Cam: Good evening, everyone. Welcome to the December 2023. Welcome to the December 2023 Cec. 20 meeting. I'm calling the meeting to order at 60'clock. PM.

Joyce, can you take roll call, please? Yes.

Cam: So we're gonna start. CC. 20, December's meet. December. Steve Stewart

Cam: Joyce here. Very fun

Cam: online.

Why, on that

planning is excused. By the way.

Cam: thank you, Joyce.

Cam: As always at our meetings, we have interpretation in Arabic, mandarin and Spanish, you should see video of these interpreters, and you should see their names in the chat.

Cam: If you would like to dial in to one of the interpretation lines. The interpreters will now give instructions on how you can do so. Could our Arabic interpreter please introduce yourself.

Cam: Good evening. This is Salwa Abdullah.

Arabic -Selwa Abdallah: Arabic interpreter. This announcement for Arabic audience

Arabic -Selwa Abdallah: myself. Here

Arabic -Selwa Abdallah: the lad Orba Sabat is acid de Sitarba, Wahidwahad Orba with halarrams. Damonia

Arabic -Selwa Abdallah: Shukran Rabbi announcement is done thank you.

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

Thank you. And could our Spanish interpreter please introduce yourself.

Spanish Interpreter - Cathy J Ugueto: and I interpret, assume

Spanish Interpreter - Cathy J Ugueto: Spanish interpreter? Announcement has been made.

Cam: Thank you. Just as a reminder during the meeting tonight, because we have simultaneous interpretation. If everyone could try to speak slowly, so to allow the interpreters to keep up.

Cam: And then tonight's meeting. Actually, Kevin, can you share the agenda? Go through that? And I'll give the instructions for public speaking?

Cam: So here's the agenda for tonight's meeting. As we always do at our calendar meetings. We'll start with a public speaking session of about 10 min. We were not able to have the Chief Safety attend tonight. We've asked him if he could attend in January. Then we will have a presentation from the office of food and nutrition services. We'll have a report from our district. 20, superintendent.

Cam: I'll have a short announcement from Principal Sacco, from Psis, 180 report from Council, President, report from council, first, Vice President, then we'll have our second public speaking session of the evening, about 20 min, or as many speakers as as sign up. Then we have a resolution on the agenda Resolution 5 on school safety agents, and then we'll conclude with approving the November calendar meeting.

Cam: and then our business meeting will follow the calendar. Okay, and instructions for public speaking. Anyone who would like to sign up for public speaking. You can do so either in person signing up on a form that's at the front of the at the back of the auditorium. Here

Cam: there's also a form online. We will post the link in the chat periodically. And then, if you're on one of the interpretation lines, you can notify the interpreters and we will take questions from the interpretation lines. And if you're dialed and using your phone, you can press Star 9, and we'll ask you to unmute yourself. So those are the different ways. You can speak public speaking.

Cam: And I just wanna take a minute and just sort of thank we're we're here at P. We thank Principal Culkin for her amazing hospitality. She's always a great host. The the room for those who can't see camera is very festive and and decked out and feels very welcoming and warm. I also wanna take a moment and just acknowledge the members who are other members of the community who joined us tonight.

Cam: As always, our superintendent, Dr. Preto, is here, our family leadership coordinator, Bill Chin, family support, coordinator, Sylvia Jacinski, our Csa. Representative Jane Captainakis. We also had, I see from Senus Office, Basil, Captainakis

Cam: and I will. I believe those are the the members that I would like to recognize at this time. So let's get to the first public speaking session. Kevin, do we have anyone signed up?

Cam: And if there's no one signed up for the first public speaking session. We then can move right to our first presentation. Yeah.

Cam: that's a 0 cool.

Cam: We will move ahead to our presentation from the office of food and nutrition. So I believe we have tonight with us.

Just gonna get you make sure I get your names.

Cam: So just introducing Anicia Virgo Sheikhs and Andrew Goodman.

Cam: If either of you, Anishia or Andrew, if you can hear me, and you should be able to unmute.

