Thank you, ma'am.

CEC 20: Okay.

if you put it in

CEC 20: now it's

CEC 20: can you hear me? Everyone's laptop should be muted right, Kevin so muted. You can hear me. Okay.

CEC 20: thanks. I'm sorry for the delay. Everyone. Well, welcome to the September meeting.

CEC 20: I'm now gonna have call the meeting to order. We're gonna have our recording secretary Joyce, she attendance.

CEC 20: Okay, we're gonna start a meeting. We're gonna understand. The local president, Steve Stone, second vice president.

CEC 20: Elizabeth, recording Secretary Joyce. Here. Council, Member council member may function.

CEC 20: Good. I just muted my laptop is the feedback still happening and people still hearing stuff. Okay, okay. Good. Alright, thanks. Joyce. Before we begin the meeting, I just want to let everyone know that we have interpretation in Arabic, Mandarin and Spanish tonight.

CEC 20: I will now take a few minutes and allow the interpreters to introduce themselves and provide instructions for those wishing to dial into the language.

Mandarin-YaYi(Sylvia) Su: Thank you could our Mandarin interpreter. Please introduce yourself.

Yeah.

CEC 20: So

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

Spanish - Yailin Montiel: Cinco.

Spanish - Yailin Montiel: Thank you.

CEC 20: Thank you so much. Just a reminder for speakers. Please try to speak slowly, so that the interpreters can provide interpretation simultaneously at tonight's meeting. Let me. I'll I'll go over the agenda for tonight's meeting. Kevin, can you share the screen?

CEC 20: So first up we will have a short public speaking session.

CEC 20: Then we'll have we. We have with us tonight, Senator, State Senator Iman Chu. She will say a few words. Then we will have a presentation from the office of district planning. This presentation will consist of the annual district data summary as well as zoning proposals for 2 new schools opening in in the district.

CEC 20: Then we will have the report of Superintendent Dr. David Pretto, Report of Council. President, we will introduce a a few bylaw amendments. We will have a vote on the Cec. Treasurer.

CEC 20: and then approval of the August calendar meeting minutes. If anyone would like to sign up for the public speaking session.

CEC 20: they can do so. There's a Google form that will be shared in the chat.

CEC 20: and time permitted. We can vote to add another public speaking session at the end of the meeting depending on how the meeting goes. I think that might might be appropriate. Actually, why don't we do that right now? Council members? There should have been a second public speaking session on here. Let's add that to the agenda, so is there a motion to add a second public speaking session. Okay? Is there a second? Okay, all in favor.

CEC 20: Hi, I know I should do roll. Call for that one. Still. Quick. Roll call, Joyce. Thanks.

CEC 20: Okay, so we're gonna end a second, probably meeting to the agenda, Steve Stew.

CEC 20: And and this will be just by this will be right after actually r right before we introduce the Bylaw amendments. Yes, to add that, John.

Mandarin-YaYi(Sylvia) Su: Yes, Tamala.

CEC 20: yes, all night.

CEC 20: Okay, thanks. Trace so without further ado, we have a long meeting tonight. So I just wanna get started. We'll have a few comments from Senator Chu, who has joined us in person tonight. Kevin, what's the best place for her to

CEC 20: you?

CEC 20: Oh.

Arabic Interpreter - Muaad Alody: we cannot hear her

Arabic Interpreter - Muaad Alody: as the interpreter. We cannot hear you can.

CEC 20: I was good.

CEC 20: So if there's anything my office can be mobile, can be a resource. Please do always reach out. I'm serving as a chair for libraries. I'm also serving your city education and higher education in the State standard committees. So wherever policy, wise advocacy, wise or resource-wise.

CEC 20: please use me as a tool, as a portal through when you communicate with the State Government. I'm always here to help, and also over the summer have, like great conversation with the

CEC 20: I was reading the.

CEC 20: So I tried to get more funding and try how to support our local elementary schools. So that's something I'm trying to identify our local school elementary and middle school level and see where I can identify, and I can put my so just happy to be here. And thank you for everyone, your time, your dedication. Thank you.

I

CEC 20: for the Cec. That you ordered us first meeting. It was very kind.

CEC 20: Kevin. Should all members speak with the mic? Is that better for the am I? Okay? Now? Okay. So first up, we'll have a quick 10 min public speaking session. Are there any individuals signed up to speak right now?

CEC 20: yes.

CEC 20: and just a reminder. The rules for Hub speaking 3 min per speaker. So the first speaker we have is Polyte. Can you unmute

CEC 20: Paulette? Are you able to unmute?

CEC 20: Are we able to help Paula unmute? She said. She can't. It's not letting me.

CEC 20: Can you try again?

CEC 20: Hey, everyone? We're just trying to let the speaker get the speaker unmuted. Yeah, go to the next one. We'll come back to her.

CEC 20: Flanza Codra.

CEC 20: how do you spell the last name.

CEC 20: and Kevin, are you able to identify the speaker?

CEC 20: RAJ. That's the last name.

CEC 20: Blancer Quotaj.

CEC 20: What was the name? Poland? Flanza Flanza Codraj are you able to unmute and speak?

CEC 20: Great! Go ahead. You have 3 min.

Flanza Kodraj: Yes, II really not. I'm not happy. With the morning arrival

john ricottone: at Ps. 200. The lines are insane, the doors don't open till 7 58.

Flanza Kodraj: I have 2 kids. It's the different grades, second grade and fourth grade. I have to go opposite way to send them in. My first grade is always going in late.

Flanza Kodraj: The teachers outside are extremely mean to the kids.

Flanza Kodraj: It's just horrible and and and dismissal dismissal. Also, it's the same thing. Everybody's on top of one another.

Flanza Kodraj: Horrible! The kids, some of the A/C's don't work in the school.

Yes.

Flanza Kodraj: and that's about it. Just our Bible.

CEC 20: Okay. Thank you. Speaker, can everyone in the room please mute your devices? You shouldn't need to right everyone's devices should be muted because the owl will pick you up. Pick up your speaking so and if anyone needs to like one man you can just click on mine if you want.

CEC 20: Okay. Next speaker, Paula. Did she able to unmute? Yes, yes, I think Kevin may be a Co. Host. So first, I don't know what's going on. I literally have been on Zoom Meetings all day, and I don't know why. All of a sudden it's so sorry about that. Thank you so much for the opportunity to speak. I just wanted to elevate that

Paullette Healy: to, you know. Went to thank Tamara stern for doing some outreach and contacting her liaison schools to let me know about transportation issues. You know, we have about 4 middle schools that still did not receive their metric cards this week. And you know, in

Paullette Healy: the face of a looming school bus strike, you know, like making sure that we have the basics for our students is is quite important. And I do appreciate the superintendent helping support us. In trying to troubleshoot you know the schools that are

Paullette Healy: still waiting. We definitely don't want any of our kids stranded at home without a way to get to school. And we don't want any additional financial hardships on to parents who are eligible for student transportation. I also just wanted to thank Tamara as well. She's

Paullette Healy: you made us aware of certain schools that were that had acs that were not working last week. And we were able to elevate that to facilities. So there are quite a number of schools across the city that are being serviced for this particular issue. So you know, for our principals and our teachers and our parents that are in our meeting today. Please

Paullette Healy: reach out to your cec liaison to let them know if you have issues with

Paullette Healy: Hvac, or ventilation or Acs in general, or if there was a work order outstanding for Acs to be fixed, and it still hasn't been serviced yet. Please let them know so that we can elevate that and get them onto the calendar. You know it's like we, this, this weather has been incredibly

Paullette Healy: inconsistent and unpredictable, and you know we don't want anyone to not be able to have the most comfortable environment for them to learn. At this point, regardless of what grade they're going into.

Paullette Healy: just an update. You know, for the Ccd 75. We have a candidate, you know, available to join you hopefully very soon. We're just waiting for President counsel to convene so that they can actually interview the candidate and hopefully get you you know. Get your board a little bit more fulfilled. Hopefully, by October. Hopefully, it's not gonna take that long. But unfortunately, President's counsel is not meeting until

Paullette Healy: the end of September. Lastly, if there are any outstanding issues in terms of placement. We have about 7 available Asd nest high school seats available at our new program at Fdr, and we are anxiously looking to make sure that we fulfill these seats our neighborhood and our community members very hard

Paullette Healy: to get an additional high school setting, and we definitely don't want it to go away. So

Paullette Healy: if you are aware of a middle schooler in our neighboring you know, districts that are is looking for a high school seat or is on a wait list for an ast nest high school seat. Please let us know, and we'll connect you with principal cats. That's pretty much it. I do. Sorry I did sign up for district planning so hopefully, we'll get an opportunity to talk during then, too, thank you.

CEC 20: Thank you, Kevin. Who's the next speaker? Securte Kodra? Sorry if I did not pronounce your name correctly. Are you able to unmute.

CEC 20: Hey? Here they are.

CEC 20: Yes, you have 3 min.

Shkurte Kodra: Hi, good evening. Okay, great. Thank you for this opportunity. I have my child who attends kindergarten fps 200

Shkurte Kodra: and the

Shkurte Kodra: what's it? Called the arrival of when he goes in yelling and shouting at them. They're unnecess unable to go in the proper way without

Shkurte Kodra: just him feeling overwhelmed because the teachers don't come and wait for them, and he gets really nervous. He gets anxious, and he's been crying on me every single day, so I really hope that aspect of the problem will get resolved as quickly as possible, and they do something more. But since we are only 4 and 5 years old.

CEC 20: great! Thank you.

Jovita Sosa: you know, letting everyone know that our liaison has not reached out to our school. That's the first thing. And the second thing related to the new schools. If additional programming Asd and dual language programs could be considered for these schools. That would be great. Considering that we need more representation of these languages that are between schools.

CEC 20: That's it. Thank you.

Yeah.

CEC 20: thank you.

CEC 20: I just wanna take 1 s and acknowledge a few other guests who are at the meeting. With us. We have Tony Kryptic from just Council, City Councilman Justin Brandon's office here, Jack Rubenstein from State Senator Andrew Grenadas's office. Here we also have Brooklyn, one of Brooklyn's representatives on the panel for educational policy. Jessin and Lee is here.

CEC 20: And I think those were the other individuals I just wanted to acknowledge. okay, so now we'll move on to the office of district planning presentation.

CEC 20: And I believe we're gonna start with the district data update. Jodi, are you there? Can you hear me? Yeah, I'm here. Can you guys hear me?

CEC 20: Perfect?

Jyoti Folch-Berman: Okay, so I'm gonna share my screen. Does that work?

Jyoti Folch-Berman: Okay? Oh, I just need access

Jyoti Folch-Berman: to be able to share my screen.

Jyoti Folch-Berman: you should have it now. Okay, alright. Great.

CEC 20: okay.

Jyoti Folch-Berman: Alright. I can no longer see you guys when I do this. So just wanting to make sure you guys are seeing the deck.

Shahrukh Tasnim: we can see it. We can see.

Jyoti Folch-Berman: Well, thank you so much for having us. We are the office of district planning and we are gonna do a quick overview of of District 20 S data. We dug into some enrollment trends. And we'll just talk briefly about our office.

Jyoti Folch-Berman: So district data and strategic planning, you know, every year Odp shares and reviews district planning information with each. Cec to try and see if any of the data is telling us about how maybe best to address district needs there are strategic planning conversations that happen over, you know, different data. And

Jyoti Folch-Berman: you know, enrollment, demographics and capacity. This data sometimes can really help us. Understand the district landscape, and it sort of highlights a lot of either building overcrowding or under enrolled schools, or, you know, different enrolling tre enrollment trends or any programming gaps or capacity needs.

Jyoti Folch-Berman: We, you know, Odp works really closely with the Cec's and other DOE offices and community stakeholders to identify potential opportunities to address planning needs and priorities throughout the district planning process.

Jyoti Folch-Berman: So the district planning process needs an opportunities. You know, O, like overview of assessments. Odp compiles and analyzes data about each district to identify areas of need.

Jyoti Folch-Berman: We'll talk through some district data consultations. You know, Odp kind of shares, different data summaries with the Cec's. And so, along with that, we'll have some guiding and some questions and consultations with Odp to aid them in interpreting the data. So you know, just helping you guys kind of understand, you know what we are looking at as an office and what the data is really showing us

Jyoti Folch-Berman: and then, you know, focused on community engagement. So working really closely again with Cec's and making sure that we're under engaging communities and communities are also understanding our work. And what we're kind of looking at. You know, and making sure you guys understand all sort of the relevant terms. There's a lot of data and acronyms. And so you know.

Jyoti Folch-Berman: again, ensuring that we are engaging community members in this process. And then. you know, mandated processes of Chancellor's regulation a 190 and a 1 85. You guys are very familiar with a 185 right now. As we're doing these rezonings.

Jyoti Folch-Berman: So the office of district planning is part of the first Deputy Chancellor's division with New York city, do we?

Jyoti Folch-Berman: Other offices within this?

Jyoti Folch-Berman: within this division include student enrollment school design labor, non-public and charter schools and pathways?

Jyoti Folch-Berman: So we work really closely with those offices. Especially office of student enrollment. As you know, in terms of making any sort of school decisions, and especially when we're looking at data at the school level. Odp partners with these offices.

Jyoti Folch-Berman: you know, throughout the district planning process.

Jyoti Folch-Berman: And then, you know, we work really closely with these offices also to create these annual strategic plans to support enrollment. You know, again, kind of what we're doing today. And the data summary that has been shared with the Cec members.

Jyoti Folch-Berman: Odp has borough based planning. So we are all we have sort of planners which I you know I'm an associate director of planning, and we have an analyst. Brian, who you'll hear from in a little bit, who works with us directly. So we are borough based. So there's, you know, a Manhattan planning team and a Queen's planning team and Brooklyn is so big that you know, we're broken up into north and south.

Jyoti Folch-Berman: So just for planning levers. So I would say that these are, you know, tools in our toolbox in order to address any of the needs that we're seeing in the district.

Jyoti Folch-Berman: So you know, those can include a rezoning which we're, you know, talking about later in this presentation. And unzoning mergers or new schools, new programs.

Jyoti Folch-Berman: re-siting. There could be grade expansions and truncations. Truncations would mean that we're, you know. For example, if we take a K to 8 and we truncate the grades, we could turn a K to 8 into a K to 5.

Jyoti Folch-Berman: So again, talking about, you know a robust proposal engagement? You know, whenever appropriate or requested Odp, you know, partners with

Jyoti Folch-Berman: or ensures that, you know, we're having conversations with not only the Cec. But Enga engaging community stakeholders. Throughout the proposal process and the proposal development. So collaborating with the Cec. Maybe. You know, we will often join some school leadership team meetings. Of specific schools. We could do building walkthroughs to ensure that

Jyoti Folch-Berman: you know, the space that we're seeing in the building is actually reflected. And what's happening like at the ground level? And again joining, you know, community meetings to engage with stakeholders, but then, also ensuring that we're receiving adequate feedback from the community.

Jyoti Folch-Berman: So here's a quick run through of just key terms.

