the things that was brought up at the meeting was some schools discussed about

Tamara Stern: their children being like kind of like quote, unquote.

Tamara Stern: because it is something that, like their physical education, was taken away, or they weren't allowed to go to recess.

Tamara Stern: And parents were like concerned, because they were like that. They don't think that's appropriate, so called punishment.

Tamara Stern: You're not allowed to do that like you. You're you're allowed to do anything else except take away physical activity.

Tamara Stern: for for for our students, because one of the things that physical activity does for our students, it promotes growth and health and playfulness and imagination and creativity.

Tamara Stern: And a lot of times.

Tamara Stern: kids being physical.

Tamara Stern: right? Means they're not bored. They're not doing anything destructive things like that. So one of the things that this policy was created to do was to increase the physical education in most of our schools. Like, if you. If you looked at like the couple of years depending on on what school you're part of, you might have

Tamara Stern: like an extra gym teacher that was hired into having 2. You have 3. You might have more gym classes for your students, and things like that. There may might be extra curricular activities. Get towards that events at school, that that these would like improve wellness family wide, because I know when I was in 102, I was part of the the Wellness committee, and it was made up of staff

Tamara Stern: students and parents. And we actually came up with ideas to help promote more physical activities as a family in school. So we do. We talked about, you know, doing track as a family walking

Tamara Stern: move to improve is what this came from, you know, for a lot of times

Tamara Stern: when, like, if Jim is being used for something, you know what I mean, and or you can't go outside, because, like you have, the gymorium.

Tamara Stern: which I didn't know was a thing.

Tamara Stern: You know, a lot of kids do. Physical activity in class. So move to improve is really cool where they do like dance steps, and they learn nice dances and things like that. But it's physical activity that the kids find fun, and a lot of kids take that home

Tamara Stern: to their parents and showed it. Because I you know, my kids came up with, I knew dance steps and everything like that.

Tamara Stern: So

Tamara Stern: we just wanna make sure that the parents know that this program is teaching our children how to eat healthy, how to to exercise how to just be playful with each other in a way that that promotes. Like, I said, creativity is promotes team building everything.

Tamara Stern: and a lot of this activity has to do like the pesa test things like that. So like, if your kids come home and tell you like, you know, I've done the pesa test and

Tamara Stern: trust me. The peace test goes all the way to high school.

Tamara Stern: You know what I mean, so I don't think a lot of parents know that the kids still take it into high school and everything like that.

Tamara Stern: So and it's basically making sure that your kids are healthy. They? You know they drink, they talk about drinking water, how it's very healthy for you. That's why you know the the new

Tamara Stern: what is it the menu is so much different

Tamara Stern: now than it was when my kids first started school, like a lot of the in the ingredients and and the meals for the menu have certain calories there. There is not as much fat in it and everything like that. It they, they basically promoting mindfulness for a lot of the kids and I and I hope that a lot of the parents, you know this promotes you to join

Tamara Stern: your Wellness committee to find out what your what your kids are doing. Exercise wise what your kids are doing, like mindfulness, wise, because with everything that's going on, be, you know, with with social media

Tamara Stern: and and

Tamara Stern: worldwide, like physical

Tamara Stern: education, is what really brings a lot of people together because our kids learn to run track. They want to

Tamara Stern: do sports, play volleyball tennis and stuff. And I think that's really important.

Tamara Stern: You know what I mean, because, like, our kids need to get out of screen, stop watching the Tiktok. And you know what I'm I can't say Facebook, because Facebook is not for the children, Facebook of the old people. That's what I was told by my kids. You know, it's it's Tiktok.

Tamara Stern: and like Instagram and Snapchat, you know what I mean. So if you guys have like any questions that you wanna ask me that I could bring back to the committee, to the Council to to ask them

Tamara Stern: city, Wide city it's from. It's the community and citywide Education Council

Tamara Stern: along with.

Tamara Stern: Hold on, because then they have wait, wait! Wait!

Tamara Stern: It's mostly the citywide councils, the the Cecs, and what they it was is 2 members from each Cec. They need like

Tamara Stern: what is it like? Kind of like a tidal chair like you have a chair and a and a Co. Chair like that. So you need like 2 people and I guess a main one and an alternate. And that way somebody can make the meeting, the alternate could go.