Annecia Virgo-Shakes: Good afternoon, everyone. Thank you for having us my name is, and I'm the District Supervisor of District 20 West. I have also my copy that I wanted to introduce Mr. Andrew goodman. He just joined the group as Mr. Left us and went to Manhattan, and we just wanted to, thanks for all your support given us throughout the second time here and now I'll introduce Mister Goodman.

Andrew Goodman: Thank you very much. My name is Andrew Goodman. I'm the District 20 East Supervisor. I've been with the office of food nutrition services for almost 30 years. I'm very excited about coming over to district 20. I was in District 13 for many, many years.

Cam: We are very excited about some of upcoming events we have coming up. The first thing we have is plastic free day. So we have 3 days. Coming up. The first one is December twentieth.

Andrew Goodman: January tenth, and also January thirty-first. Okay, one of those dates utensils will be available upon request we work in collaboration with Dsf. With the Department of Sustainability.

Andrew Goodman: All the items that we are serving on that day will be finger friendly, including the items on the south. So, for example, on the twentieth, we are all featuring a Caribbean style beef Paddy, with a a choice of a red, white, and green Panini

Andrew Goodman: on the tenth, and also thirty-first we are. We are offering a cog, Panini.

Cam: and I, or addition items are served on a cell bar on those days, plus 3 day will be finger friendly. For example, we have carrots, baby carrots, celery sticks,

Cam: tomatoes, green and green and red pepper strips. So it's very, very exciting. Also we have some great great news. We have 3 schools that are scheduled to receive the cafeteria and makeover ce. And those 3 schools are K. 0,

Cam: hey? Two-two-three rows, hey? Two-two-seven.

Andrew Goodman: As of this moment we do not have dates yet, however, those schools will be completed before the end of this school year in June. So we are very, very excited about the schools. Those schools will be getting new furniture in the cafeteria will be getting off work, and also the certain line will be enhanced. So very, very excited about those upcoming events within services. So

Andrew Goodman: thank you very much

Cam: great. Thank you so much, Andrew. And does that conclude the offices? Comments? Yes, okay, great. It was very nice to meet you, Andrew, and to see you.

Cam: and we can always reach out. Is your contact information. I know we've had you you by in the past. It's always a good resource. There often do come up issues with questions about food and and school menus and things of that nature. Would you guys willing to take? I don't know if there's any questions from Cdc members. Right now. Yeah, I'll also put my email in the chat.

Cam: Great, I wanna ask a question. Yeah, we we have a question go ahead.

Cam: So right now, right now, currently, we are working with the Urban School Food Alliance. Okay? And that is a collaboration of those school districts, and this way that is enhancing our buying power, as also enhancing, you know the party of our products. So we are working collaboration with again with the Urban School Food Alliance.

Cam: Okay.

let's see. you guys know her

Cam: suspense that she can't hear anything. It's about prosthetic.

We'll just take a moment. We're just gonna try figure out if there's an issue with our speaker here

Cam: testing testing, does it sound? Okay?

Cam: And the Spanish? Some of the participants.

Spanish Interpreter - Cathy J Ugueto: for example, Mr. Goodman, when he was speaking he was cutting it was cutting off. There was a tremendous static in the background. There was a lot of feedback going on is very hard to hear.

Cam: Okay, I wonder if that's a problem on our end or on on his end?

Spanish Interpreter - Cathy J Ugueto: because if you could hear us. And can you hear others in this room speak when besides myself, I'm able to hear you, Mister Steve. Perfectly fine. For example, the person who asked the question, who's in the same room as you are? I could barely hear the person

Spanish Interpreter - Cathy J Ugueto: in the background.

Cam: Okay, thank you for that

Joyce Xie: think that you can just develop into the next.

Joyce Xie: Then. So I'm muted.

Joyce Xie: Can.

Joyce Xie: can you guys hear me now? Sound? Okay? Okay.

Joyce Xie: But us, can you hear us

Joyce Xie: clearly without the echo. Yeah, if you want to speak up.

Joyce Xie: do people need to mute and unmute their laptops? Yeah, unmute the laptop and stay close to the microphone this week.

Joyce Xie: Okay, we're not using these at the moment. Okay.

Georgia Mousouroulis: that's too good.