Jyoti Folch-Berman: You know, when we're talking about the data we wanna ensure that folks understand we're talking about. So you know, building capacities. The total number of students in a building building utilization is the total enrollment of schools in a building divided by that capacity. When we're talking about footprint. It's sort of the

Jyoti Folch-Berman: you know, sets forth a baseline number of rooms that should be allocated based on the grade levels it serves, and the enrollment in that school, and then the school construction authority is a city agency that manages construction of new school buildings, additions, annexes, and capital funded construction projects.

Jyoti Folch-Berman: Public review process for significant school changes so just quickly. Chancellor's regulation a 1 90 governs the public review process. For any proposal resounding in significant change in school utilization.

CEC 20: sorry.

Jyoti Folch-Berman: Sorry, guys. For every significant change proposal. The do is required to publish an educational impact statement, and a building utilization plan. If the if there is a charter school in the building, then we will convene a joint public hearing. This is, again, if we do a proposal within the district, we would follow Chancellor's regulation A, 190.

Jyoti Folch-Berman: Okay.

Jyoti Folch-Berman: we're Gonna move over to District 20 data

Jyoti Folch-Berman: and

Jyoti Folch-Berman: so the office of district planning data summaries. Are a resource to help Cec superintendents, citywide enrollment trends.

Jyoti Folch-Berman: We're we're gonna be looking at citywide enrollment trends seat demand, enrollment retention, low enrolled schools and District 75 seat. Need

Jyoti Folch-Berman: I'm gonna kick it over to Brian, who is our analyst to talk a little bit about the data.

I am just gonna

Jyoti Folch-Berman: sorry. I'm just gonna exit out of this

Jyoti Folch-Berman: presentation for a second.

Jyoti Folch-Berman: Can you guys still see the

Jyoti Folch-Berman: can you guys see the presentation? Okay, yeah. Perfect.

Jyoti Folch-Berman: Alright.

Bryan Smith: Hi, guys, Brian Smith, can everyone hear me? Okay, is my mic working

Bryan Smith: thumbs up.

Bryan Smith: Okay, I work in odp

as an analyst. I support Brooklyn pleasure to be here.

Bryan Smith: So first off is a little bit of enrollment trends in District 20.

Bryan Smith: But before I get into that, maybe to put this in the context over across the whole city, all district K to 12 districts, 1, 2, 3, 2,

Bryan Smith: when district schools and charters enrollment has declined by about 12% since it's Peak in the 2,016, 2,017 school year. We already been seeing a decline in enrollment, but this has clearly been exacerbated by COVID-19 pandemic.

Bryan Smith: the

Bryan Smith: zooming into District 20 over the last 5 years. Total enrollment

has decreased by 11%.

Bryan Smith: We've seen this decrease across all grade levels, but specifically

Bryan Smith: the highest decrease has been seen at the Pk and the K to 5 level with the decrease of 20%

Bryan Smith: in 5 years and 16%.

Bryan Smith: Despite these levels of enrollment decline. most of the buildings in District 20, we're still remain over utilized.

Bryan Smith: So this

Bryan Smith: table, you see, right now comes directly from the district data summary. We're gonna pull out a few things from this data summary point. It highlights, I would say.

Bryan Smith: but you will with CC. Will receive the full version of this document, and it's entirely. But right now we're just gonna pick out a few things.

Bryan Smith: So the next slide is on elementary school retention.

So basically.

Bryan Smith: this chart and this line, graph and table associated speak to K to 5 residents of District 20, and where they choose to enroll in school.

Bryan Smith: We track it from the 1718 school year all the way down to the 2223 school year and

Bryan Smith: as you can see, looking at the total number of K to 5 residents, we have seen a decrease and

Bryan Smith: decrease of about 16%

Bryan Smith: in total total residence. K. To 5 aged industry 20.

And

Bryan Smith: looking at the share percentage of residences. residents and what they're choosing. or they're choosing to go to school.

Bryan Smith: I'm sorry. Can we go?

Bryan Smith: 2 slides up?

Bryan Smith: Yeah, here we go. Yes, when we're back.

Bryan Smith: Yeah.

Bryan Smith: So looking at the so next to the the raw numbers, we have percentage share of residents, basically speaking to the percentage of residents and what their choices are.

Bryan Smith: we can see that in 2,01718 there were 59 of K to 5 aid residents that were choosing to go to schools in District 20 district schools, District 20, and now, currently 55% of residents are choosing to go to school. District 20. Despite this decrease District 20 still has the highest. Yes, retention in the city, and you'll see that in a few subsequent slides. Another notable takeaway from here

Bryan Smith: is that non-public schools has seen a slight increase.

Bryan Smith: But

Bryan Smith: yeah.

Bryan Smith: oh, yeah.

Bryan Smith: can I go to the next slide for Amma's retention? Alright cool.

Bryan Smith: So the Ms story is a little bit similar. We still see the largest portions of

Bryan Smith: District, 20 residents choosing to enroll in District 20 schools and some non public schools, although the big difference here is that at the Ms. Level.

Bryan Smith: there is a little bit higher percentage of students that are choosing to go to district schools outside District 20,

Bryan Smith: whereas at the Es level those were like 3 or 4%.

Here is about 13%, and that has stayed stable since the seventeen-eighteen school year.

Overall.

Bryan Smith: Most students.

Bryan Smith: residents and district 20 at the Es. And the Ms level

Bryan Smith: either decide to go to a district 20, school industry 20 or a non-public school.

Bryan Smith: and the next slide puts this into context. A little bit.

Comparing

Bryan Smith: elementary school and middle school retention rates

to all other retention, rates

Bryan Smith: across Brooklyn districts. and, as you can see.

Bryan Smith: district 20 has the second highest elementary school retention rate, and the third highest middle school retention rate across all districts in Brooklyn.

Bryan Smith: So here we have a little bit on. Yes, and Msc. Need

Bryan Smith: there is so a little bit on this.

Bryan Smith: Seats are based on capacity from the Blue Book. 2, 2,021, 2,022 Blue Book enrollment here is locked in at

Bryan Smith: 2223 school year, a audit register.

Bryan Smith: as you could see. Yes, there is a deficit. I'm a little bit shy of 2,000 seats, and we have a surplus

Bryan Smith: or excessive seats at the Middle school level.

475.

Bryan Smith: Subsequently, in this proposal.

Bryan Smith: you're gonna see one new capacity that's coming online.

Bryan Smith: K, 6, 46. We're gonna add some elementary school

Bryan Smith: capacity here, and maybe lighten this deficit a bit. And then further.

Bryan Smith: yeah.

Bryan Smith: So here we have law enrolled schools.

Bryan Smith: the number of long road schools

Bryan Smith: for each district. So let me talk a little about about law enrolled schools. So here

Bryan Smith: we have schools that are the number of schools that are in the bottom 25% by total enrollment. Yeah.

Bryan Smith: so district 20 has only one school in the bottom, 25%.

Bryan Smith: When we say the bottom, 25% of total enrollment. Imagine if you took every school by total enrollment and put them in order.

Bryan Smith: bottom 25, or the lowest quartile of enrollment would consist of the bottom 25%.

Bryan Smith: So in District 20, there's only one school that is on this bottom, 25%.

Bryan Smith: And it is an Es school. There are no, M. S's in the bottom, 25%, and that one school

Bryan Smith: and the bottom 24% is 20 k, 9, 7, one. And it currently operates at 94% or utilization.

Jyoti Folch-Berman: Okay, Brian, hold on. I'm just gonna pause, share.

Jyoti Folch-Berman: Hold on. I don't.

Jyoti Folch-Berman: No. Why

Jyoti Folch-Berman: was out of this.

Okay?

Jyoti Folch-Berman: Why.

Jyoti Folch-Berman: alright. Can you see it? Now, Brian?

Bryan Smith: Okay.

Bryan Smith: yeah.

Jyoti Folch-Berman: Alright. Did you want me to go back? Sorry.

Bryan Smith: No, I think we're good.

Bryan Smith: And here we have see need for D. 75

we chose to need at yes, the Ms. And the high school level, and we compare it to the borough and the city.

Bryan Smith: Currently there is a 26 seat deficit at the Elementary school Level 104 seat deficit

Bryan Smith: at the middle school level, and a 205 C. Deficit at the High School level.

New schools anticipated to open in the coming years. We'll add additional 90, 60, 75 elementary school seats

Bryan Smith: and 72 middle school, D 75 seasons or 20. Additionally, there will be a standalone coming a little bit further, I think, in 2425 school year. That's gonna add 132 G 75 seats.

Bryan Smith: So we're gonna chip away at the deficit at the Esms level. In the next coming here. Certainly.

Bryan Smith: alright.

Bryan Smith: It's our contact. Info.

Jyoti Folch-Berman: Thanks everyone. This is a district planning contact in info Tasim, who's the director of Brooklyn South planning. You're going to be hearing from her a little bit when we do the rezoning presentation. I am Jodi Fulcherman, the associate director of Brooklyn, South planning, and Brian, who you just heard from is associate director of analytics here, emails, and we also welcome any direct feedback and questions at

Jyoti Folch-Berman: Brooklyn, zoning@schools.nyc, dot. Gov.

Jyoti Folch-Berman: okay? And we can take

Jyoti Folch-Berman: some questions. If folks have Jodi, can you hear me? Sorry. I was just unmuting.

CEC 20: Can you hear me? Okay.

CEC 20: yeah, council members. Anyone have questions for Jody and Brian on the data plan, on the data presentation.

CEC 20: Actually, I was thinking, a lot of parents are

CEC 20: talking about getting into the school building. Are you thinking about the outside, the exterior of how people could get into the building, and how they could safely stand around outside before they get inside the building. Like, is there an area where you're gonna plan to have them like congregate before you know the building opens cause.

CEC 20: I understand what other parents are complaining about. There is like sidewalks of whole stages. Kids are on top of each other parents are running into each other like, do you take that into consideration when you plan these buildings?

Jyoti Folch-Berman: That's a really good question. That's more of a question for a school construction authority who constructs these buildings again? We're more about

Jyoti Folch-Berman: like plan, like planning.

Jyoti Folch-Berman: we're we're more interested in like enrollment trends and and planning school building. Anything. Facility wise is handled by school construction authority.

Jyoti Folch-Berman: you know. Yeah. So they're the ones that design the building

Jyoti Folch-Berman: the building. You know what I mean like school construction authority kinda handles that. And then we do more of the planning of like what that new capacity will be. You know what? It'll be an elementary school, an elementary school collocate with the

Jyoti Folch-Berman: things like that, but not necessarily about. You know the construction of of the building.

Shahrukh Tasnim: And II just want to mention Hi, everyone I'm childless. Name. I'm also part of office of district planning that the data that we presented today it just highlights some some data points from a bigger document called District Data Summary, and that was shared with the CC earlier.

Shahrukh Tasnim: And if anybody is interested in having coffee you can. Like, you know, you can contact us. Add that contact information we have shared, and we'll be happy to provide you

Shahrukh Tasnim: if there is no further question for this presentation. Steve, let me know we can move forward with his only presentation whenever you think.

CEC 20: yeah, just a quick question on enrollment. Wh? What do you guys project for, say, the next 3 years. Would you envision the declines continuing, and if so, by how much?

Bryan Smith: We don't have projections on here. But I would say that

Bryan Smith: we do. I would think that

Bryan Smith: decline. We would see some decline, but, like flattening out, and then eventually

Bryan Smith: some increase. There are some districts that have already sort of flattened out, and others where you could see the rate of decline is decreasing to maybe signal to, that.

Bryan Smith: We might not see some decline in the next coming years.

CEC 20: So but you don't have numbers for District 20,

Bryan Smith: not you're gonna not forecast that stuff

Bryan Smith: we do. But it's not in this presentation.

CEC 20: Go ahead.

CEC 20: I have a question. Go ahead. In regards to the data you have, the graphs are from 2,017 up until 2,023. Do you have anything with the numbers for 2,023 to 2024?

Bryan Smith: The 2324 school year

Bryan Smith: has just started, so we might have some

Bryan Smith: basic projection numbers like budget projections. But aside from that

Bryan Smith: as far as anyone goes, yeah.

Bryan Smith: I'm sorry.

CEC 20: as far as Romania doesn't share there.

Jyoti Folch-Berman: When would we be able to share enrollment data from this year? Is that where you're asking for 2023, 2024?

CEC 20: That's cool.

Jyoti Folch-Berman: I mean, I think you know, in order to get really accurate data. And again, Brian or you know, somebody from the analytics team can jump in. But I think you know, school just started. And so I think, you know, we wait a a little bit for enrollment to, you know, schools to kinda even out in terms of

Jyoti Folch-Berman: enrollment, you know, cause there's a lot of kids that move, or, you know, come in later, and just means that that's so we just get it a little bit later. Once the enrollment numbers are a little bit more firm.

Shahrukh Tasnim: and the and the timeline, by way we can present our audited register. Information is October 30, first.

CEC 20: October 30. First, you said.

okay.

CEC 20: October 30. First is when the Audited Register numbers are taken every year do we releases enrollment numbers annually, they release them after the end of all the enrollment cycles. So typically late May June is when they're released.

Bryan Smith: I'm sorry I just John, the

Bryan Smith: The projections I was talking about. The budget projections are also on the full data summary that you will receive.

Thank you.

CEC 20: Is is there any way we can get a breakdown of the the private schools, according to like you know. Is it private schools, religious schools, like how many students go to those schools?

Bryan Smith: Well, thank you for that question. Yes, we could provide some sort of itemization. We'd have to do it in a way where we we didn't divulge like personal information. But we could give a itemized list to some extent.

CEC 20: anyway.

CEC 20: Okay, for some new schools just finished built. And some of the students moved into the new buildings.

CEC 20: So parents concerned, the kids are safety. What do you think. and fourth floor is not finished conjunction and the first floor and second floor desk kids already move into the new school.

CEC 20: So for the con for the safety. So I'm what do you think about that?

CEC 20: I think the Ps. 5 PS. 5, 3, and also have the one of the one of the school in the right? Because, yeah, there's kids coming into the new building.

CEC 20: But the I mean, it may may not just not congestion. It's just stop just holding, just not using. So, yeah, okay.

CEC 20: any other questions for office of district planning on the data summary.

CEC 20: Scott, I think we can move on to the office of district planning the zoning proposals.

Janet Marte: There's some questions in the chat.

Yeah.

Jyoti Folch-Berman: yeah, we can. If anyone wants. If any council members. I'm happy to answer in the chat. I think we need to. The rezoning is like a pretty long presentation, so I would say, I'm I'm happy to answer some of the questions in the chat, Steve, so that we can move forward with the rezoning presentation.

CEC 20: You'll you'll do that while the presentation is going. Jodi, that'd be great. Thank you.

CEC 20: Good evening, everyone

Shahrukh Tasnim: we are going to start the second presentation that we have for you today. We are going to talk about the proposed rezoning of 2 new buildings that are coming up in District 20 in 2425 school year. These are building K, 6. And

Shahrukh Tasnim: for we we're going to share. Like, you know, this is the agenda for us. We are going to talk about. We're going to briefly talk about District 20 seat need and new schools. We have already covered some part of the city in our previous presentation.

Shahrukh Tasnim: we are going to talk about. How the rezoning process works, what we have done in the process. So far, then, we are going to share with you some quick, some answer to the questions that we have

Shahrukh Tasnim: frequently asked from the community. There are some recurring questions, so we thought that would be helpful to answer those questions as part of the presentations, and then we will dive into the K 6 elementary school rezoning proposal, and it's intact.