Tamara Stern: So. And this is this is for all everybody citywide from like elementary to high schools. It's it's everybody

Tamara Stern: and

Tamara Stern: and they're going to be the last. At the last meeting that we had we actually had somebody from the Cec. I'm sorry the Cdc.

Tamara Stern: It's a lot of acronyms that I use.

Tamara Stern: And like they were, they were basically talking about

Tamara Stern: how to build

Tamara Stern: a healthy minded body

Tamara Stern: and

Tamara Stern: and they were talking about like the the historic, about how

Tamara Stern: why this policy was put in place, and because what happened is like the the department education, physical education.

Tamara Stern: curriculum was lacking and kids weren't being as physically active at the U as they used to be. So what app? What happened is, I think, the the State came in and overhauled the whole system, you know. So there's a physical education law in place to make sure that we that every school is in compliance with that law to make sure, like physical education is being taken seriously and everybody's doing it.

Tamara Stern: Paula is. Hold on.

Tamara Stern: It's Paula

Tamara Stern: Sanchez Sanchez.

Tamara Stern: Now hold on.

Tamara Stern: it's numerous. No, Paulo Sanchez. Yeah, it's a different Paula. Yeah, no, no PAL. Paulo Sanchez. Hold on. I had the needs. Let's see here.

Tamara Stern: they're hearing what the parents are saying. Yes, there was Alison and Steven from food and nutrition. They talked about policies and and Victor.

Tamara Stern: who was also from policies and partnerships.

Tamara Stern: So this is a wellness advisory council for high school, elementary, or all, all city wise city wide for everybody like we talk about like a adaptive physical activity and every everything. So you're advising them what they should spend money on like. No, no, it has nothing to do with money. It's basically it's basically talking about like, what physical activity

Tamara Stern: can we do? As for it's for your whole family, it's not just your students, but your family wise how to have to be mindful how to be more physically active, because the goal is to teach our children as young as kindergarten

Tamara Stern: how to eat right, how to to be fit, that we. They have these tools in place, that when they get older they know how to take care of their body and their minds, and everything like that

Tamara Stern: should have a wellness committee. Yeah, yeah, yeah, who who is it? Cause? Normally, it's as a staff member. That's that's part of it. Because a staff member also goes to Pd

Tamara Stern: to to gain resources about this committee, and they bring all the information back

Tamara Stern: when they do the committee meetings, and they talk to their principal and everything so like they might decide to implement like something new, like health wise in the school with the principal. That might be part of this committee. Oh, oh, so I was thinking so. There's like a lot of swimming programs that you have to pay for right swimming is like physical education, but you know a lot of them are based in the schools. Could you tell them like to try to try to get like free swimming programs for the kids in the neighborhood.

Elizabeth Chan: That people take advantage of. So we're talking to the Lincoln Security Guard. She was like, Oh, yeah, it's always like that, like. But they're not teaching the students in that district, or like in that area that lives. So she was saying, maybe I should bring that up next time, cause I. I have a problem. Cause, you know, swimming programs there.

Elizabeth Chan: They're very costly. And there should be a very cheaper alternative for us, because I actually bring my kids to Battery

Elizabeth Chan: Park

Elizabeth Chan: City to do the community event at Stuyvesant High School. So it's a little cheaper. But you know, paying back and forth is a lot. So why can't we have something in our area that you know less money for for our students, so that they could learn something that's

Elizabeth Chan: very helpful, like swimming cause Davis and High High School actually requires their students

Elizabeth Chan: to learn to swim when they graduate, and we should do a little like 1010 student here, 10 student there, so you could bring that up in the next thing.

Tamara Stern: Why can't the community use it like like District 20 students, or like, you know, you know, for alternative price not so expensive. And Lincoln that you know, the security was saying, yeah, it's always outsiders that come in so that you know the people in the community don't learn how to swim. So why can't we have a program to let them learn to swim, you know, and that's a cheaper alternative.

Tamara Stern: Alright, is any? Is there anything that you guys think I should like, bring up physical education wise.

Tamara Stern: bring up this movie.

Tamara Stern: If I think of something before tomorrow, I would like to manage. I know it's tomorrow.