Joyce Xie: Okay.

Joyce Xie: alright, please continue for those online. Please continue to share feedback. If the sound is not adequate.

Joyce Xie: we really do appreciate it.

Joyce Xie: Okay,

Joyce Xie: let me ask one more question. Sorry. Go ahead during the holiday and the winter break. Are we are certain schools gonna be open to beat our children?

Andrew Goodman: So the answer is, yes, that we do have some schools that have. There are community-based organizations that are having programs in the schools.

Andrew Goodman: We don't have that many open. But there are a few sites that that are open. Nothing is open to community. It's only full of programs that are in house.

Joyce Xie: Okay? And and you will have that list for us. So we can let our community know only for in-house only.

Andrew Goodman: So, for example, if it's if a community-based organization is rang a program that will give them a morning snack and a lunch. It's not for people to walk in, let's say, from the outside.

Joyce Xie: oh, okay.

Joyce Xie: alright, thank you. You're welcome.

Joyce Xie: Any other questions for the office of food nutrition

Joyce Xie: great. Well, thank you both for being here, Andrew and Anita.

Joyce Xie: so we'll jump back to some speakers for just a moment. We that we're not here when the public speaking was happening, and they're both to one representative and one elected official and we'll just give them a few moments to to say a few words before we go to our superintendent.

Joyce Xie: So newly elected city councilman, councilwoman Susan Zuong is here, Susan, would you like to say a few words? And

Joyce Xie: first of all, I want to thank you all the

Joyce Xie: but

Joyce Xie: I have been friends with a lot of people here, and I know almost everyone here. And as a parent and my kids also the the main.

Joyce Xie: I know a lot of issues. And also I'm here to serve. If you guys have anything, need II know.

Joyce Xie: or anything you concern in a community, just let me know, and then next year I will have

Joyce Xie: especially for education. It might work. I will definitely have an education advisor to a device team in the community what's most important issue, and what's the best for our kids.

Joyce Xie: And then

Joyce Xie: next meeting. Thank you.

Joyce Xie: Thank you, Susan.

Joyce Xie: And then we also have here. And II did not mention at first. Soya Raiden Radon from Assembly Member

Joyce Xie: State Assembly Member Chang's Lester Chang's office. and so it would just, I believe. Just like to say, make a few comments.

Soya Radin, COS, Assembly District 49: Hi, everyone! From Assemblyman Chang's office. Yes, my name is Sawyer. I'm his chief of staff wonderful to be here. It's wonderful to see everybody so many people here in attendance, aside from the Cec. 20 board members, all the parents and people that are involved.

Soya Radin, COS, Assembly District 49: and education is very important. And it's wonderful to see everybody over here, because education is the foundation of everything.

Soya Radin, COS, Assembly District 49: I just wanna mention that if you have any issues,

Soya Radin, COS, Assembly District 49: be it what it may, whether it's a utility issue. A state issue. Sometimes, you know, even though you can go to your council member. If you have other issues, we're here. We're here to listen. Our office. Number (718) 236-1764, and of course you can stop by our office. We're here 9 to 5 Monday through Friday.

Soya Radin, COS, Assembly District 49: and our address is 6904, Fort Hamilton Parkway. We're between Bay Ridge Avenue and 70 Eighth Street, and you're welcome to stop by and sit down, and if we have time, get a cup of coffee and let us know what the issue might be. And of course you can also email myself at Radon, RADI NS.

Soya Radin, COS, Assembly District 49: At, and NY. assembly.gov.

Soya Radin, COS, Assembly District 49: Okay, thank you. And have a happy holiday, everyone. And

Soya Radin, COS, Assembly District 49: thank you.

Joyce Xie: Thank you so much, Soia, for being here.

Joyce Xie: We. We know some of Chang has has attended these meetings fairly regularly, and we appreciate that he will be, God willing, at the next one. He is

Soya Radin, COS, Assembly District 49: out of the country right now. On a mission with several other elected officials. So

Joyce Xie: sounds important. Thank you.

Joyce Xie: Great. And now we are ready for our superintendent Dr. David Freddout, give his report.

Joyce Xie: Do I stay up?