Shahrukh Tasnim: and then 3, 2, 2. Middle school is only proposal and is intact, and then we will open the floor for questions, comments, and feedback. We will ask everyone to kindly hold on to your questions immediately to that part of the presentation and then share some of the next steps associated with the rezoning process

Shahrukh Tasnim: as we are. Like, you know, as you may be already aware, that District 20 has a deficit of approximately 1,900 elementary level school seed school seats, elementary schools in District 20 has an building utilization rate of 114, and this is linked with the like, you know, deficit in the district. At the middle school level in District 20, the average building utilization rate is about 96%.

Shahrukh Tasnim: And we also saw that district 20 has a deficit of 138 to 8 district 75 seat the seats need. And the estimated average travel. Distance to schools for District 75 K. To 8 students living in District 20 is among the highest in the world.

Shahrukh Tasnim: The new capacities that are coming into the district. We have talked about it in our previous presentations, but we still want to mention this for the for our audiences. Hearing about the new zoning for the first time. There are 4 new school buildings opening and District 20 in 2425 school year.

Shahrukh Tasnim: which will add close to 1,500 seats in the district. So we are very excited to bring in this capacity to District 20, because you know how much this is needed.

Shahrukh Tasnim: there, there's the 4 buildings that will be opening Rpo, 53 it will. It's a year school with 307 seats. There's 6, 7, 6, that's opening with 547 total seats. That includes 96 to district, 75 seats

Shahrukh Tasnim: the middle school. 3, 2 2 is opening will be opening with 475 total seats, and 72 out of those are middle school seats. We are also would. We are also opening stand alone district 75. Site K. 4, 6, 4. That's that will offer and bring in Han 132 district 75 seats into District 20.

Shahrukh Tasnim: This map here shows where like. You know, this new capacities are geographically located.

Shahrukh Tasnim: And now we are going to just briefly talk about the rezoning process overview

Shahrukh Tasnim: resolving is a process of changing existing school zone lines and creating zoom. It's governed by the Chancellor's Regulation K, 185, and

Shahrukh Tasnim: we we are and rezoning. We, we consider rezoning as an important river for improving educational access and learning condition for our students.

Shahrukh Tasnim: The superintendent of District 20 on behalf of Do. E. Is proposing the elementary school rezoning for building KO. 53 and K. 6 and a middle school rezoning for building

Shahrukh Tasnim: In this presentation today, we are going to talk about K, 6, 7, 6, and and then, once these proposals. Proposals are presented com common community Education Council, CC, in in this case will vote on the zoning proposal for for this 6 20.

Shahrukh Tasnim: So this has been a process. We have been working on for a while with CC. And Superintendents Office. We have been engaging with school principals, school leadership team families and community members, elected officials and other stakeholders to gather feedback on potential rezoning plan for this new, the 20 schools,

Shahrukh Tasnim: odp and Superintendent preto we have presented at CC. Meetings in last February, March and June to share the information on new buildings, and where we are in the rezoning process.

Shahrukh Tasnim: and we are here tonight to present the rezoning proposal for the new building space 6, 7, 6, and for to vote on for implementation in the 2425 school year we are continuing to address feedback and consider changes to the draft plan for Po 50, and we plan to join the October eleventh CC. Meeting to share further information on T.

Shahrukh Tasnim: I'll I'll hand over to my team member Julian to take over the next few slides.

Julianne Bozzo, District Planning: Thanks. Hi, everyone. I'm Julianne. I'm also part of the district planning team. In this section. We are just gonna cover some of the questions that we've heard from the community throughout our engagements over the past, through past few months. So hopefully, this will answer some of the questions that may be coming up for you as we present.

Julianne Bozzo, District Planning: So the first question we've heard is, Who will the new building serve? So the first building, K. 6, 7, 6 is planned to serve a new elementary school, which means it will open with kindergarten in the 2024, 2025 school year, pending Cec. Approval of the proposed zone lines. The school operate with the zoned admissions method, which means it will give priority to students who reside in the geographic area known as the Zone.

Julianne Bozzo, District Planning: The school also admits students and residents of District 20. Outside of the zone after zone students have been accommodated.

Julianne Bozzo, District Planning: The other new building. K. 3, 2, 2 is planned to serve a new middle school, which means it will open with sixth grade in September 24, for the 2425 school year pending Cec. Approval of proposed sign lot zone lines. Similarly, the school operate with the zoned admissions program open to residents of the Zone and then based on community feedback. The schools also plan to operate one screen section which will be open to students and residents of District 20

Julianne Bozzo, District Planning: with the rezoning in terms of which students will be impacted. For the K. 6, 7, 6. Elementary school rezoning proposed changes will primarily impact incoming Pre K kindergarten or new students to the system. Beginning in school year 2425

Julianne Bozzo, District Planning: for the K. 3, 2, 2, middle school rezoning proposed changes will primarily impact incoming sixth grade students or new students to the system for the 2425 school year. So the top line here is that there will be no impact to students currently enrolled at school.

Julianne Bozzo, District Planning: and when applying to a school that will be impacted by a rezoning children entering Pre. KK. Or sixth grade, who live where a zone is changing will still retain their zone sibling priority. If they have a sibling that currently attends the school.

Julianne Bozzo, District Planning: and then in terms of how the rezoning impact enrollment at nearby schools. As has been mentioned, we've been engaging over the past several months with principals near the new schools opening with CC members and community members. And this feedback was used to inform the proposed zone lines. So the rezoning proposals that we're reviewing tonight aim to support schools that have historically experienced overcrowding by decreasing the sizes of these school zones.

Julianne Bozzo, District Planning: I'm going to turn it over to my colleague, Christina.

Sorry I don't.

Kristina Chan: Everyone

Kristina Chan: I'm Christina Chan. I'm part of the analytics team at the office of district planning

Kristina Chan: and I'm gonna talk through

Kristina Chan: the scenario. I'm gonna show some maps and some of the impact. But first, could we actually skip to the next slide? Thank you. So first talk about the process of how we develop new zoom lines

Kristina Chan: before we dive into maps. So when we start, one of the first things we think about is how big a zone should be

Kristina Chan: in other words, zone in this case is how many? What's the number of students that should live in the area? That would be zone to a school. And we call this the target zone size. And this is based on space capacity, historic demand and trends on enrollments and previous enrollment choices in addition to existing housing and upcoming residential construction.

Kristina Chan: so, in other words, our goal here is to understand if we want to plan enrollment at a school to be at a certain range. How many students should we zone to that school in order to produce that enrollment range

Kristina Chan: after we understand that the next thing is to turn to the map and to try to draw zoom lines in such a way that we contain that number of students in that zone for each school. And in this process we think about things like geographic barriers and travel distance

Kristina Chan: next slide. Please. Thank you.

Kristina Chan: thanks. So here we have a map that shows that's indicated by the red star there. As well as the surrounding sounds.

Kristina Chan: I think we can move to next slide. Thanks. So here's some guidelines on how to interpret the proposed rezoning maps. But I'll talk through in detail and call out these things. As we go through the map

Kristina Chan: in the next slide. Thank you.

Kristina Chan: So this is the map for the proposed K, 6, 7, 6. Elementary school rezoning the colored areas. Indicate how the current zones look like

Kristina Chan: So the purple is the current. 3, 10 zone red current 1, 7, 6 zone. Yellow. Greenish

Kristina Chan: is the current 1 12 zone.

Kristina Chan: The new zone is the zone that captures where the red star is for the new school and this will take part.

Kristina Chan: Sorry the new zone for the new school will take part of the current. 310 current 176 and 112 zone.

Kristina Chan: A few things to know on how to interpret. This map is also the lines here. So the straight lines indicate that the zone line is in the middle of the street.

Kristina Chan: and the zigzag lines, for example, in 1 12 down there. Yep, that indicates in this case that 112 will take students from both sides of that street.

Kristina Chan: and then I'll pause here, maybe for 30 s or so. Just still let

Kristina Chan: So let us well over this for a bit before diving into potential impact.

Julianne Bozzo, District Planning: Thanks, Christina. And I'll just add, I'm about to share in the chat on this exact slide in a Pdf. We'll also share this deck afterwards and have it posted to you all can access. But in the meantime, if there's anything you want to zoom in on, you can refer to the Pdf. That's coming in the chat.

hey, Julianne and Christina? Just a quick question. Did this zone for K-six 76. Did this change from the proposal in June?

CEC 20: No.

CEC 20: great, thank you. Just wanted to clarify that.

Kristina Chan: II think we can move on to the next few slides since we shared a copy of the map and the chat. Thank you starting with impact on zone size. So as I

Kristina Chan: briefly touched on before zone size is the number of students who live in the area zone to a school

Kristina Chan: in this one for the new sorry in the zone for the new school. We project there to be about 80 to 90 kindergarten students living in the areas down to the new school.

Kristina Chan: And this would help us get to a total enrollment between 390 and 450 students. Once this rezoning is fully at scale.

Kristina Chan: This rezoning would help address over capacity and also support enrollment at the new school, which is why we see the zone sizes at 3, 1176, and 1 12 to to drop

Kristina Chan: and then next slide potential impact on square utilization.

Kristina Chan: Currently, all 3 schools that we listed here are over capacity, especially at 3 10, with a utilization rate of 189%.

Kristina Chan: With this rezoning. We're hoping we're projecting, that the utilization rates will

Kristina Chan: drop closer to 100 which we're seeing at one that Ps. 176, and at 1 12, and at the new school we are projecting a utilization rate between 86 and 100.

Kristina Chan: And lastly, potential impact on toll enrollments.

Kristina Chan: We're projecting a total enrollment at the new school to be between 390 and 450

Kristina Chan: and we're also projecting the tool enrollments at the other schools to also decrease, to help address overcrowding.

Kristina Chan: And then I'm gonna pass it to Brian to talk us through the middle school rezoning at K. 3, 2, 2.

Bryan Smith: And you, Christina.

Bryan Smith: So I'm gonna talk to you a little bit about the K. 3, 2, 2 rezoning.

Bryan Smith: So we have a new capacity coming online building with about 400 seats, 4, 75, including d. 75

t. 2 is denoted by this light, greyish, bluish star centrally located in the map.

Bryan Smith: as you could see, it's currently located in the K 104 middle school zone.

Bryan Smith: Can we go back to them for a second.

Bryan Smith: Yeah. So

Bryan Smith: you could look at some of the other zones that are adjacent like 201104. And then you could also see some of the other schools here that might not be impacted by this proposal. But still

Bryan Smith: part of the area.

Okay.

Bryan Smith: so here we have the proposed middle school rezoning at K. 3, 2, 2.

Bryan Smith: As Christina outlined previously. The colored regions denote

Bryan Smith: the current middle school zones as they are red is 201 blue is 104. This area in the middle that is shaded both red and blue. We'll denote the new forged zone

Bryan Smith: for K. 3, 2, 2, that we are proposing.

Bryan Smith: If you notice K. 3, 2, 2 is currently in the zone that we are drawing it. We've taken into account

Bryan Smith: public feedback and feedback from ambassadors in the creation of this

CEC 20: Brian. Can you just walk through the differences in this one from the June proposal? Please

Bryan Smith: waiting for you to ask. So So the one in June we had different portions. Zoned 2 k. 3, 2, 2.

Bryan Smith: We had moved further north into what is now in this proposal the 201 middle school zone, right above 104. That line had been moved up.

and we had taken less from this area

Bryan Smith: east of the Bqe and close to the school zone, and the proposal that we

Bryan Smith: had previously. I think it was on 6 26.

Bryan Smith: The actual school 3, 2 wasn't located in the Zone. It was really close, but it wasn't located in the Zone.

Bryan Smith: In this proposal. We've added more area on the west of the highway, and the school is located in its own.

Bryan Smith: Another notable difference, I think, is

Bryan Smith: It's with the Es. And Ms zones are no longer equivalent

Bryan Smith: in this for 104

CEC 20: folks are okay. I can advance the site. I also dropped.

Julianne Bozzo, District Planning: The Pdfs of this map into the Chats.

Bryan Smith: so just like the previous scenario, we have.

Bryan Smith: a few subsequent slides that talk about current versus projected outcomes of this proposed rezoning. This one is

speaking to sixth grade zone size. So in size, being the number of sixth graders that live within the area that is deemed the zone.

Bryan Smith: Try not to think of this as the enrollment that we're expecting, but the universe of sixth graders that have priority to the school.

Bryan Smith: So you could see currently

the zone size

Bryan Smith: for 104 and 201 are in the blue columns

Bryan Smith: based on these new lines. We are reducing the zone size for 104 and 201, and creating a zone size for the new Middle school, like

Bryan Smith: the new zone size at Cape. The new zone at Kate, or 2 zone size, will be projected to be about 120 to 130 students, which will be similar to the reduce zone size of K, 104.

Bryan Smith: Next we have current and projected school utilization as it is right now, 104 and 201 are a little bit over, utilized at 100 1,009% respectively.

Bryan Smith: As a result of this rezoning proposal. we would bring their utilization down to closer to 100% or below.

Bryan Smith: And we're projecting the new schools utilization at scale to be 84 to 91%.

Bryan Smith: Here we have

Bryan Smith: current verse projected total enrollment

Bryan Smith: as a result of shrinking the zone size for 104 and 201, and lowering the utilization. We will be

Bryan Smith: anticipating them, lowering their total enrollment.

Bryan Smith: And you can see here.

Bryan Smith: So I guess at this point. since we've presented both of their proposed scenarios for the Es. And the Ms. Capacity. We'll open it up for questions, comments feedback

CEC 20: Brian or Julie Andrew Tasman. Continue to summarize her next

CEC 20: steps in the process for these 2 proposals.

Julianne Bozzo, District Planning: Yeah, I can jump ahead and then we'll go back for questions. So in terms of next steps as we shared tonight, we're presenting rezoning proposals for building K. 6, 7, 6, and for

Julianne Bozzo, District Planning: we anticipate that the Cec. Will vote on these rezonings at a special meeting in late September or early October for 2425 implementation. We're still just working to nail down the date for that special meeting.

Julianne Bozzo, District Planning: And the reason why we're operating on this timeline is that it will allow families to be aware of the new zones during the next school admission cycle which will start on October eleventh for middle school and December fifth for elementary school. In terms of the third building that we talked about, which is another elementary school. We're continuing to assess feedback and consider changes to that draft plan. And we plan to join the October eleventh Cec. Meeting for the next calendar meeting to share further information.

Julianne Bozzo, District Planning: And yeah, we are happy to take any questions. There is one question. I? Oh, sorry. Go ahead. Yeah, I would. No, that's great. What we're gonna say, Juliana, go ahead. There was a question in the chat I'm happy to answer related to the priorities and and grandfathering and sibling priorities. So I can just hop way back.

Julianne Bozzo, District Planning: and yeah, just to recap. So for both schools, there will be no impact. Students currently enrolled at a school. Since we're looking at a 2425 implementation. If the proposals are approved,

Julianne Bozzo, District Planning: the students impacted would be new students the system in the 2425 school year, and for both proposals both the elementary school, K. 6, 7, 6, and for the middle school, K. 3, 2, 2 any student that is living in an area that is impacted by the rezoning who lives where his own is changing. They'll retain their zone sibling priority. If they have a sibling attending the school, so it. It applies to both

CEC 20: any questions from Cec members. On these proposals

CEC 20: we can do questions. I was, gonna we're gonna do. QA. Anyway. Yeah, I don't think we need to. Yeah, yeah.