Tamara Stern: Yeah, that's that's something I was thinking about.

Tamara Stern: Okay.

Steve Stowe: Thank you, Tamara. We could potentially post that on the website, too.

Steve Stowe: like a health and wellness resource link on there.

Steve Stowe: Yeah.

Steve Stowe: all right. Now we have our second public speaking session, and I believe we have 2

Steve Stowe: signed up online to speak.

Steve Stowe: And let's

Steve Stowe: we don't have too many in the room anymore. So I think volume won't be

Steve Stowe: that much of an issue.

Steve Stowe: Kevin,

Steve Stowe: can you call the first online speaker and online speakers? Just a reminder. 3 min.

Steve Stowe: Yeah. Oh.

Steve Stowe: I spoil it up.

D20 CEC20: The first speaker is Donna Pachozello.

Donna Petrozzello: Hi, thank you for taking this taking this minute with me. I have a very quick statement. As a mom of the seventh grader. At BSI I have found the current Ela curriculum to be superb and effective.

Donna Petrozzello: The focus on whole books, complete texts and landmark literacy, literary works by diverse authors which are read and reviewed in group discussions. Socratic seminars and written essays, helps the middle schoolers learn critical thinking skills that apply to all educational disciplines and fosters a love of reading books.

Donna Petrozzello: It should be preserved and definitely remain intact. It's a tried and true curriculum, with a proven success record of maintaining high reading, comprehension levels

Donna Petrozzello: and should be preserved. Thank you for letting me make that comment.

Steve Stowe: Thank you. Speaker.

Steve Stowe: Second speaker, Josephine Kangelosi.

josephine cangelosi: Hi, Steve! Hi! Everyone! Thank you. Steve, I must say you run exciting meetings. Let me tell you.

josephine cangelosi: It just.

Elizabeth Chan: I I just.

josephine cangelosi: I just wanted to give Dr. Fredo a shout out, I know I've done this at a President's council meeting, but I just wanted to give him another shout out here at Csc, dr. Fredo has really listened to the parents. If you're part of the Pta, and

josephine cangelosi: you know. Pta's attend our monthly Presidents Council meetings. We sent out surveys out to our families, asking their opinions about hmh, president's council has asked for all ptas to share with their families. These surveys.

josephine cangelosi: I was. My board sat with Dr. Preto a few times. Discussing hmh, and they weren't 5 min meetings. He really took the time out, you know. An hour, an hour and a half, whatever it was. He really listened. He even sat on a Friday afternoon at 3 30 in the afternoon

josephine cangelosi: Dr. Pretel sat through a 3 h meeting, just hearing all the complaints from all the Ptas in District 20 and listen to everyone's opinions, whether it was good or bad. Regarding hmh, and it was just basically a 3 h meeting regarding. Hmh.

josephine cangelosi: He took all the comments. He

josephine cangelosi: went back to his team. He gave them all his, you know. He took all the feedback from the surveys back to his office, back to his team, and he came up with the plan. He came up with the plan, making sure he included and updated all his parents in his plan. He continues to update

josephine cangelosi: us monthly at President's council meetings at here at CC. I know it's been already 3 months. But we've been talking with Dr. Pretel for longer than that, and he's really taking initiative

josephine cangelosi: and taken everybody's feedback

josephine cangelosi: and doing what he's

josephine cangelosi: doing what he's doing.

josephine cangelosi: Granted, it hasn't been a year yet. We don't know the results. But listening to all these schools coming to CC. And presenting it sounds like it's working for quite a few schools. But I will say Dr. Prido has not ignored the complaints from the parents or from teachers. Again, we haven't had the curriculum for a year yet. But

josephine cangelosi: Dr. Preto has really considered everything, and has taken initiative to inform us with the day-to-day of his plans.

josephine cangelosi: So, Dr. Preta, you do rock. And and I know your goal is to make parents, teachers, kids happy, and I know you're working on it, and next year will be better, and parents will be well. More informed. Teachers will have more knowledge.

josephine cangelosi: and the team is, I think, your team, you and your team are doing a great job. So applaud to you. Pled to dish 20

josephine cangelosi: and

josephine cangelosi: you know it's it's working for some. So

josephine cangelosi: sorry. Okay.