David Pretto: Good evening. District.

David Pretto: Try now.

David Pretto: Okay. Good evening. District 20. It's good to be with all of our seat with the Council, all of our school leaders and school staff parents, community members.

David Pretto: So everyone have a

David Pretto: it's good to see everybody and let me just share my screen. Have a brief presentation.

David Pretto: So just a couple of items for this evening, just gonna give an update on Nyc reads specifically with a couple of issues that have come to my attention from the Council, from principals and from parents specifically around the end of module assessments and grading implications

David Pretto: as well as the navigation of the platform where all of the resources for the Hmh curriculum are available to students and families. So I'm just gonna walk through really quickly, how to do that? To show families in the community where they can access all materials and assessment information specific to the curriculum, and then also just talk about some grading implications due to the fact that all the children are taking a common assessment. And what that means

David Pretto: for students in their proficiency as well as what it means for the implications around grading. That's been a big question that's come all up a lot in the community. And then I'm gonna give a a quick update on the the program for installing the door alarms and cameras across the the district, and

David Pretto: and I can definitely answer any questions around any other particular items of interest. So first for the Ed platform. So the Ed platform is h's online platform, where all

David Pretto: curricular resources, materials and information regarding student assessments

David Pretto: is located, and parents and students together have access to all of those relevant materials. This is the books and the text that students are reading

David Pretto: the assessment information, what test children are taking, how they did on the test.

David Pretto: What answers they gave all the supplementary materials. Anything that a child has access to on this platform parents have access to as well, so I just wanna kind of walk through the steps to how to log into that system and and find that information.

David Pretto: The first step is to log into the teach hub any accessing of online systems in the New York city. Public schools now happens through the teach Hub.

David Pretto: you go to schools.nyc.gov slash learning slash digital learning.

David Pretto: Slash applications and platforms. And it's slash teachup very easy to navigate. Or you can just Google and Nyc. DOE teach hub, and it will come up.

David Pretto: And this is a picture of what you'll see, and you'll want to click on the the blue teachub Icon.

David Pretto: It's very important to note that when you log into the teach hub, you are gonna log in using your students account, your students email account ends with Nyc students.net. All children in the New York city. Public schools utilize this account to log in to the teach hub and access all systems.

David Pretto: So when you go into the teach hub, make sure that you're logging in with your child's Nyc students.net profile and password. If you do not know what this profile and password are. You can contact your principal or your parent coordinator or in many cases your child's teacher, and they will be able to provide you with this information going through a series of steps. But, long story short, you're gonna want to log into the teachub using your students. Nyc students.net account.

David Pretto: When you log into the teachub, you're gonna come to a page that looks like this. And I have blacked out the particular information for the one that I did access. But when any, whenever any student logs into the teachub, you arrive at a page that looks like this. What's important to note is that at the bottom there are a few icons that you can click on.

David Pretto: You're gonna want to click on the one that says Edge. Hmh, reading, I read. It's that one on the far right, with the big arrow pointing down at it.

David Pretto: it's also important to note on this page that this page has there a few

David Pretto: categories

David Pretto: at the top that you can click on. You're gonna want to click on the one that says my school cause the one that says my school is gonna be the one that provides you with this icon and ensures that you can click and log in.

David Pretto: It's also important to note that the reason why logging into the teachup is very important is that it's a single sign on. So once you log into the teachub, all of these, all of these platforms are accessible, you won't have to sign in again.

David Pretto: That's right. You can also access Google classroom. It's also important to note that for many of our schools who utilize the envision, math, curriculum access to the online resources for the envision, math, curriculum are also located there, and many of our schools utilize envision math.

David Pretto: not all, but many. And you can definitely log access Google classroom. But while many of our schools transfer the Hmh. Assignments to Google classroom in order for parents to be able to view all of the curricular materials, the texts, the assessments, all that stuff they'll have to log into. Hmh, into reading. That's where you're gonna be able to see the direct

David Pretto: information.