CEC 20: okay, I wanna make sure that the the questions that are answered

CEC 20: in the chat, and she just answered one, I think.

Shahrukh Tasnim: And I just want to mention, like, you know, we see and appreciate all the questions in the chat. Like, you know, as as we have unlimited time today, we have also shared our contact information. We can drop our email addresses in the chat again. And we'll appreciate also email us the questions, and we will get back to you with the response.

CEC 20: great. So if there's no if no council members have questions. Odp folks, would you like to address the questions in the chat

that that pertain that pertain to the zoning proposals.

Julianne Bozzo, District Planning: Yeah, I think we have been jumping in a bit. So I'm I'm scrolling up to see for any that we haven't already, answered I. The one about grandfathering jumped out. If other folks can help me. If there are any questions that you see that jumped out to you.

CEC 20: the Cec. Approval simply up or down, or will changes be proposed? I guess that's a good question. Like, based on tonight feedback from tonight, any feedback we receive are there, you know, potential changes to occur before for the vote you mean for the 2 proposals that you have presented today.

CEC 20: Yes.

Shahrukh Tasnim: our understanding is that proposals we are presenting today. Like, you know, these are up for both. But yes, we can make changes if needed.

CEC 20: You can make changes between now and the vote? Or will the vote have to be audits being presented tonight?

Max Familian: So just to chime in for a second. So

Max Familian: we tonight we are publicly presenting

Max Familian: our proposed maps.

Max Familian: but the form. There is a formal submission that we make that that superintendent preto would make to the Cec.

Max Familian: That is the actual sort of formal submission which would theoretically mirror what we presented tonight.

Max Familian: If there was feedback that

Max Familian: necessitated a change, we would have to evaluate the extent of that feedback whether another public presentation was needed. and

Max Familian: if it was, then we'd have to present publicly again the updated map, if it was a kind of change where we determined, for whatever reason, it did not need to be

Max Familian: represented publicly like, I could imagine a very minor change.

Max Familian: Perhaps we would just go ahead and submit the formal proposal. So that's sort of the

Max Familian: I that's sort of the way this would work. It's not tip. It's not typical. Typically, if there is a change after this stage, we would then, you know, reconvene, re, present, and then submit the formal proposal.

CEC 20: Okay, and when will the when will the the formal proposal by Dr. Predel be be made? Assuming there's no changes. Wh, when does that happen?

Max Familian: Bike in the neck this week.

CEC 20: Okay.

CEC 20: questions in the chat.

So we got the question on, if we are already in the current school.

CEC 20: I'm just looking at. I think that's it. Is that all the questions in the chat? Odp.

CEC 20: what? Somebody asked. Hold on. Yeah, if you see another one, please.

CEC 20: Is it

Julianne Bozzo, District Planning: meetings back in the spring and

Julianne Bozzo, District Planning: February, March and May to share information on the new buildings opening the rezoning process kind of where we were in the spring, and where we were aiming towards this fall. And back in June we had shared these draft maps. And we shared them back in June, just so that could be the first time we were sharing them publicly, and then we could continue to collect feedback throughout the summer. And over the past several months we continued to engage with CC. With Steve and

Julianne Bozzo, District Planning: with other community members and school leaders to continue gathering feedback. So

Julianne Bozzo, District Planning: I know, you know we're we're we, you know, try to engage over the past several months and share this information so that we would be in a good place once the Middle School application launch so that families could have the info for the upcoming cycle.

CEC 20: And I think we'll take that into consideration when we're picking the date for our special meeting. Possibly have it as as soon sooner rather than later. We're we're thinking about either late September or early October, but it's good to hear that feedback.

CEC 20: There's a question here. Concern about the proposal that could potentially shift the voting.

CEC 20: Okay,

CEC 20: Odp, do you want to address that?

Shahrukh Tasnim: Can can you clar like you know? What is the question? Again, shifting voting date for

CEC 20: the full question is, is there concern about the proposal that could potentially shift the voting date over utilize schools is a huge problem which multiple parents were complaining about. The sooner the new buildings that are used the better.

Shahrukh Tasnim: Yeah.

Shahrukh Tasnim: we have been like working on this rezoning proposals for for a good amount of time. And like, you know, we are still engaging, and we are still collecting the feedback. And like, you know what the company is saying about seeing about the proposals. But like, you know, as the question that was asked, just like, you know before this one that

Shahrukh Tasnim: the the the application period is opening up like the middle school or application period is October eleventh. So like, you know. we would try to, like, you know. Get that both in by October like it would be for that date, so that when the parents are trying to pick which school they are zoned for if this information is there so like, you know, delay, both are like, you know, scheduling another date for both. That is possible, but that also creates that problem of the like. The parents not knowing what school they will be zoned for

CEC 20: if there's any members of the public who want to ask a few questions, I think we could take a few questions. Please just raise your hand in the chat or raise your hand on the participant list, and we can call on you.

CEC 20: Paula. Is your hand still up from before, or would you like to ask a question for odp on the zoning?

Paullette Healy: Well, I mean, it's related to the zoning, because, honestly, parents who are anticipating the middle school application process to open in November needs to know if there is going to be specialized Asd nest programs in middle school for their kids that are graduating out of the Asd nest programs that are already exist in District 20. I mean, we've been bringing this alarm

Paullette Healy: for a while it's not a surprise. And I know, Max, you know you were kind enough to meet with community stakeholders, including our elected officials, over the summer.

Paullette Healy: but we never concluded that conversation. So you know, as we're talking about what middle school application processes are going to look like, that includes our our asd nesting horizon students that live in this community.

Paullette Healy: So yeah, that's pretty much my question.

Max Familian: So thank you, Paula. And and you know I listed in the chat. And I appreciate your questions and all the advocacy around Afd programming. I I'll just be very frank. It is hard for our team on our own to like carry and answer these really important questions without the team that manages

Max Familian: that th those specialized programs without them here because they're really pivotal in both determining need and determining the timeline by which they make requests to our team for new programs. Our team primarily is involved with identifying sites. Once we're sort of once it's communicated to us that there, in fact, is a need which I think we talked a little bit about this summer. But regardless, I think we just need to re up that conversation and maybe even have

Max Familian: recurring conversations. So that we're continuing to to talk and continuing to share data. That's being requested. But typically we, we don't hear about potential new programs for Asd at this point in the year but are fully committed to identifying space

Max Familian: when and if there are new programs that are determined to open in District 20.

Paullette Healy: Okay? Well, II know that Michelle had sent some data over to you guys. And Max, you were copied on it. So yeah, I think we definitely need to have a follow up

Paullette Healy: conversation from our July conversation asap cause. Many of our members are actually in this meeting right now, looking for answers from our July meeting, and I mean in terms of figuring out whether there's a need. Okay, we have an elementary ast program. We have an elementary horizon program, and we have high school Asd nest programs. Nothing for middle school. So yes, there is a need, because these kids have to go somewhere.

CEC 20: Paula, I'm sorry we're trying to focus on

CEC 20: the zoning proposals. We we've heard your advocacy on this issue.

CEC 20: The advocacy around the Middle School Asd desk and Ryan offerings. The Paula. The the advocacy from the community is well known, has been made to the Special Education Office. No determination has been made at this time. Once the determination is made, we'll make sure that the Council, as well as all other like interested parties, are informed immediately. I understand

CEC 20: the need, and we will make sure, as soon as a decision has been made to inform everybody, but I do appreciate it.

CEC 20: Any other members of the public want to ask a question for the office of district planning folks on the zoning proposals or council members, if you've got one.

CEC 20: I see Michelle Magnus Michelle, did you wanna ask a question?

Michelle Magnus: Hi, I'm just curious how

Michelle Magnus: the one was it? K. 6, 7. Whatever that is. Sorry I have to bring down? How they have a grandfather clause for elementary students to be zoned for there, but for middle school in the K. 3, 2 there is no grandfather clause for, like incoming

Michelle Magnus: students being zoned for their previous zone schools like, for instance, my daughter's entering Fifth. She's in fifth grade now, and we were initially zoned for 201. And now, with this new plan. We're zoned for new Middle school, which I totally get. Why, it makes sense for a lot of the Bay Ridge community to go there.

Michelle Magnus: We legit picked our house based on being zone for 201, and with all their great programs. So I'm just a little upset that there's not kind of a grandfather clause, especially because this is being done so last minute.

Michelle Magnus: or at least in for for fifth graders to have that

Michelle Magnus: option to at least apply to their grandfather, to their grandfather or their zoned school, that they started in kindergarten.

Michelle Magnus: That that's just kind of like my my curiosity. Why, that didn't get

CEC 20: in there.

Julianne Bozzo, District Planning: Thanks, Michelle. Yeah, thanks for raising that question. The. So the grandfathering that you're being due, it applies to siblings, so that you know if there are families who are making multiple drop offs and they have that zone sibling priority that that retains but yes, the the new zones would be impacted for the 2425 school year. And so.

Julianne Bozzo, District Planning: you know, there, there could be an impact. If you are a new sixth grader entering the system for that year. And I hear you on the timeline, and it being tight for there, you know, really specific questions about

Julianne Bozzo, District Planning: like where your zone to also just wanna name that if families have those questions, you can definitely direct those to our inbox. Because I know on the map they can sometimes be hard to tell. But you know, just because your zone may change. That doesn't mean that you can't apply to 201, and that you can't list it as your your top choice on your application. You know those are options that are still very much available to you, even if the CC. Approves to change in those own lines, but definitely hear you and appreciate you raising that.

Michelle Magnus: Thank you. Oh, just quick question. I'm sorry to add to this. What does it mean by one screened section in K through 2, 3, 2, 2

Julianne Bozzo, District Planning: based on community feedback. We are planning for the new middle school to have a combination of zone and screen. But I wanna turn over to David just to see if he wants to jump in at all to help with answering this question.

CEC 20: yeah, absolutely. So just refers to the draft plan for a middle school screen program that I've I've shared with the Cec. In June. I wanna say, Mayor June? So the that plan has not been finalized. There's still details that we're hushing out with regard to

CEC 20: Seats as well as screen area. But we wanted to make sure that this middle school was able to have seats set aside to allow for students in the middle school application process to be able to apply to the draft screened program that is currently in process.

CEC 20: And by screen, do we mean, like, like an honors program like they have to test in to get in. Yeah, academically screens. There's 2. There are 2

CEC 20: types of screen programs in my pro in my draft proposal. They have not made any determination about which one of those programs would be cited at K. 322. But we have thought about and included a section to be included in this new site.

Michelle Magnus: Alright. Thank you very much.

CEC 20: I see a hand up from Sarah Sarah Weston Shea.

Sara Weston-Shea: Hi, Max talking about.

Sara Weston-Shea: I think it would be really great as a parent who has very little understanding of any of these processes

Sara Weston-Shea: to get the data from the specialized program team or have a chance to be able to interface with them. I'm another parent who's very interested in having more Afd desk horizon programs in the neighborhood.

Sara Weston-Shea: and just really don't have an understanding of like what these numbers are and what the data is and how this information is being considered. So would love the opportunity to get more information from the specialized program team.

CEC 20: Okay, let's if I see we've got a number of questions on, it looks like there's another question on the number of screen seats. But maybe, David, if you can handle those. I don't know if there's one targeted to you in the chat. If you'd handle that in the chat, that would be great

CEC 20: any more questions specifically for the zoning proposals, or are we good to move on

CEC 20: council members? We've all been working on this. I know a lot of us are familiar with this. We've been many, many meetings on this. So

Julianne Bozzo, District Planning: I just wanna mention that we have shared the step with you. And there's a really full appendix with a lot of extra data in each of the schools. So folks are welcome to dig in. If you want to see more about the enrollment and utilization and demographics at the school is both before and after the rezoning.

Julianne Bozzo, District Planning: Thanks

CEC 20: great so much. Thanks, Julie, and thanks, Brian, thanks, Christina, thanks, Tasnam, for being here. Thanks, Max, for jumping on appreciate the time, guys.

Bryan Smith: Thanks for having us.

Shahrukh Tasnim: II just see one more question. Poly.

Shahrukh Tasnim: Sorry, Steve. I see one more question from Paul. She's asking about the presentation, like, you know, we are going to upload this presentation soon in the website. Just need a little bit of time, but it will be publicly available very soon.

Shahrukh Tasnim: You are like, poly, you are welcome to shoot them an email. Yeah.

CEC 20: yeah, and we'll we'll post it on our website as well.

CEC 20: Okay, thanks everyone. So let's move on now to Superintendent Preto for his report.

CEC 20: Sure.

CEC 20: Oh, my apologies.

CEC 20: Sorry. I'm just having an issue share my screen. 1 Si didn't realize that I wasn't signed up.

CEC 20: Sorry we're delayed one moment while superintendent prepare pulls up his presentation.

CEC 20: Thanks for your patience.

CEC 20: Okay, just that. Thanks.

CEC 20: Ii apologize.

CEC 20: Alright. No, no, no, I should be able to get it on. Good evening. My apologies for the delay. I wanna thank the Council for having me. It's and I also wanna acknowledge the elected officials who have joined the meeting tonight, as well as the principals to have an attendance I'd like to thank again Principal Janice Geary from

CEC 20: Mckinley Junior High school who's hosting the meeting tonight, and members of her team, as well as principals and assistant principals and staff from across the district, as well as parents who joined us tonight. So it's great to see everybody going to.

Okay.

CEC 20: just give a summary of what the presentation will be on one. I will give a review of the District 20 team. This is part of Chancellor Banks's free organization of the Department last year, so I will give an overview of the team members as highlight some additions to the team. This year I will share some end of your district data. I will share the

CEC 20: end of year, I ready reading and math scores from the academic screening that we do universally in the district also share update, actually, as of today. New York State, Ela and Math scores are available to individual families on their next accounts. Any aggregated results that means groups of students, whole school results. District results

CEC 20: will be released later this fall, as we're New York State at Department embargo as soon as that embargo is that I will share just a couple of results with the Council and principals will be able to share those aggregate results at the school level with the members of the public. I'll also share A recap of Nyc. Reads as we are

CEC 20: at the beginning of the school year, and looking at key components of the 4 Nyc. Reads in District 20 this year, and then just give a review of contingency fans put in place for any potential bus strike that may occur

CEC 20: in in the city. So first, this is just a review of the district 25. Many of these team members I introduced or reviewed last year. I will note we have 2 additional team members this year. First, we're excited to welcome.

CEC 20: I'd like to. I'd like to welcome. Janet Sierra, we have an additional English language arts implementation specialist who will support the implementation of New York City reads across District 20, and I'd also like to welcome Brianna Spinelli, who is our uft teacher, Center District literacy coach, a partnership between the U. Of T. And New York City public schools

CEC 20: has placed Teacher Center coaches, one in each district that's launching. Nyz reads to provide additional support to teachers and launch of Nyc. Read. So we're excited to welcome Janet Bruno onto the team as, along with the room. Our remaining staff, who has been

CEC 20: a real critical key component to the the successes and the implementation of all the action plans across the district last year in support of myself and Dr. O'brien in implementing the strategic plan, and District 20.