Elizabeth Chan: Yeah, thank you very much.

josephine cangelosi: Got it. Thanks, thanks, Steve.

Steve Stowe: And I think he might have left Ken Lee in person.

Steve Stowe: Yeah, Ken Ken Lee, are you online?

Steve Stowe: I have a ken. Lee signed up to speak, was in person.

Steve Stowe: okay.

Steve Stowe: and with that I think we can.

Maya Rozenblat: Do you guys have? I have a question.

Steve Stowe: yeah, what's the question? Yeah, go ahead with that, Maya, is it? Is it for business like we can do that in our business meeting, or is it for related to something David presented.

Maya Rozenblat: It's not related to what David presented, but the question for David on next month's

Steve Stowe: Sure. Go ahead. Maya. Yes, go ahead.

Maya Rozenblat: Thank you. Thank you very much. Good evening. my community that I represent, you know. Besides the school. So parents on parent boards in Facebook asked me to confirm if there was anything planned for Jewish heritage months.

Maya Rozenblat: In District 20.

Maya Rozenblat: It's question number one and question number 2 wanted to know if

Maya Rozenblat: the math Olympia is continuing as it was last year.

Steve Stowe: Su.

Steve Stowe: So yes, the math Olympia is continuing this year. We will hold the math Olympiad in June, so I can provide a a status update on that at the next meeting, and I can also provide updates on the different Jewish heritage celebrations for Jewish heritage months that are happening across the district. So I can. I can provide an I can provide an update for those to the Council.

Maya Rozenblat: I appreciate that.

Steve Stowe: I'm also really interested. It was mentioned in passing you mentioned, and I think it's a shame we never talk about the new math curriculum. And I would love an update on that, too. So I mean.

Steve Stowe: I'm happy to. Maybe next month I can. Yeah, we can talk more about it. But like at next month or in the future, we should definitely chat about that, too. Yeah. Yeah.

Steve Stowe: Last step in the calendar meeting is, approve the minutes. Kevin, can you share the screen and shows on the screen, please?

Steve Stowe: So everyone, please review the minutes from last month's calendar meeting. If there are any changes you would like to make. Please speak up

Steve Stowe: shouldn't ruin me

Steve Stowe: choice. Do you remember? I think, Fabiola, we can put her down as

Steve Stowe: huge. Yeah, I would like to specify when members are

Steve Stowe: can we just have the the voting match?

Steve Stowe: I'd like the votes to match their status for? Yeah, exactly. So like, excused. Or yeah, it's for excuse option. Right?

Steve Stowe: Right? I would at least like to note that. Just so there's a record. Maya also is excused right. Just if we could just say excused instead of excused or unexcused as the case may be.

Steve Stowe: Thanks, Kevin

Steve Stowe: Maya. As well excuse me. Yep.

Steve Stowe: thank you. Thank you.

Steve Stowe: Okay. Any other changes to the minutes.

Steve Stowe: Alright.

Steve Stowe: So the minutes are approved

Steve Stowe: motion to adjourn the calendar meeting. Second, all in favor. Yes,

Maya Rozenblat: Hmm.

Steve Stowe: We will start the business meeting.

Steve Stowe: I'm calling the business meeting to order at 9 28. Joyce, can you take attendance, please.

Steve Stowe: when you're ready. No rush.

John Ricottone: All those joy.

Steve Stowe: Have a business meeting. Steep stove.

Steve Stowe: John.

John Ricottone: Hearing.

Steve Stowe: It's picked here. Joyce, here

Steve Stowe: may fund.

Steve Stowe: He is. Only

Steve Stowe: thank you. You and me. Yeah.

Steve Stowe: Yan team. Yeah, Maya.

Maya Rozenblat: Here.

Steve Stowe: Thank you, Tamara

Steve Stowe: Kevin. Fabiana.

Steve Stowe: thank you.

Steve Stowe: Interpreters for the business meeting. Could you make your announcement? Arabic interpreter? Can you make your announcement? Please?

Hadeer Al Amiri: Sure this announcement will be for the Arabic audience. Malawi Bean, Bisamatogama, latest Salalana telephone, telecarth hashtag. I wish you back, Jamaal. An immigrant telephone

Hadeer Al Amiri: has back. So from the community, announcement has been completed. Thank you very much.