David Pretto: And then, once you log in, you're gonna come to a dashboard at the top just for the purpose of assessments and grading how kids are doing on these tests. II captured this page

David Pretto: at the top you'll see 4 options, it says, dashboard, or discover, or assignments or scores

David Pretto: under the discover tab. You'll parents will have access to all student materials. The text, the the the my book all of the Rigby readers, like all the materials that children have access to in the classroom and hard copy, and also digitally.

David Pretto: Parents can look through it all. So in the discover tab, you can look through all the the materials that are available in the curriculum.

David Pretto: I highlighted the this scores tab because there's been a lot of questions around how my child is doing on the end of module assessment. So for everyone's information.

David Pretto: each module is

David Pretto: the unit of study that children and engage in in the curriculum at the end of the unit of study or the module students are taking an assessment, and the assessment is

David Pretto: geared to assess to what extent students are meeting benchmark in the standards that are taught in that particular module.

David Pretto: So you'll see on this page.

David Pretto: under the scores tab. This will have a list of all of the assessments that your child has taken

David Pretto: and so on the very left there's a column, says assignment name, and there's a series of assessments that your child will have taken. So, depending on who you're depending on what assessments your school has assigned. It will list all of the assessments that your child has taken.

David Pretto: It will say what date that they were taken on. It will and it will give a score.

David Pretto: What's important to note with the score is that this is an overall percentage of correct answers that a child received on the assessment, and it's color coded.

David Pretto: For example, you'll see at the top of this particular student scored an 80% on a selection quiz, and that 80% is shaded in green. And I'll explain what that means.

David Pretto: The student also took a module assessment and scored a 58, and that score is shaded in red. And I'll explain what that means.

David Pretto: What's most important. In addition to that is on the far right. You'll see actions. And there's a button that says Review. Whenever there's a review button. That means that the assessment has been completed that the teacher has assigned a score, and that

David Pretto: the student and the parent can review the entire assessment. You can go and look at all of the questions item by item, and you can see what the samples were, and you can see what answer your child gave.

David Pretto: So I'm gonna go to the next slide and show you what that looks like.

David Pretto: So on this one, the little too small for me. But that's okay. But like the dates here.

David Pretto: This is. This is everything that's been taken. It looks like it starts in October, right.

David Pretto: and then runs through early December. That's right. So this is from a particular school, and each particular school has, they have

David Pretto: assessments that all students take. And then there are assessments that the school has decided for students to take. So on. You'll see that the

David Pretto: the top

David Pretto: assessment here with the 58%, it says, module assessment. Look around and explore the module assessment is the assessment that all students across the district are taking in kindergarten through eighth grade.

David Pretto: Every other assessment that's on here. The selection quiz the growth measure anything that doesn't say module assessment is a choice that the teacher in the school have made.

David Pretto: They've decided to engage a child in that assessment?

David Pretto: and let me see, what's all? What else is it relevant? What else is relevant is that in? If your child is in kindergarten or first grade

David Pretto: schools had the option to engage children in the assessment

David Pretto: via paper and pencil.

David Pretto: or on the online platform. If schools opted to engage children in the assessment using paper and pencil. The scores are not going to show up on this platform. The schools will directly provide parents with feedback on how their children did on the assessment.

David Pretto: If schools did elect to administer the assessment in kindergarten and first grade on the Ed platform, then their results would show up on this platform.

David Pretto: And and then that's a column for total time. That's the amount of time. That is.

David Pretto: is that a limit for the assessment? Is that. How long it actually no, that's total items that column says that's just the number of questions.

David Pretto: It's it's it's screens all day. It's

David Pretto: but it does show the date that was that it was submitted meeting. The the assessments are administered

David Pretto: within a window of time. We've identified certain windows of time when assessments are to be given

David Pretto: and there's a a date by which the assessment has to be given prior to the the launch of the next module. So different children on the same grade level may take the assessment on different days.

David Pretto: Curriculum contains depending on the grade level. There's different numbers in the grade levels

David Pretto: in inter reading grades one to 5. There are a total of 12 modules. We are looking to complete 7.

David Pretto: Sorry 8

David Pretto: in in our pacing calendar in New York city public schools. Not just District 20. We've elected to complete that many assessments this year in grades one to 5 kindergarten. There's one additional assessment, just because the modules are shorter.