CEC 20: So I just wanted to share some information about the academic screeners, just to provide some context for all councilmembers and families of the public. All New York City public school students are universally screened for reading and math proficiency. 3 times per year this academic screening has been happening for 3 years now

CEC 20: in District 20. All schools use the same assessments, and this decision, to use the common assessments, provides coherence for schools, for families and for the district.

CEC 20: So in grades, kindergarten, first and second grade, the Acadians online platform is utilized to screen for early literacy in grades 3 through 8, and in grades K to 8 in math. I, ready is used to do this academic screen.

CEC 20: Both of these assessments are taken online

CEC 20: and schools, and to and the district use this data to inform decisions and to monitor progress. And this year, as part of Nyc. Reads in the Pre. K. We will introduce the ages and stages screener, which is a early literacy screener that's utilized with students from birth until age 3. We will only use it with 3 and 4 year olds this year.

CEC 20: So this is a summary of the overall performance for students across the district in I Ready. This is a comparison of the end of your results with the beginning of your results. So at the the top bar is the end of your results, and you'll see

CEC 20: 5 different categories. The screen with the lines is students who are performing

CEC 20: what's from mid or above grade level. The green solid green is what is termed early on grade level. The yellow is termed one grade level. Below the the red is 2 grade levels below, and the red with the lines is 3 or more grade levels below, so you'll see the top bar is the end of year, which was taken by all students in the district between

CEC 20: end of May and the beginning of year was taken in late September, early October.

CEC 20: so you'll see that there was an increase overall in all the different categories. You'll see a total of of. We usually combine the 2 green bars to give us a sense of how many students, what percentage of students overall we have operating at grade level. So you'll see about 58% of students in the district we're performing at or above grade level, according to I ready at the end of the year. You'll also see at the bottom

CEC 20: something that says, placement by domain. These are broad categories that align to components of the science of reading, both in word, recognition and reading comprehension. So all students in the district.

CEC 20: this is not the screener that we utilize in the early childhood to determine Foundational Literacy needs Institute. We use the Acadian screener in kindergarten and second grade. But it is worth noting that we do have students and grades above who do have needs in all the different aspects of word reading, comprehension.

CEC 20: And we want to make sure that our schools, teachers, principals, are equipped to be able to utilize the screener data to either administer additional assistance if necessary, but definitely be able to tailor instruction to the meet. The needs of students. Both those who are below grade, level and challenge, and those who are beyond grade level and need extension and enrichment.

CEC 20: This is the

CEC 20: end of your report for the academic screen and math. This is a different report, as it includes students in kindergarten through eighth grade. So you'll see at the same layout the top bar in the bottom bar. The top bar is end of year performance, and the bottom bar is the beginning of year. So you see a comparison, you'll see about 60% of students district wide at the end of the year, we're considered, add or above grade level in math, cross kindergarten through eighth grade.

CEC 20: This is a total sampling of 30,000 students out of 32,000 students in the district, whereas the

CEC 20: sorry, my, my just context.

CEC 20: the Ela, the reading results are from a total 25,400 students out of a total 31,000 students who could have been assessed. You also see that there is a placement by domain. So it does separate the students, categories at the bottom into 4 domains of math, performance, numbers and operations, algebra and algebraic thinking measurement.

CEC 20: data and geometry. In a similar way, teachers, principals at schools and the district utilize this information to

CEC 20: tailor instruction, to make determinations and supports for students who are below grade level or demonstrating need in particular areas as well as identify students who are at or above grade level and warrant extension and enrichment.

CEC 20: Unfortunately, I was not able to share the 2223 over end of your data from Acadians. II am in the process of gathering that, unfortunately the platform. Unlike, I already turns over at the end of the year and is kind of white clean. I will retrieve the data and be able to share it with the Council. I did last for show the Midyear data. So I'll share the end of your data. Once I can get it available.

CEC 20: it's a little bit of a flaw because they don't let us keep that data. I would say that the Acadians platform is not one that

CEC 20: I don't know if their what their purposes are are to share aggregate data, you know, with the, with the public they are. We do use it in real time as we implement the screener to identify student needs and then be able to tailor instruction or to respond to these. And we do administer the screener at the beginning of the year. All students, starting on Monday will engage in

CEC 20: administration of the Screener. We are aiming to have the screener complete

CEC 20: completely assessed by the end of the week in order to ensure that it's done efficiently that students aren't, you know, engaged

CEC 20: engaged in

CEC 20: long ongoing assessment, and also to ensure that teachers have the time that they need in order to implement the curriculum

CEC 20: so reads, this is the Chancellor's priority regarding supporting all students being able to read on grade level. It is rooted in the science of reading. The science reading is a broad collection of research focus on helping children become better readers and writers. It explores 5 important components of reading understanding letter sounds, decoding words, building vocabulary, reading fluently and comprehending words

CEC 20: you read, and this approach of all involves teaching step by step, in a clear and organized way, ensuring that all students receive support. They need to succeed.

CEC 20: It's not a specific program. And it's not just about phonics, but it is about routing the instruction that's get provided to students based on science and research that benefits all types of wires. Just a district 20 Nyc reads overview for council members who are new to the Council and

CEC 20: high level components that are involved in the implementation of Nyc. Reads, as in prior years, all students will be universally screened through Acadians at I ready 3 times this year. This is the same as in prior years as in prior years. All students in kindergarten, through second grade will engage in an approved foundational literacy curriculum. Wilson foundations. Really great reading, Hegrillingham are the

CEC 20: most commonly utilized foundational literacy programs in the district and all district 20 schools have been implementing an approved foundational literacy program in district for the last several years.

CEC 20: This year all students in kindergarten through fifth grade will engage in the Hmh. Contributing curriculum alongside the foundational literacy curriculum. So a student in kindergarten, first and second grade will engage both in the foundational literacy program. So Wilson.

CEC 20: really great reading. Oh, gee, as well as into reading.

CEC 20: and then students in 6 to 8 this year, in District 20 will engage in Hmh. Into literature. Curriculum. There are a couple of schools who have elected to implement this curriculum, beginning in sixth grade only, and then grow over years, while the remaining schools have made the decision to implement in treating sorry the into literature curriculum with all 3 grades simultaneously. At the beginning of this year.

CEC 20: This year all students will take the end of unit assessment that's aligned to the next generation standards over the course of the implementation of the curriculum, and then all schools will be supported with robust support from Onsite Hmh. Coaches, the district 20 literacy team and central DOE literacy staff.

CEC 20: I just wanna move to the the potential bus strike and just a review of the contingency plan for families who may be impacted by a bus strike. If one does indeed happen as of today. There has not been a bus strike.

CEC 20: however, is the plan in place in case all of this information is located on schools, dot Nyc website under transportation. So a child takes a yellow bus to school. We have many in District 20 who take a yellow bus to school service may be disrupted due to a bus strike. It's our priority to make sure that we can minimize disruption for families, especially those of their most vulnerable and then communicate updates to families.

CEC 20: We have an alternative transportation plan in place for families whose bus routes would be affected in the event of a strike. The these options include emergency metro cards for all impacted families, including those that Paul was referring to, and we appreciate all support and information regarding

CEC 20: children able to access their metric parts, and as a priority of my office, as well as all superintendents these are provided directly to children's schools and delivered by the office of pupil transportation, and then there are additional OP. Options for some families. This includes prepaid rideshare, which I'll review what that means really quick as well as transportation reimbursement. I'll go over what the recommendation of

CEC 20: the DOE is for families who would have these options in place.

CEC 20: So what's the likelihood? This? I took some of the frequently asked questions from the website that I felt were pertinent to the place that we're at in the potential for a bus strike. If your child is affected by the bus. Right parents will receive an automated call, an email and a text message

CEC 20: message from New York City public schools. Once there's a confirmation data strike is happening as well as a second set of notifications. On the first morning of a potential interruption in bus service. This notification will go to the contact information that is provided to the DOE by your school, so is really really important to ensure contact information up to date

CEC 20: with your school and on your New New York City schools account. And I wanna just mention our family leash coordinator our family support Coordinator Soviet Jacinski, who have done a a tremendous job, working directly with our coordinators to ensure that we are consistently informing families, and supporting in the signing up and registering for Nick's accounts in the district.

CEC 20: So beyond a metro card, you'll turn transportation that are eligible. Include

CEC 20: for those for students with disabilities who have transportation recommended on their Iep, or 504. Plan, or have an improved medical exemption from the office of pupil transportation for students who are in temporary housing or foster care who receive yellow bus service this includes students in shelters in domestic violence shelters families living with others due to economic or financial hardship and students who are transitioning to current housing.

CEC 20: And then there are students who have an approved transportation exception. These are defined on the transportation website.

CEC 20: just wanna review prepaid right share. And what that means for a second. So prepaid right? Share is a car service like an Uber or other transportation option that's paid for that will take either the parent or another adult and a child to and from school every day an adult must travel with child and each eligible child the driver

CEC 20: will provide 2 rides both in the morning and in the afternoon, for a total of 4 rides per day. In the morning after the child dropped off at school, the Rideshare driver

CEC 20: will take the adults to any destination of their choice. They can take it home to work wherever it is, and then in the afternoon the process is reversed. The driver will pick up both the the adults from the chosen location that they've identified. Take the adult to the school, pick up the child, and then take both the adult and the child home. There's no need to arrange for separate transportation to or from the school these extra.

CEC 20: The rides are included in the service and are free to the family.

CEC 20: Rideshare is free for eligible families. It does not require the family to pay upfront and wait for him reimbursement. For this reason the Department is recommending that eligible families consider using rideshare instead of seeking transportation, reimbursement, reimbursements, self arrange. Transportation can take weeks to process, and while A and the rideshare service is immediate, and it is cost free. So again, prior to the onset of any bus strike.

CEC 20: all families who would be impacted would be notified as well as notified of what their options are for for transportation. Just a quick, final piece. This was a question that has come up students who are impacted. We are not offering virtual learning to students who are impacted by any potential strike our focus is on is on

CEC 20: ensuring. All students can get to school with as little disruption as possible to the regular school schedule families should use the alternative transportation options to bring their children to and from school in the event of a potential strike.

CEC 20: Alright.

CEC 20: concludes my presentation. Dave, who is available for my picture.

CEC 20: If they, the students that are eligible for Rideshare, it's a small number of students, they typically fall into the 3 categories of vulnerable populations that I described students with disability students who are living in temporary housing of a variety of sorts. And then those who have an approved transportation exception. Students who are fall under these categories are, are notified, and the list of

CEC 20: transportation exceptions that have been approved, that don't fall under students who are in temporary housing or have busing on their Iep.

CEC 20: Those transportation exceptions are listed on the DOE website under schools to Nycduv slash transportation exceptions. So in a a family would get notified. Are there circumstances where families should reach out proactively. If they think that they're eligible, I would say that families should definitely ensure that their their contact information is current

CEC 20: and up to date with the school and on the New York City schools account. I would also, if children ride the bus due to one of those 3 reasons I would definitely

CEC 20: contact, the school contact to parent coordinator and and just confirm that their busing is due to one of these factors so they can contact the school or the parent coordinator to confirm if they're eligible for ride share in the event, we have a strike.

CEC 20: Oh, and I wanted to ask you your kit doesn't take the bus. Could you get Metro card to go home, or it's either one or the other, or it depends on the district you want. Students are eligible for metro cards based off of the distance that they live from the school that they reside in. Yeah. See in the morning like the the bus doesn't come that no, that regularly for me. So I was wondering

CEC 20: if my son if I take him to school, could he be eligible for Metrocard going like going to school? So these metro cards that I'm referring to in this contingency plan only refer to students who ride yellow buses to the school school students that are picked up at their home by yellow bus, or are picked up along a route that's run by the office. My son has a yellow bus, cause he's a sixth grader. That's why I was asking.

CEC 20: But so so yeah, in the case that any student who rides a yellow bus that's impacted by the strike would receive at least a metro not impacted by the strike. Just now. I'm just like, if you're you're concerned about like the

CEC 20: if there's a concern about your bus not picking your child up along their route, please reach out to my office. We work directly with office of people transportation, and we can support on finding out what's going on with the implementation of any route.

CEC 20: But he's also in a different district. Now, that's why I was just asking, what is the DOE stance?

CEC 20: If a student takes a yellow bus to school, then the student takes the yellow bus. I believe that there are options. It's an individual case. I I'd like to. So I can share the options. I also there's tracker in some buses. So my niece was telling me that you could download the bus app, and if you have a Nick's account you could actually

CEC 20: follow the route route. So I'm just letting

CEC 20: it's a new app that offices people transportation developed last year to support with support with this exact issue. So I I'd love to hear how. Oh, sh! She likes it, cause she's able to get it. But I have no memory. I couldn't download that so, and some buses do have it, and some buses don't track her.

CEC 20: May I ask you a question about the region program? So last year we heard that

CEC 20: method. I remember all the details, but I wonder if you know that was resolved? And what's the story there? And if there any other schools were asked

CEC 20: for exception. So there was a request by the

CEC 20: if the parents to the Chancellor's office sent to myself for a curriculum. Waiver there will be no curriculum. Waivers given up to schools for Nyc. Reads the curriculum that the Brooklyn School of Inquiry utilized which was the teachers college reading and writing project unit study in reading and writing was replaced with the Hmh. Into reading into literature curriculum.

CEC 20: That's the only change that was made at the school. There were no other schools that sought any waivers or otherwise expressed any opposition to implementing the curriculum phasing in the curriculum sixth grade only, or they going sixth to 8 Bs, I decided to do sixth grade to start sixth grade only. Okay, and then phase in next year

CEC 20: on the on. The reading on New York City reads, can you just share like expectations? Right? And you know what

CEC 20: you know, we're gonna we're kicking it off. You've got sort of. I think you've been training teachers since last spring. Right? What are sort of your expectations for the school for the kids, for reading in in. How are you sort of monitoring the program as we go through the year? That's a great question. Mike. There first some expectations for all schools implementing the the program. And then we have some specific

CEC 20: expectations and guidance that we're providing to principals, to schools to support the implementation of the curriculum with what we call fidelity. So one of the

CEC 20: one of the primary things we look at is ensuring that all students are engaged in the curriculum that includes students with disabilities English language learners. All students are engaged in what we call the core or core instruction. We wanna make sure that it's very clear the expectation that all students are engaged and

CEC 20: grade level, appropriate content. That's a lot of standards. That's part of our overall, wide problem of practice to ensure that all students are given the opportunity to engage in instruction. That's appropriate for the grade level. That's that's the that's the general expectation specifically within that we've laid out in partnership with the city

CEC 20: pacing calendars to guide teachers in the implementation of the curriculum to ensure that people both have the flexibility to implement components of the curriculum that may be appropriate for some learners, but not others, while also ensuring that students aren't lingering for too long a period of time in particular aspects of the curriculum, and may get disengaged.

CEC 20: We also want to ensure that we're able to in year one implement the curriculum in a manner in which we're able to assess the success of it at the end of the year. So adhering to a pacing guide is really important. We will utilize a we'll utilize shared assessments in the district to monitor progress as well. So all students, as I mentioned

CEC 20: in the presentation, will, take the end of unit module assessment. That's the basically the test at the end of the unit that assesses to what extent students were able to meet the the requirements of the the expectations of the standards that were assessed in that unit. That's the only assessment I'm requiring for teachers to administer with students.