Steve Stowe: Thank you so much. Could the mandarin interpreter. Please introduce yourself.

Steve Stowe: mandarin interpreter. Can you hear me.

Mandarin - Cissy Chan: Yes.

Mandarin - Cissy Chan: you can introduce.

Mandarin - Cissy Chan: Yeah. Okay, sure. She'll find what identifies your mobile device to

Mandarin - Cissy Chan: he must hear Lily Lily need to send Sam Link.

Mandarin - Cissy Chan: Sorry so much. Thank you.

Steve Stowe: Thank you and a Spanish interpreter. Can you please introduce yourself.

Spanish Interpreter - Bianca Fernández: Una uno symbol numeral uno una colleague. Also say stress

Spanish Interpreter - Bianca Fernández: autosi of the dress quadrocho symbol on numeral perfares positi was issued. Villa interpretation, which is gracious.

Spanish Interpreter - Bianca Fernández: Spanish announcement completed.

Steve Stowe: Thank you so much.

Steve Stowe: for the business meeting. The only thing on the agenda is approving the minutes from the last business meeting.

Steve Stowe: do it. Huh?

Steve Stowe: What's that? Oh, great. Okay. So let's do yours right now. Yeah, that's great. Kevin.

Steve Stowe: One meeting with no news

Steve Stowe: microphone. Please, do you want to sit here. No, the first one is tomorrow for all of us the deeds when d. 75 point C is voting tomorrow.

Steve Stowe: So if you guys want to watch. I'll send the link tomorrow, either out tonight or tomorrow.

Steve Stowe: But it's kind of important. It's another member being added. Air appointed d. 75.

Steve Stowe: Second thing is the budget. The fiscal year purchases has ended. The only thing left over is reimbursements.

Steve Stowe: and when I start a budget

Steve Stowe: it's not some numbers are still working out.

Steve Stowe: But

Steve Stowe: But when we plan the next year's budget fiscal year, you can see that

Steve Stowe: you can kind of get an idea of, you know, kinda not using all the money, especially when I go down, but

Steve Stowe: on the junior issue.

Steve Stowe: So give me a sec.

Steve Stowe: One section.

Steve Stowe: Okay, what's the the budget

Steve Stowe: the greens are like what we kind of done well in. We've spent our almost all the money that things work.

Steve Stowe: But then we come down to this area here the red especially talk about reimbursements. If you want to read this slide right here.

Steve Stowe: clear this little exit move

Steve Stowe: based on current messages.

Steve Stowe: So basically, you're just saying, everyone make sure to claim your reimbursement. Yeah, if they wants. And if not in the next, we can plan better, and maybe it'll take out less money

Steve Stowe: on the reimbursements right?

Steve Stowe: But aside from that.

Steve Stowe: so so we have 7,500 leftover. No, no, I'm saying, if we, if everyone who's already has only a couple of you always submit the reimbursements. If those same group of people continue submit it we'll have. We'll still have around same 500 left over by the end of the in the reimbursement line. Yep, yeah, we'll still be a lot leftoving. So, members? Sure not. And if you need help doing that, anyone. Yeah, of course, Kevin's your man.

Steve Stowe: Yeah, don't wait. The other people need to submit. They're not submitting. And yeah, do it early, as Elizabeth saying, Do it early? Yeah. Because I didn't get with one year.

Steve Stowe: Drew is the last Wednesday, right? June is that night.

Steve Stowe: Sorry. June 20. Eighth is the last date.

Steve Stowe: but I have to. I have to go over and approve it, and somebody else has to go and approve it. Yeah, if they leave like a summer vacation, and and you're not gonna get reimbursed. They're not gonna go back and give you money once. Silver.

Steve Stowe: Thank you, Kevin. Thank you. Let's approve the minutes from last month.

Steve Stowe: Stones for call.

Steve Stowe: Be

Steve Stowe: so everyone, please review the business meeting minutes. I don't think we had any agenda items last month.

Steve Stowe: Are there any changes to the business meeting minutes from last month?

Steve Stowe: Okay, the minutes are approved.

Steve Stowe: Is there a motion to adjourn the business meeting?

Maya Rozenblat: Practice!

Steve Stowe: I spoke to all Mom Watson.