David Pretto: and then the 8 the complete completing 8 modules. That's 8 assessments. So given year.

David Pretto: They'll take an assessment that's right, or if the school selects to do so because the assessments assess different things. So, for example, in this the module assessment

David Pretto: asks questions that are specific to the standard or standards that the question asked, and I'll show you an example of what that means.

David Pretto: The selection quiz the one that's at the top here that has 5 items. It's a much shorter assessment, and it just asks questions that are comprehension related to the text that the children are reading that week

David Pretto: just to just check if they understood the text. It's not assessing specific standards.

David Pretto: assessment per module.

David Pretto: and can be so. The target is

David Pretto: assessment. At least.

David Pretto: that's that's correct.

David Pretto: What if there's there's struggle with students who they?

David Pretto: But let's say, by by the end of the year they're only sort of

David Pretto: up to level 5 or 6 or something like that. It's still gonna take the 7 level 7 main assessment, the how the children perform on the assessment term.

David Pretto: How the children perform on the assessment is what determines to what extent they've mastered the standard. If they don't take the assessment, the assessment is, if they don't take the assessment, then we don't know how they're performing

David Pretto: teachers are.

David Pretto: Yes, they. The expectation is that teachers are maintaining pace of the curriculum

David Pretto: along the the citywide and the district guidelines, these would be considered.

David Pretto: The only real summit of assessment is the New York is the State assessment at the end of the year. For the purposes of the module, it would it?

David Pretto: It would be considered a summative assessment, just for the purposes of the module. But the nature of the curriculum is that

David Pretto: we don't. We don't assess

David Pretto: standards just once, so there will be standard it. This is the concept of spiraling. So in the curriculum

David Pretto: standards will reappear on different units

David Pretto: or modules. So if

David Pretto: you know, identifying the central idea or the theme is a is a that's a major standard.

David Pretto: If I if I if module one, covers theme and we answer a couple of questions on theme. that standard will show up again on a later module or modules. So over the course of the year, children are likely to answer questions that address the same standard.

David Pretto: And one thing I've been interested in. And I was asking Chancellor, maybe 2 months. And I was asking, What what are the metrics? You know? What's the use of data, you know, because that's that's kind of the reason. That's one of the arguments for standardized across the city curriculum is to gather there. Right?

David Pretto: Does it? Yeah, I guess you could just comment on that. I'm curious how we're looking at it as a district. How are we going to use the data, and and sort of obviously the goals. The first thing that we're looking at we've now administered across the majority of the schools to module assessments and

David Pretto: schools are in module 3 in the elementary schools. What we've been first looking at has been, how the children have been doing. and what implications that has first for us as educators!

David Pretto: How are we? We're looking to see to what extent, how we're

David Pretto: providing children with access to the curriculum is

determining their outcomes.

David Pretto: The other thing that we're trying to determine is to what extent is our delivery of the curriculum supporting children with this type of assessment in many schools. This is not the type of assessment that has been given standards align questions to

David Pretto: items that they have read for the first time. So it's a, it's a a different experience. And because of that, we we're really looking closely at how we're planning the implementation of the curriculum. So we learned a a lot from the first module and made some adjustments in the second module. And we're finding that the the children are doing better, just based off of our delivery of the curriculum.

David Pretto: But like, let's look at that at the end, at the end of the year, whip where you hope to be able to do. Sit down and look at a year's worth of administering these assessments with the data you have.

David Pretto: Well, I'd like to be able to see.

David Pretto: I'd like to. I

David Pretto: I wanna make sure I understand your question correctly. Yeah, I mean, how are you gonna send? Is there a bench. Are you guys saying, Okay, we're a certain level at the beginning, 2,023 school year. By the end, by spring of 2,024. We want to. We hope to be, you know, X level.

David Pretto: And we think this, these assessments and the data we're gathering will help us.