CEC 20: There is a reason for that. There are many assessments that are located in this curriculum, and there is a concern that is, there always is that students are being over tested.

CEC 20: So we're really taking a fair. We have taken a very close, searchable. Look at all of the assessments that schools administer over the course of the year we have issued a district wide assessment calendar to provide schools with the time windows that assessments should be given. The the spirit of the assessment calendar is that assessments can be given early, but they can't be given too late.

CEC 20: in order to a enable schools and students who may be progressing a little bit ahead of schedule to be able to progress through the curriculum a little bit more ahead of schedule. So we've we've we've geared it to address that. There are also many assessments that are redundant. They test the same thing more than once. So we wanna make sure that we're not engaging students in any unnecessary assessment that they're not taking, not being assessed on one thing

CEC 20: at the on the first week, and then they're gonna get assessed on the same thing at the end of the unit. So we've eliminated redundancy and assessments. However, we have recommended to schools specific assessments that we recommend for specific populations of students that are tied to assessing, reading, comprehension which is not reading. Comprehension is not it's it's kind of its own standard.

CEC 20: It's and it is directly tied to aspects of the science of reading you saw in I ready and definitely in Acadians. You'll see we're able to screen all students for their proficiency in being able to read informational and and narrative text

CEC 20: into reading and into literature, contain isolated assessments that, allow teachers to determine what to what extent children understood or comprehended the text that was in the unit. Some students will engage. They're called selection quizzes or selection tests. And there's one of these selection quizzes or selection tests for every text that students will engage

CEC 20: in shared reading over the course of the unit. It is a school's decision on how they go about implementing these selection quizzes or tests. I'm not mandating that students take them. We are recommending them, though, as a method for schools, especially for children who are in

CEC 20: grades, 3 enough to be able to monitor the progress of students who demonstrate that they are not

CEC 20: at grade level for reading comprehension, either in narrative or informational text. So schools are working out how they're going to utilize these assessments, and it will vary across the district, and I'll be supporting them along with my team. And in in going about how they're how those are going. Just so I understand the the one assessment

CEC 20: that you first mentioned. That's at the end of the that's at the end of the unit. Yeah, meaning the end of the year. No, at the end of each unit. How many units are there? So it depends. There's between 7 and 8 in grades

CEC 20: in grades, one through 5. There's actually 8 in kindergarten, and there are a minimum of 4 in middle school there can be up to 6. That's a school decision of if they go beyond before. But the middle school decision is, there's a lot more flexibility in the middle school implementation due to the

CEC 20: the the length of novel study that schools have the option to implement. Novels are longer in middle school, takes more time to be able to implement them. So we wanted to make sure that when we designed the pacing calendar and the assessment calendar, that schools had a reasonable amount of time to be able to, if they so chose to read one or more novels with this, with their students within a particular unit that they had.

CEC 20: which allows us triangulating student performance.

CEC 20: It is more akin to the state assessment in that students are reading texts that they've read for the first time in the assessment, and they're answering questions that are aligned to specific standards that were addressed in direct instruction during the unit.

CEC 20: All students are answering the same question, and all students are reading the same text during the assessment. So you're able to do what we call item skills analysis. We can look directly at how students are performing in a particular standard, and it enables teachers to be able to determine, level

CEC 20: or come up with theories around. Why students misunderstood or weren't able to in weren't able to meet a particular standard because they have the question that all the students answered, whereas an I, it's computer adaptive. So as the student takes the test, the questions change and it's individualized. So teachers aren't able in. I ready to do that level of what we call item skills analysis. Because

CEC 20: all students answered different questions. Got it? What kind of what kind of questions have teachers been asking about the curriculum as you've been training them on it? But there's been a lot of questions. It. It? It really depends. They've asked questions and we'll continue to elicit them from teachers to get feedback. We have designed what are what we're calling learning labs. So part of the support that we're providing

CEC 20: to teachers in the district is we have identified. We've asked principals to identify a teacher per grade band. So we've divided. We've divided the district into 3 great bands, kindergarten through second, third, through fifth, and then sixth through eighth

CEC 20: each. Every principal who has teachers and the has students in these grade bands identifies one lead teacher basically. And we're bringing that teacher to the district office once per month to provide like detailed training that we're able to be more responsive to

CEC 20: in real time to ensure that teachers have are trained and are equipped to implement aspects of them

CEC 20: that may not be able to be as efficiently done through the onsite coaching, or maybe through central DOE. So, for example, we have.

CEC 20: have kindergarten through second grade lead teachers come into the office tomorrow and we're supporting them on ensuring that they are well equipped to implement the Acadians screen diagnostic as well as a component of Acadians that enables teachers to be able to follow up and progress. Monitor. How students who

CEC 20: Demonstrated that they were below benchmark on a particular strand of either word, greeting, or reading comprehension that the teachers are able to follow up and just administer a very quick assessment. We're talking about 2 to 3 min to be able to see whether or not what intervention that they put in place with that particular child was successful. So we're training all the the lead teachers on that aspect this month. But we're running those trainings one per month for grade band every month this year.

CEC 20: Go ahead. Also. Training. I'm sorry. One more thing. We're also training our teachers in our all of our teachers. Sorry our leads in the our translation initiative. So we have, engaged in a really big project to translate all of our curricular materials in the district. In Ela math, social studies and science

CEC 20: into 7 languages, including mandarin, mandarin, Spanish, Russian, Italian, all of the dual language programs as well as Bengali, and we're working on her due as well, we have translated all of the texts from unit one from kindergarten through eighth grade for all of those languages, and the in hmh, only we have been able to do this

CEC 20: maintaining the format of the curriculum. So in prior times a dual language teacher would have to do this by themselves, and they would end up translating this onto a blank piece of white paper or some other format that didn't mirror the curriculum. All of our students in these 7 languages at least, will be able to engage in the curriculum. This was particularly to ensure that our bilingual program

CEC 20: we're equipped to implement the the dual language model but all there, we're gonna be available to all students and teachers as on as needed basis. But we're training to teach them how to do this translation, so that that we can transition is that we're able to do the same level of translation of materials into

math, social studies and science as well. So all these translated materials will be available for teachers and for families. So that we're also doing that training tomorrow.

CEC 20: That's great cause. That's one of my questions. And when will the parent aspect be available?

CEC 20: That's a great question. So schools will be sending schools sent home family letters in in June, just doing introductory schools will be sending home at the beginning of this week or early next week, or, if they have not already come home. There are a a few things that parents should be looking out for. One is

CEC 20: just, you know, from the school describing that there that the school is implementing into reading

CEC 20: we had the Hmh. Folks come in July, I wanna say, to describe the parent portal the parent portal in Hmh. Is pretty robust, and there's a lot of resources and materials. So parents should be receiving within this week or next week information on how they can access that parent portal. That's something that we're gonna be prioritizing with our parent coordinators and principals to make sure that

CEC 20: you get connected to that. And then one thing that we're expecting for schools to provide for families are the kind of unit overview. So one thing that H. Does provide to teachers and principals are unit by unit, a kind of like a quick one page drop. What parents can expect in that particular unit. So that's another thing that parents can expect. But

CEC 20: the we also expect that principals during, you know, the open school night for schools that do hold a September meeting at our teacher. Conferences at Literacy nights and other school events will be, you know, describing in detail and reviewing the work that they're doing in. In Nyc reads, including an inter reading as well as their foundational literacy programs. And I will also be joining

CEC 20: Pta Pta and Pto meetings over the course of the year to to get feedback, to hear how things are going, and to make sure, III did a lot of the Pta visit last year and I will continue to do so, including at at BSI. This is one school that had requested for me to come in and use the community I've committed to joining the community on an ongoing basis for principal in communicating the

CEC 20: the the school's implementation of the curriculum within the the philosophy of the school. I have a question, for the parents. I don't know what's the full name of the curriculum into reading is the name of the curriculum or into literature. That's the full name, and H. Stands for Huffman Harcourt. It's the publisher, and also, if the teachers aren't present in school

CEC 20: and is a substitute, will the substitute know what to do in the classroom with hmh, one of the nice things about having a shared curriculum is that when a teacher is absent the lesson is available to the substitute teacher. So the you know it's it will be a substitute. Teacher won't be the teacher that the children are familiar with, but they substitute. Teacher will have the materials to be able to

CEC 20: continue the implementation of the curriculum the lesson that day.

CEC 20: You think it's gonna be also measurement.

CEC 20: I always think we're gonna do better at the end of this year than we did last. But but what we will be able to do this year is we'll have a few different ways to gauge success. I think you're asking like, how are we gonna determine whether this worked and we'll so we'll use that we'll be able to. We're gonna do that in a couple of different ways. Obviously, we always do that is within New York State

CEC 20: exam results. We'll use that as as the ultimate marker, to what extent we were successful and what we were trying to do, we will also, in addition, use those ended module assessments to see how students are doing across the district in relation to the standards.

CEC 20: Oh.

CEC 20: on the New York State, reading Exam. That assessment is the assessment that is aligned to multiple standards that children are tested on over the course of the year. In these end of module assessments students will be tested on a couple of those standards periodically, whichever ones were addressed in the unit. One thing we'll be able to do is we'll be able to compare the results on the New

CEC 20: York State exams when they come. And then how children did on those end of module assessments we can see, and we'd be able to make a comparison between how children did in November on standard one versus how students did on the State. Exam on standards. Those are the types of comparisons we can do something else that we're doing is we're looking at the level of rigor of the tasks that all students are engaged in

CEC 20: coming back to the question of the overarching goal for addressing up an area of need in the district is ensuring that all students across the district are engaged in standards aligned Grady, appropriate at least, if not above instructional tasks. So one thing that we will be monitoring is the types of tasks that students will be engaged in over the course of the year

CEC 20: across all grade levels. Classrooms including subgroups, particularly multilingual learners and students with disabilities.

CEC 20: Usually, however, some kids are behind. Some kids are at the level, and some kids are bored because it's too easy for them. So is this program allows for maybe something group of advanced kids that allows them to be engaged

CEC 20: absolutely. So the the curriculum sets a baseline for all students to be engaged in that grade level at the very least.

CEC 20: So for students. And we're anticipating that we will have many who are ready, as they have been in the district for additional extension, enrichment. Things that are either above grade level or are more

CEC 20: interdisciplinary approaches or applications of what they've learned in that unit like project based learning. Those are opportunities that the curriculum does provide teachers with access to. But we also have a lot of schools who already implement aspects of project based learning and these extensions and enrichment opportunities for students

CEC 20: alongside the curriculum that they've used. And those will continue in many of our schools. Additionally, we're looking at. And this is more connected to the superintendent program and the existing elementary, gifted and talented programs. We are looking at training that started last year in the city and in District 20 supporting students. I'm sorry supporting teachers

CEC 20: in the design of project based learning. We're expanding that training across the district to support more schools, including. And we're really looking to target the

CEC 20: schools that have given talented programs to support their capacity and designing project-based learning based off of their curricular resources.

CEC 20: and as well as looking at the concept of curriculum compacting which is something that we are beginning to design training for teachers in elementary middle school. And the concept of curriculum compacting is is essentially

CEC 20: kind of doing what you're describing students who are already proficient at particular standards we're able to have the. It's been designed and prepared for them in advance of the rest of the class or the rest of a grade being able to engage in it. We're we're already have instructions designed for them to kind of talk to

CEC 20: David. Quick question from the chat. Donovan Swanson. Who's the pro President? Education policy liaison? Do we have a projected number of students to be impacted, for this is with respect to the bus. Strike students, disabilities, foster care and students temporary housing. It's I can't. I don't know if I can share the number publicly, but it's a. It's a large number. It's not a small number. Okay?

CEC 20: Which district?

CEC 20: No problem I'm happy to share with you. Once I confirm that I'm O, okay to share the number. I'm happy to share it with you and all others. I'm not trying to be not transparent. I just wanna make sure that when I do share numbers that I'm sharing when I'm sharing numbers publicly that impact families. I just wanna make sure

CEC 20: er guidance.

CEC 20: I haven't been. I haven't been privy to specific guidance regarding one-to-one pairs or nurses. But I can get that information and and share it back.

CEC 20: I don't have an answer for you right now, David, I don't. Wanna I wanna be mindful of time here. I wanna try to hit up a few of these. And Tamara, if you've got one more we can take yours, too. I just

CEC 20: that's a great question. So one thing that the Department is doing across all phase one tricks is we have this the department and this is part of the central support

CEC 20: has assigned in some schools what is called an intensive interventionist, and in other schools are, have assigned a specific staff member that has existed already in schools for many years, who

CEC 20: always been designated to provide support to students who are below grade level. In the years past these staff members have been trained in specific literacy intervention programs and have been expected and funded and have funded schools to implement these intervention programs this year.

CEC 20: These the staff member and each one of our schools has one is being trained in a secondary diagnostic screener specific for dyslexia and in intervention program to support students who demonstrate the these staff members are going to be

CEC 20: they will be given basically lists of students who show up in our initial universal screening as being at risk for dyslexia will be assessed, will be administering the secondary diagnostic to these students to determine whether there are manifestations of dyslexia and then in engaging them in the intervention program. That's new. That's new this year in the district, and it's in every single school that's doing. Nyc, read. So that's elementary school.

CEC 20: Okay? Thanks, David. I think we should move on now. next up on the agenda is Board of Council President.

CEC 20: I guess I'll just mention the the class size law working group. That that I'm involved with. There were 5 different subcommittees.

CEC 20: And those subcommittees have all submitted recommendations to the larger group. The larger group meet tomorrow. We're in the process now of finalizing the the sort of final set of recommendations that will be delivered to the DOE and serve as guidance on thoughts and guidance on how to implement the the class size law.

CEC 20: Which, just for a reminder, this is the law that now caps elementary school, middle school and high school class sizes. It has to be implemented in 5 years, hitting 100 by the end of school year 2,028.

CEC 20: you know some of the. It's it's been interesting to sort of think about some of the things that have come out of the discussions so far. There's been a lot of ideas that cross over things like enrollment and budgeting and space planning because all of these areas are, gonna Get IM, get impacted by by this mandate and then there's the budget and finance part of it. And the thing that's really challenging about this and that I'm really excited because there's no funding for

CEC 20: this is there's you know. People say that this foundation aid was for this.

CEC 20: This lot is not so this is, gonna be a huge huge budget. Ask, and I just want everyone to be aware of the trade-offs, especially in a place like District 20, where we've got very overcrowded schools very full classrooms. And if a lot is implemented as it's currently written, it's it's inevitable that there's going to be trade offs, meaning you can only put so many kids in one classroom. You can only put so many

CEC 20: kids in one school. Where do the other kids go? And and there's talk about building more schools, but we know how difficult that is. And the numbers, if you look at the numbers of schools, would have to be built within 5 years. It's it's pretty astronomical. It's something like a we'd have to sort of, you know. Multiply the the school construction authorities current capital plan by

CEC 20: 10 times 15 times depending on what estimate you use. So I just really wanna stress that for for districts like District 20, you know, this law potentially has could have a real impact on

CEC 20: where kids go to school, what programs are available at schools? You know, do you do you do you squeeze out specialty rooms like art music? A, and gym rooms to to get more classroom space, you know. That's one of the type of trade offs that we've been talking about a lot. But anyway, like I said, the final meeting is tomorrow or the the another recommendation meetings tomorrow. And I'll hopefully have further updates on this as it goes forward.