Steve Stowe: and because I don't know what needs to present it.

Tamara Stern: One of the issues that I had was like when you came to the safety plan and as the Pta President. A lot of times. They don't know that this was to go to safety meeting. They have access to the safety plan. They have to sign a safety plan and everything like that. And we were talking about actually them doing a workshop.

Tamara Stern: 2 for the Pt. President.

Tamara Stern: on how all of that is supposed to be done like.

Tamara Stern: and especially when it comes to the annual safety meeting that a lot of schools don't normally have, and who's supposed to be attending those safety meetings, especially because the annual one is open to the whole community in that school.

Tamara Stern: So if you have any questions about that like at that meeting, you supposed to ask at that meeting, because it's open for all. But a lot of Pca. Presidents didn't just start going until this year, and some of them have been on the Pta, for, like numerous, they have no idea.

Tamara Stern: So I discussed with him about doing a presentation on how all of that works, because, you know, it's it's very necessary, and it's very needed. So I'm just. He asked me for dates, and I don't know any dates that are available.

Tamara Stern: I'm not sure if if he, if he's talking about doing something he was talking about doing something district wide.

Tamara Stern: so I'm not sure if he, if he wanted to do something at the Cec. Meeting.

Tamara Stern: since that's open to everybody. You know what I mean, because because some principles might not know some of this as well. You know what I mean of of the other staff members that are part of the the safety team and the Br response team and everything like that. They might not know certain information they they should be able to access.

Tamara Stern: So like I gotta find out with him to see if

Tamara Stern: if he could do

Tamara Stern: do it at our meeting. If that's what you we were going into, or do like a district one with the superintendent

Tamara Stern: that's open for everybody. Yeah. So basically, Mark, coming by speaking about, it's either him or I believe, was it jay, that was gonna do it

Tamara Stern: because he he shot me over to J, about yeah, the the safety committee cause every school has a safety committee, and it's made up of of a number of members. Because and it it's the Pta present, then, is one of the mandatory members like so forth. You know the principal.

Tamara Stern: the person that who is in charge of the whole safety aspect of the school that these would like. You know how to do the fire drills, because it's a certain amount of fire drills that during the year that she's supposed to have right and the safety plan.

Tamara Stern: What a lot of people don't know it! It gets signed by the principal. But that person who's part of the safety team, the main person and the Pta President and I copy that safety plan goes to the Nypd. And they have it on file, you know. So they they know that every school you know what the safety protocol is for every school, when an emergency happens. You know what I mean. But a lot of Pta presidents had no idea

Tamara Stern: that these meetings existed, and then they had to go to the meetings. You know what I mean, and if you can't go as a Pt. Person, then you normally get a designee

Tamara Stern: from your board to send, and they come back and they bring the information to you and the board. Because there's a lot of information they talk about suspension. They talk about a lot of safety issues that's happened in the school and parents. And you know, Pt, press, look, don't know about that.

Tamara Stern: Okay.

Tamara Stern: yeah. Yeah.

Tamara Stern: All the time.

Steve Stowe: So be business. So I I have a question just before we have to do the in person, but some of the member is, join us Zoom Meeting. So that's question is that that's a that's in person. And the Zoom Meeting that said they can just do the reverse profile, or just the only for the in person. This partition fee.

Steve Stowe: yeah, because some, maybe neither. Some of them never confuse myself is that that's that's only this in person, or this Zoom Meeting also making to the

Steve Stowe: yeah. My understanding is you can do both. Because my

Steve Stowe: essentially yeah, that's my understanding. Yup, yup.

Steve Stowe: okay,

Steve Stowe: there's still a chat going on in the chat, but I think some of this can be followed up on later. Emotion to adjourn the business meeting. Anyone. Everyone agree. Yes.

Steve Stowe: alright. Our next meeting. What's the date, Kevin, for anyone who's still listening? May may eighth may eighth Ps. 9 to 71. Alright. Thanks everyone for being here. Thanks for those who are still on at this hour. Interpreters. Thank you. You're dismissed.

Steve Stowe: Have a good night.

John Ricottone: Everyone. Good night.

Maya Rozenblat: Thank you, Steve, for the night.

Spanish-Alexander Vasquez-Doe: Thank you.