David Pretto: That's a great question. I think the sample size for the assessments is small right now. And I think we're right now. We're really looking at how well we're we're really connecting it back to the curriculum and see, and really connecting it back to our delivery of the curriculum rather than to what extent children are performing on the assessment. I think, as time goes on, the the scores on those assessments will be more reflective of

David Pretto: how students are doing. I think right now in the early stages. The how the students are doing is more reflective of the newness of the curriculum, and and the newness of the the assessment style. So II would hope by the end of the year that we've achieved some some stability

David Pretto: with the administration of the assessment and how it connects to how we're teaching that curriculum. Is it fair to say you're hesitant to read too much into?

David Pretto: Yeah, I'm not taking. I'm not making any conclusions at this early stage using the assessment data. Okay.

David Pretto: does does it factor into the kids actual grades? Or is it purely the assessments on Instagram is a purely term.

David Pretto: That's a great question. So the the scores that show up on the Hmh platform are the percentage of correct answers that the chill child gave versus how many items are on there?

David Pretto: That's what that score is. It is not the necessarily the child's the. And I'm going to go into grading, and how great a and how grades end up on the report card. Yeah, no, yeah. That's cause. That's a great question.

David Pretto: And I wanted to be able to just kind of walk through that, because ultimately teachers give grades to children. Not necessarily. The curriculum. So like, I wanna make sure that that's and it's a

David Pretto: it's a distinction that's important. Just I wanted to be able to show this slide just because this is an example of a question that a child would would be asked on an assessment. So on the left side you'll see

David Pretto: a selection. The title is called A visit from papa. It's a it's written in a drama format

David Pretto: and on the right you'll see a question. It's a multiple choice question. And it asks in this particular item. It's asking, what a a grammatical feature of a word

David Pretto: reveals about a character in in the drama. So this would be an example of a question where some of the features of the curriculum in that module

David Pretto: activities and learning targets that teachers engage children in. This would be an example of a question being directly asked and utilizing a a.

David Pretto: a passage that children had not read before. So what's important to note is that in this assessment. The children have not seen this particular reading. They'll have read it for the first time.

David Pretto: And this child got this question correct. So it's illuminated in green. It's got a check mark. When it's incorrect it will be illuminated in red, and it will be an X parents will not see what the correct answer is.

David Pretto: teachers can let parents know what

David Pretto: the correct answer was, but parents will only see what answer their child gave, and whether it was correct or incorrect.

David Pretto: This is, yeah. This this is one question from this is one question, from a module assessment.

David Pretto: and and there's no way to give them. I mean? Would it be helpful for parents to be able to see what the correct answer was? So they could work with the child. To.

David Pretto: This is some of the feedback that we've given to hmh, in addition to many other features of their online platform. This is Hmh's platform.

David Pretto: So we we monitor this very closely take feedback from principals, from teachers. And then we really lay that information to to Central DOE to the business school leadership, and also directly to hmh, and hmh, you know, takes the feedback in, and

David Pretto: we're working with them to make adjustments. That's one, you know. Request we've made. We've made many requests around features to the online platforms that

David Pretto: we'd we'd like to be adjusted. Yeah, any other in particular along those lines, because that's one I've heard as well as parents want to be able to understand.

David Pretto: That's like, I think, at the

David Pretto: I think on the previous screen there was a button that said, Review, right? Is that. did you have a link to one of those that? So that's this is literally what you see when you click the review button. So here's so here's that page where the review button is.

David Pretto: When you click the review button.

David Pretto: you're gonna come to the assessment, Y, and you'll be able to see all the questions. This is just one of the items that you'd see, but you'd see them all, and you'll see how you see what answer all the answers that your child give.

David Pretto: In addition to that. when you click. If you go to the discover tab that's next to assignments at the top in the discover tab. That's where you're gonna find all of the curriculum materials. So the my book

David Pretto: and all of the texts, the the the all of the everything that your child sees, you will be able to see as well.

David Pretto: Can you click that down? No, this is a screenshot. I'm not live

David Pretto: by all means anyone else has questions feel free as we go through. There's actually a couple within chat.

David Pretto: No one wanted to know. You could clarify exactly which assessments are required for each module that is required for each module is the module assessment.

David Pretto: It's the assessment that's given at the end of the module.

David Pretto: No other assessments are

David Pretto: required. Schools elect to administer any additional assessments I can see is, Yeah, I see. So is the required module assessment supposed to be formative or su summative.