CEC 20: let's move on. Actually, Cec, do any Cec members have any questions on the class size law does that work? It's it's a pretty complicated thing, and it's got. There's a lot of news in the press you can read about. But I'm happy to answer any questions that that come up.

CEC 20: so we will now introduce the Bylaw Amendment. Oh, yeah, got it. So we'll now have our second public speaking session. Thank you, Kevin

CEC 20: Jessamine, are you able to unmute?

Jessamyn Lee, Panel for Education Policy: I am able to unmute? Yes, I don't seem to be able to get my video going. But

can you hear me? Okay.

Jessamyn Lee, Panel for Education Policy: yes, okay, great. So I wanted to come here this evening to say, Thank you. For the warm welcome, and also to speak to the community very briefly about

Jessamyn Lee, Panel for Education Policy: an item that's up for vote by the pep. This

Jessamyn Lee, Panel for Education Policy: At our next meeting on September the 20 eighth, which is proposed revisions to Chancellor's regulation, a 412, which governs how, in the event that a student would need to be interact with law enforcement, such as the Nypd in a school setting.

Jessamyn Lee, Panel for Education Policy: how the that is, interactions would occur. the as well as this regulation also governs how school safety agents interact with students

Jessamyn Lee, Panel for Education Policy: in the event of an alleged crime. And the what I want is particularly to bring to the public's attention about this is that the DOE posted the 45 day notice on these revisions in early August, at a time when key constituents, such as students were out of session.

Jessamyn Lee, Panel for Education Policy: Members of the pep have asked the DOE to push the vote on this to a later date. The this Ri. This regulation was last Updated in 2,006. So an extra month or 2 is not a big ask after 17 years. But

Jessamyn Lee, Panel for Education Policy: I'm gonna post the link to the document itself for people to read if they're interested, as well as how to contact the office of the general counsel in case you'd like to make comments and or on the content of the revisions

Jessamyn Lee, Panel for Education Policy: or on the date of the vote. Thank you.

Jessamyn Lee, Panel for Education Policy: Have a great school year. Everyone

CEC 20: thanks, Jess Sarah Weston.

CEC 20: Just say the name Sarah Weston say.

CEC 20: can we go back to the reading? Curriculum in regards to public speaking? Do do you have? Is there a member of the public wants to speak.

Michelle Magnus: Michelle, are you able to

Michelle Magnus: so just in terms of this new reading initiative? You know, it's fine in my my books. But

Michelle Magnus: this is I do feel like it's being rolled out with still half the funding to really provide the schools and teachers with all the materials that would maximize the use of possible results of the new reading curriculum. I think. We're doing somewhat of a good job trying to get resources and Pd's for our teachers. But I know, like finding out like there's Rigby books that go within tabletops, things that

Michelle Magnus: you know would help support teachers in teaching this new curriculum that I wish the DOE would fund a little bit more. Because I think rolling out a a a mandated program should be funded fully and not at the base level when they just offer minimum stuff. Also, I think Dr. Powell actually answered a question I was gonna ask in regards to already aligning with New York State test results.

Michelle Magnus: I was just curious if we know if I ready really is a good indicator of children's progress based on that alignment. And then my other note is just. Do we know the maximum classroom sizes? What there will be for the new Nathan location. Middle school, the K. 3, 2, 2.

Michelle Magnus: If that's going to be put into effect with the new class size laws, or

Michelle Magnus: or what is, I guess the planned projected number of class kids in a class. That's it. Thank you.

CEC 20: I could just respond to a couple of points, Michelle. I appreciate the the comments regarding the funding for supporting the teachers and the materials in the classroom. A lot of feedback was taken from our district and many other districts. Regarding the inclusion of materials and what we call the core curriculum delivery. So when schools purchase material

CEC 20: materials there is a bundle of materials that are included in that, and a lot of additional materials were included this year that were not included in prior years. All the materials that schools will need in order to be required to implement the

CEC 20: program they have.

CEC 20: There are isolated. The the curriculum itself is incredibly vast. There are a lot of options for teachers, some of which one that you you named

CEC 20: our intention is not for schools to implement every single aspect and component of the curriculum. Teachers don't have enough time to do so, nor is it appropriate for all children to engage in all aspects of it. We have. One way we've supported teachers is to clearly identify the components that align to the priorities of the city, the Chancellor, the science of reading and

CEC 20: and and how to do so within the confines of the New York City public school teaching student schedule and the the level of support that is being provided to teachers across the entire district is at a level that I've not seen in my 20 years of working in the department I've I have not seen a coordinated approach to provide external on site coaching

CEC 20: to every single school, implementing a curriculum, and not at the number of days that all schools will have this year. In addition, I have not seen that it coincides with the reorganization of the DOE to enable district offices like mine to provide additional support that is more locally informed, so that specific needs of the district

CEC 20: that can be disseminated to all schools through a strategic structure like the literacy labs as alongside teachers in at a particular grade level receiving on site coaching by an hmh, provider. So

CEC 20: II just wanna make sure that the the community is aware of the the level of support that teachers are are being provided, and and the guidance that we are that we're and Michelle, I'll quickly answer your other question. Yes, we assume the class size class size caps when doing the planning with offices district on the new schools, so on. For example.

CEC 20: Kevin, who's up next?

CEC 20: It, has awarded over a little bit under 15 million to schools. So over 59 schools across Brooklyn have received capital funding and very generous specifically to 20, which the superintendent you will be getting a separate letter with all the schools listed. That's something I've been pushing for. But individual principals should have already received their award letters, and so just naming

CEC 20: some of the few we have. So we have PS. 105 PS. 503. The school of Math, science and healthy living, PS. 1, 27, PS. 102 has 2 awards. k. 2, 9. The Decker School and K. 180 have all been

CEC 20: awarded, and some of those awards will include playground upgrades, hydroponics, labs, technical technological technology, upgrades, auditorium upgrades, dance studio conversions, stem lab technology upgrades

CEC 20: for bunch and even some electrical upgrades so that's just on the capital front. We are also looking to embed more of the Cec's capital. Ask as well, so, taking in principal feedback when they apply, as well as the Cec. On the issues that you flag. We are always going to be touching base with superintendents over some of your priorities by as well, and then we are going to be trying to come on a more participatory element for certain schools

CEC 20: involving students, which we did do at some of our campus sites. So if there's several co-locations, there's an opportunity for student leadership in that to also help you part of the priority. I'm actively out in schools. I've already been at a couple of schools. If principals want to start talking about capital and their vision, if the superintendent wants to speak, I come out directly to schools. Talk about our process. We're also going to be doing more targeted

CEC 20: for schools that typically get awarded or don't typically apply. But we work also hand-in-hand with our city council partners. So

CEC 20: one thing I'll share. Now and again we will have a workshop, and we will be bringing Sca in as well to answer principal questions, but making sure that principals not only apply for our office, but also the local city Council member, because we work hand in hand, and a lot of times we're either splitting projects between city council. Other than that you have your one appointee. We work very diligently compared to the other boroughs. We only have

CEC 20: 2 vacancies across the entire borough for Cecs. Your other appointee is just pending. I submitted it more than 2 months ago, so now there's this more face politics have to work with to get your second appointee on. Otherwise I'm here. I'm available. Thank you.

CEC 20: Thanks, Dundon.

CEC 20: Now you are to sound.

CEC 20: Hi! Can you hear me?

Dalia Hesham: Hello! Oh, yes, II just wanted to mention a couple of your responses have already answered my question. But in terms of full transparency. What is the process in terms of children

Dalia Hesham: in the elementary school system? In District 20. How visible are the learning objectives and their success criteria in terms of them, meeting those objectives and

Dalia Hesham: essentially trying to work towards

Dalia Hesham: achieving them far beyond. How are they taking leadership over those objectives and mastering their success. Criteria

Dalia Hesham: in terms of also keeping in mind experiential learning journeys, project based learning. And how do we

Dalia Hesham: build that? So that parents are aware systematically and can support them.

CEC 20: Thanks, Thalia, David, do you wanna big question? If you could try to be brief? Thanks for the question

CEC 20: I'd be happy to. I think I did mention and touch upon our commitment priority for how project based learning and experiential learning fits within the school day in District 20 it is one of the components of our shared district of accelerated learning.

CEC 20: and it is a core component of my requirements for schools starting in 2024 who engage students in any given talented experience in one of our 7 programs.

CEC 20: You mentioned the question around learning objectives and success criteria some of our nomenclature when designing their lessons, however, the the use of shared curriculum across the school

CEC 20: in the core content areas provides greater access for teachers and students, for teachers to be clear and transparent with those learning objectives and success, as well as ensuring that they are aligned to the next generation, standards a. A which further enables all the students in the classroom to be aware of

CEC 20: those learning objectives, success, criteria, and be able to identify and be aware of how the learning tasks they're engaged in is directly connected to those learning tasks which is a problem of practice that we've seen in. You know, district schools in the past and and in my experience in public schools across the boroughs in the in in the city.

CEC 20: That. So I mean, that's another district website. I know we've got a lot of biographies up on the district website, the different members of the staff in in their roles. Is there someone that parents should go to with sort of detailed questions like this about curriculum and implement, just curriculum questions, implementation questions. The first step that you should go to with this is to your principal principle.

CEC 20: and your teacher and your child's teacher are the first people that I would say you should go to to

CEC 20: find out where your child can expect to find out what these are what the success criteria is. What's the unit of study that your child is engaged in part of our expectations with Nyc. Reads, and the implementation into reading is that parents are informed on a unit by unit basis at least, what their children are engaged in. And there is a tremendous amount of resources that schools

CEC 20: can leverage don't have to, but they can leverage that that with parents at home. One thing that I do want to highlight and note the importance of that is directly aligned to the New York City readership is around the use of decodable texts. Decodable text are are books that are used primarily in the early childhood grades. Kindergarten, first, second grade.

CEC 20: where children in a foundational literacy programs can directly apply practice. The the foundational literacy concepts that they're learning in. So so when they're in their Wilson foundations, or really great reading, or or Gillingham Hegarty. But more so. The the first 3 there are text that go along with the lessons that that children are learning. So the

CEC 20: but you know the skill component is one thing, but the application part is really key. And we're really making a priority this year around the use of Taco text. And one thing that families can do with their children, especially in the early childhood grades, is, is support their children by engaging in reading the devotable text, something to definitely ask your teacher about something to definitely ask your principal about. And that's something that our district team is supporting

CEC 20: Schools and identified locating and and finding ways to to distribute them. Go ahead, Kevin. Was there anyone else signed up? One go for it.

Paullette Healy: Hi! So I just wanted to. Just just a few things. In terms of the rideshare. The right share is not a catch-all. There have been children who have been identified who are eligible for the ride share, or children who don't have routes assigned to them right now. And Donovan made a very good point where, if there is

Paullette Healy: a transportation pair on a child's iap, and that transportation pair is not assigned, or is out sick, or whatever the case may be, that child is not eligible for ride share. The parent is still

Paullette Healy: required to find some other format to bring that child to there. So as wonderful as Rideshare is, there are many limitations. So I just wanna manage the expectations of our families who think that. Oh, yeah, if a bus doesn't show up, I'll just book a ride share. That's actually not the case. Even if you have a sick driver who's gonna be out for an X amount of time, you still have to wait 5 days before you're actually eligible for the ride share service.

Paullette Healy: So with these particular caveats, what I would love to do, Superintendent Prato, is that if you can have your borough transportation liaison. I don't know if he was on the list of your yours. District staff, but if they can reach out to the parent coordinators, and just do a quick

Paullette Healy: overview of what rideshare is, because honestly, it's parent coordinators who are facilitating this, and for the schools that don't have parent coordinators if they could send a staff member so that they can be versed in what rideshare is because the parents cannot book it if they don't have an account code, and the account code comes directly from the school.

Paullette Healy: So you know, if we wanna be proactive about it, you know, because honestly strike or no strike. We suffer transportation woes throughout the entire year. So it's like we have parents who still, you know, struggle with getting their children to school to parents who have, you know.

Paullette Healy: children showing up second, third period, missing their services because of transportation issues. So if we can be proactive by training all of the necessary staff on what right share looks like, and be prepared with those account codes for our families, you know, when they need it. That would be a very effective way for us to approach. You know this pending strike. Second of all the importance of what Justman had said about this particular

Paullette Healy: amendment. I implore our teachers and our principals to please contact Jessamine, Lee and shout out to our Bp appointee to Zina Zad, who is else in this meeting? She's the pep member from from Antonio's office. Please contact them and let them know your thoughts about this amendment because

Paullette Healy: you have to implement it. It's it's, you know, it's up to the school, and it's up to the principal, and it's up to the teachers to implement these changes to this, to this safety

Paullette Healy: quote unquote safety plan. And let's be honest. We really need to stop just handcuffing 5 and 6 year olds like that just needs to stop.

Paullette Healy: So please do your due diligence. Read the page. I know it's 40 pages. I know it's lengthy, but it's worth to read, because it's going to impact our children, especially our children, with disabilities, who have trouble re regulating their behaviors. And just don't have control of their of their bodies and their and their processing skills yet. So let's not criminalize these children any forever. Thank you.

Paullette Healy: That's it. Thanks.

CEC 20: Thanks. Good. So next item of business is the introducing the bylaw. Actually, I'll take a quick for the interpreters. Are there any? Is there anyone on the interpretation lines. Who would like to make a public comment.

CEC 20: Arabic, Spanish, or mandarin anyone on those lines that would like to speak.

CEC 20: See? I'm gonna ask Peter. David a quick question about the wait list. Sorry II was

they said. The wait list is

CEC 20: The application is done this week. So that's why I have to bring it up. They said. The application for middle school wait. List is done on this Friday 9, 1520 th 2023. So does that mean that parents will get a wait list offer after this date? That means that it's the whole thing is close. Okay, I just wanted to quickly add that in alright. Thank you.

Okay. And I didn't hear anything from the interpretation lines.

CEC 20: So let's move on.

CEC 20: let's.

CEC 20: I'm just gonna work tonight. We're introducing amendments to the Cec 20 bylaws.

CEC 20: I am going to share my screen. And this is actually Tamara. Do you wanna walk through it since you were introduced? Initially, it's up to you. If you want to share, I can do it.

CEC 20: This was an idea. Tamera had to bring our bylaws into compliance, basically with the new numbers.

CEC 20: Yeah, that basically every Cec have to change because majority is different. We have 12 instead of other members now with the the members.

CEC 20: And it was, where was that original section? The section section 3. I thought.

CEC 20: Yeah.

CEC 20: yeah, anyway, there's I'll I'll scroll through, and we'll just take a look at the

CEC 20: there is another section, right? It's the section where it's defined. Article 4, section 3. There it is.

CEC 20: Alright. So basically, we're just keeping all the original wording and just changing the number where it says the Council has 11 to 12 voting members, and then, therefore no view in 7 instead of 6 must be present and constitute

CEC 20: okay, and no fewer than 7 votes needed to carry any motion or adopt any resolution. That's changes that I propose.

CEC 20: We've just made statements that make the the language more specific about the vote that's required. So, for example, there's a lot of places where it talks about a majority of the whole number of council members. And then there's a there's a few changes into that where, we say has to be equal to the quorum of the Council as defined, and that session that Tamara just just highlighted.

CEC 20: So it's basically everywhere. There's a vote in here. Now, it's just the language is just a little a little more specific about the vote that's required. It's just language. In 4 or 5 different places where the vote to approve anything has to be equal to the quorum which makes sense.

CEC 20: and I think that's there's one more down here. Section 5. And the way that these work with a bylaw amendment this is just being introduced tonight. This will now go until it'll be posted on the website. And it's a comment, public comment period.

CEC 20: and it gets voted on at our next meeting. October eleventh. So there's people are ha welcome to make questions or comments now, or in the next month, or until Octo. Or on October eleventh, when we actually vote on it. So there's no voting on this happening tonight.

CEC 20: It's purely just introducing these these amendments.

CEC 20: any questions or comments on that.

CEC 20: And we update the bylaws to the to this CC. Which is something you should do every term as well. 12 members like, you know. Sometimes you you might have all the members. You might only have 10 members always need 7. People are not in attendance at the meeting

CEC 20: in person in order to even vote on anything.

So

CEC 20: I'm just saying, as like, normally like, we don't get appointed stuff like that. So we put that in that language.

CEC 20: This is also this is language that's chance of relations, state law. This is not necessarily. We're really bringing it into compliance with what State law says. It's not. We can't change that. Unfortunately, yeah, no good question

CEC 20: any other questions on this cool

CEC 20: alright. Next up we'll vote on Cec. 20. Treasurer.

CEC 20: are there any nominations for Cec. Treasurer? Cec. 20 treasurer?

CEC 20: I want the name may function.

Lorna Seda: Hi, can you just meet you?

CEC 20: Can someone just mute their speaker, please? Any other nominees for Treasurer Samara? Any other nominees for treasurer.

CEC 20: Okay, so we've done this before. But maybe the candidates, it's it's up to the candidates. Would they like to make a short statement introducing themselves? We all know each other by now. It's up to you guys. Did you want to make a short statement? Just introduce yourself. Maybe it's helpful for the public just to know quickly sort of

CEC 20: who you are and and and what you're what we're doing here, who wants to go first?

CEC 20: Okay? So because I'm

CEC 20: a real bit in a nervous in the public speech, but but because I have the limits named English. So II have the 9 years of the financial work experience. But and I I'm also is the business owner. So I have the traditional business in non German. So II

CEC 20: I think I'm good at the money management and the budget being and the training because I have the working in a 9 years experience in the financial side. So I'm good also is good at the communication with the council members to work as a team to achieve our goals. So I want to nominate myself to be

CEC 20: so thanks so much. Okay, I've had 12 years of experience on the Pta, 3 experience on President's council.

CEC 20: So Pta, like, we been raised a lot of money we have to do budgets. We had to do just in in term financial and everything like that. So a lot of it is monetary, and making sure that our budget aligns with what we have in our bank account. So it it's it's very intricate when it comes to making sure all those numbers

CEC 20: line up, just plan in advance and make sure you stay on budget for everything. And one of the things that I was looking through our our Cec budget originally, I wanna make sure that we spend all the money that's in our budget instead of having any of that money go back

CEC 20: to the State. We should be allocated and using all those money, all the money, because, you know, and we need to find better ways in order to to facilitate and use that money. And I do have a very close relationship with a lot of our local representatives as well. You know, I've been able to get a number of my schools, you know, 2 schools at least like half 1 million dollars in

CEC 20: in funding to help with a lot of things that they needed. So, and I'm also president at Hamilton. This is gonna be my third year as well. So slowly but surely we've been building up our financial money for that school. So I wanna make sure that we continue on the path that we're going to make sure that we have all the money necessary to have our families in our children. So, and I would appreciate

CEC 20: thanks. Tamara. Okay, we'll now proceed to a roll call vote

CEC 20: each council member just say the name of the candidate that you'd like to elect for the position of treasurer. So say either Mayfang or Tamara, when it's your turn to vote and choice, you'll take a roll call vote, please.

CEC 20: how about John Mary Fung, Elizabeth Tamara, stern

CEC 20: joyce about Birmingchen.

CEC 20: How about? Okay, next is Maya.

CEC 20: Okay? How about Amana? I took over myself

CEC 20: and the emitting made punches. Okay, myself.

CEC 20: Yeah. Cabins all night.

CEC 20: I'm fine.

KEvin Zhao: Can you hear me?

CEC 20: Yes, sir, I can.

KEvin Zhao: Okay, Yup.

CEC 20: if I'm please. Thanks

CEC 20: may find a 7,

CEC 20: or we wait until next meeting. Honestly, it's 9, 11, and we still have.

CEC 20: So is there. Would someone like to make a motion to have another vote and a second, and all in favor any opposed.

CEC 20: and we're gonna do a second one vote for CC. Charger, Steve Stowe, Elizabeth Tamara. Stern

CEC 20: Joyce may fun. How about make fun? Kevin?

CEC 20: May fun.

CEC 20: I believe. So we're gonna pass. We pass in. 7 will be our treasure.

CEC 20: and last, for the calendar meeting will approve the August calendar meeting minutes. Can I share those

CEC 20: so council members? Please look over the meet minutes from last month's calendar meeting the August calendar meeting.

CEC 20: and if there's any changes, please speak up, or we can move to approve them, or we can approve them, as is

CEC 20: any changes to the minutes from the August calendar meeting. Okay, hearing none. The minutes are approved.

CEC 20: I wanna thank everyone we're now gonna conclude the calendar meeting. We have business meeting coming up. We have a couple of topics we'll discuss there. So members of the public are welcome to stick around and attend a business meeting as well. But I think, for now our next calendar meeting will be October eleventh, and it's will be introducing

CEC 20: hopefully, introducing the third school, zoning proposal at that meeting, and then keep keep an eye out everyone for email on the special meeting when we'll be voting on to approve the 2 school zoning proposals we heard from tonight. That'll be either be the end of September. We're gonna shoot for the end of September, I think, based on some of the comments we heard tonight. Is there a motion to adjourn the calendar meeting.

CEC 20: Is there a second all in favor? Aye, any opposed? Okay. The calendar meeting is adjourned.

CEC 20: Shall we go right to the business meeting. No reason to be around. Take a break

CEC 20: alright. Well, let's let's get moving here on the business meeting. I'll just call a business meeting to order. Cec, 20 September business meeting at 9 16. Choice. Can you take a roll call for the business meetings?

CEC 20: Yeah, we're gonna stop for business meeting. Steve still

CEC 20: John Elizabeth Joyce here, Wilmington here. Yanxing, Maya Tamala Kevin.

KEvin Zhao: Yeah.

CEC 20: Great thanks, Joyce. We have interpretation for a business meeting in Arabic mandarin and Spanish. You should see video of those interpreters or their names in the chat in the participant list, for those interpreters please share their instructions for anyone who needs interpretation services. Could our Arabic interpreter please introduce themselves?

CEC 20: Arabic interpreter? Can you hear me? Let's move along to Mandarin mandarin interpreter? Can you please introduce yourself.

CEC 20: Thank you. Spanish interpreter. Can you please introduce yourself.

CEC 20: Eric? Interpreter, can you hear me? Can you introduce yourself?

CEC 20: Thank you. Great. Thank you so much to reminder, to please try to speak slower than usual, to allow the interpreters to keep up. So for our business meeting, I think we have 3 3 topics on the agenda right now. And I know it's late guys. But we we knew this was gonna be a long meeting and I appreciate everyone being here in person, especially

CEC 20: so, Kevin, the 3 things I'm showing is approval of the minutes. Let's do that first. So share the business meeting minutes from last month, is there any?

CEC 20: So here's the business meeting. Minutes from last month. There's not much there. Any changes to the business meeting minutes.

CEC 20: Okay, the minutes are approved. So let's go to budget discussion. And this is when we have to actually make some sort of talk about some decisions on tonight.

CEC 20: Kevin, do you wanna lay up the issue? So for whatsapp Provider we were using, we had eachock and recently ended it. And because surfaceally ended in July. No sorry June, and we didn't actually terminate our contract with each other recently.

CEC 20: We are being billed from our usage from July to September, so they send invoice for $524, and my plan and my suggestion to not to use, not to use so much of a budget on just that is, on the free card for Wix Provider. We have $450. I suggest we only purchase a one year plan for $193,

CEC 20: and we use funds for that for each hook, and also take something else with equipment line. And then I'm just trying to pull. Can you pull that up?

CEC 20: So say again, Kevin, the amount the invoice for Etock, our final invoice, is 524, right.

CEC 20: and on the Wix. We are planning to use the $100 list purchase Wix for 2 years, which is gonna come out to around $400. But I'm suggesting to just only purchase a one year plan for 1 92 remaining funds, which is between the $8 and take something on another budget line.

CEC 20: Yeah, that makes a lot of sense, especially just doing one year of wix cause. We get a new new new budget right? Right? And this is a huge cost savings. By the way, what we're doing with the the old

CEC 20: etchock, that was something like $1,500 a year. They were raising it to 2,000. So yeah, so we're gonna be paying $200. So it's it's a huge cost savings there. So I guess so, Kevin, you're saying the amount that we need to find from this budget is 308

CEC 20: each. So we need to take away from the website line 10

CEC 20: and move it to. I think we have to create a new byline just to pay each other. So we have to move to different other lines. So we're pulling 1 92 and 308

CEC 20: from that one line. Okay, 200 on the P card website.

CEC 20: And then we still need to find $224. P card website has 4 50

CEC 20: from the second line P card website.

CEC 20: We didn't. We didn't need to cause everything.

CEC 20: There's the full member reimbursement 16,500. John volunteered it, but it wasn't me at the time. But now it could be okay.

CEC 20: Okay. So 2 50. So we're we're pulling 2, 50 out of that invoice. Leave it at that, and then we pay off. Reach out, and then another meeting. We can move that money remaining

CEC 20: category.

CEC 20: Yeah, let's do one budget, one change. Basically take the 1,500, move it to each invoice, and then we'll clean it up after it's paid.

CEC 20: Okay? So we? We will make a motion on that. Go ahead.

That's zoom members. That's

CEC 20: we still have 11 members that I think it includes. There's 12 Cec members. This is a separate. This is not for right now this is what we were given by the DOE. The DOE gave us 16,500 for member reimbursement. And that's 125. That's not. There's 12.

CEC 20: It's just a 12 members, not just there's 12 parent members. We're missing 2 members. Yeah, this doesn't have anything for

CEC 20: the student, but I don't know. I don't know. This is not. I don't think it's something we should talk about right now, because this is the do we, Budget? I don't know that the students, anyway, we have to bring this up with. No, that's not what I'm saying. Do they get reimbursed or not. There's no money here from the DOE for it.

CEC 20: so it's it's going to be up to us if we we want to give up some of our money to the students, but the DOE did not give us a budget for that, telling you that the numbers II thought we did when I read the thing. I believe that the students are supposed to get money, and I thought it was part of the budget

CEC 20: had it in there, and I thought they were considered a member like, if we get a student cause we're supposed to have one student body representing. Yes, and that's what I was asking for a while, and then I've got Predo. But I guess it's late. He was gonna appoint one, and and I think we should be having consideration

CEC 20: from student government or something.

CEC 20: That's the law. That's the state law. So it's there's Cec have 2 student members. It's rare to have them. We're just not getting. I mean, maybe

CEC 20: we're we're just. We're just anticipating. If we get a student number this year, and we're advocating, II believe. And you know it. It is true we should be trying to really have community engagement and get a student person. I mean, okay, so

CEC 20: I mean, I know we're just anticipating like future in case so. But if we're just gonna do this, we like you said we could always pull it out from the budget if we remember, cause you know, we didn't really use up all of our money last year

CEC 20: any like at least 15,000 last year. Mostly it's number doesn't claim. So what would we do? We have to claim, because otherwise.

CEC 20: which I've been saying?

CEC 20: But it was too late last year, right? Everyone knows how to do it.

CEC 20: Ask me and, Kevin, if you have questions. So let's let's get this done. Here, let's stay on task guys. So budget. So what's the? So there needs to be a motion because we need to vote on it. And let's specify what the motion is. So is there a motion to take $1,500 from member reimbursement and move it to a new line.

CEC 20: Etock invoice just one motion. Just John's money cause. That'll be more than enough. We don't even have a student number?

CEC 20: Did anybody try to get the money down from 5, 24? Did you guys speak to anybody saying, You know, is there any way, we did good to get a new to get Wix in here like that's the huge cost savings, and we don't need all the bells and whistles that Etrac has for its website. We don't need it.

CEC 20: okay. So the the motion it just has to be made clear. The motion is to move $1,500 from member reimbursement through a new line each hock invoice. And is there a member who will make that motion? I can't propose motion most. Is there a second? Okay, Joyce, can you take a roll call vote to approve that budget move?

CEC 20: We're gonna vote for body moving from 1,500 from member investment to a new Calgary

CEC 20: for each. Our voice. Right, Steve, so

CEC 20: yes.

CEC 20: it is bid. Yes.

CEC 20: Joyce. Yes, make fun swimming. Yes.

CEC 20: yin-ching! Yes, Maya Tamala

CEC 20: no, Kevin Kevin Zao! Can you hear us?

CEC 20: Alright?

CEC 20: So the first day for the event at Chanton Hall is Monday, January 2220 24,

CEC 20: and Cec. Members. You all understand what this is. I think some of you might have been to one before Chancellor Banks will come and visit us, and it's a big meeting at one of the schools. It won't be that long of a meeting. It's usually pretty

CEC 20: tightly controlled by the Chancellor. His schedule. It's like an hour, probably. But we'll be at the school, for it's be in the evening, and so just let us know if that date works or doesn't work. Because, Kevin, we have to go back to the confirm with the do we buy? When we decide

we decide from that date it should be okay.

CEC 20: cause they, I think they wanna answer by 20 s, what's the date? Again, Kevin? January 20. Second.

CEC 20: It'll be Monday evening, probably like 60'clock. No one knows right now. January 22,024, probably about 60'clock. Usually they start.

CEC 20: We have to decide on. We have to decide, guys, and unfortunately, I know we don't all know our schedules that far out. But okay.

CEC 20: is it just out district that day or

CEC 20: team? So there's a lot of senior people that come. There's no usual. Yeah, it's just it could be different days. Yeah, the Chancellor of the whole city. So it's a it's an honor. It's a big meeting. So, Tamara, is that the only day that week that doesn't work?

Yeah.

CEC 20: Okay, Kevin, do you wanna go back to them and just see if Tuesday works with with Tuesday with Tuesday, the twenty-threerd. Works for everyone. Tuesday, January twenty-third. It's fine with me.

CEC 20: Wouldn't have made suggested the twenty-second if it was. Yeah, I think twenty-third. So yeah, Kevin, see if they can do that alright.

CEC 20: And I think that's it. Right motion to adjourn the business meeting. Thank you, guys.

CEC 20: the meeting is adjourned. Oh, interpreters, thank you. You are dismissed. Thank you.