David Pretto: It's summative for the purposes of the module. However, it's formative over the course of the year. So and that's

David Pretto: but that's specific to the idea of the standard that's being assessed in a particular question.

David Pretto: There will be the likelihood that there

David Pretto: that a question aligned to a standard will be asked again over the course of the year is high. It's not firm, but it's high.

David Pretto: But one thing our teachers are doing is they're planning backwards, using the module assessment

David Pretto: to

David Pretto: as well as the other planning materials in the curriculum to determine to help them determine points of emphasis when they're teaching. You know, they, you know, knowing what questions that children are gonna ultimately have to answer at the end of the unit, they're really working backwards and looking all the lessons over the course of the unit

David Pretto: to see what are the points, that what are the lessons that really need to be emphasized? And what are the pieces that we're really kind of set children most up for success when they're taking the assessment? And we found that that approach teachers were

David Pretto: made some adjustments. We did that right after the end of the first module assessment, and we found that the children did much better on the second module assessment than the first. So we're hoping that that planning process will support teachers. In continuing to prepare students.

David Pretto: Better

David Pretto: let's get to this. Let's touch on this stuff. I ready versus. So I ready. Ela tests

David Pretto: versus hmh, assessments. How are they doing? Great question.

David Pretto: So

David Pretto: you know, just when I go backwards for a second.

David Pretto: So the the main difference between I-y and the Hmh module assessments is that

David Pretto: I, ready is a computer adaptive assessment which means that based off of a student's answer of a question. The computer assigns a different question.

David Pretto: So ultimately, every student's

David Pretto: experience in the computer adaptive assessment, like, I ready is different.

David Pretto: You'll answer number one. Right? I'll answer it wrong. And because of our different answers I'll get a different question. Number 2, and so on, and so forth. And the computer is designed to

David Pretto: respond to how a child is performing on each question, and it will determine the next question up until the point that the computer has determined an approximate

David Pretto: grade level and proficiency within the 5 reading strands and

David Pretto: the module assessments are different. The module assessments are standards aligned. So the questions every child answers the same question, and every child and every question that is a child answers is directly aligned to a particular standard

David Pretto: do this? Does I ready? Such as you know, I've seen the I ready and how much you share those with before. And obviously those are measuring kids against.

David Pretto: They're measuring them. They're measuring them against the 5 reading competencies of phonics, phonemic awareness, vocabulary and reading comprehension in fiction and nonfiction.

David Pretto: So when I can scroll back to one of the reports, you'll see

David Pretto: Cho Trial's approximate grade level performance in those 5 reading strands and those align to the science of reading

David Pretto: it also provides an overall breathing level in the lexile category. And then and that's where you get the approximate grade level determination.

David Pretto: This the Hmh.

David Pretto: Questions. Ask

David Pretto: all the questions at the grade level that the child is at. So in I ready? Because you could answer some questions wrong. It will adjust the the level and the nature of the question, you can ultimately end up answering questions that are more aligned to competencies and standards that are below your grade level or or above

David Pretto: cause it adapts to the individual child in the this curriculum all children answer questions at the same grade level. If I'm in a fourth, if I'm in a fourth grade class. The assessment that I take is aligned to fourth grade standards, and I and all children in that fourth grade class answer the same questions. So it it. It enables the teacher to see

David Pretto: how children are doing in relation to their grade level.

David Pretto: Compare in terms of the book we just described about already in each image. These ass. These assessments, the Hmh. Assessments have a much more direct correlation to state assessments than they do to I ready, I ready, is computer adaptive. So the questions change. The State assessment is aligned to the standards. And

David Pretto: well, all children don't necessarily answer the same questions. They have different versions, that's for

David Pretto: I mean, that's more of like a kind of assessment practice. Not necessarily like the all of the all of the questions are aligned to that. The same standards. So you're able to compare student performance in relation to the grade that they're in, and you can compare performance across students and across grades and and utilize that as a determination of you know how children are doing in the curriculum and a lot of other things.

David Pretto: Grades, however, schools are using them in different ways, especially at the beginning of

David Pretto: the especially at the beginning of the implementation of this curriculum. Again, we've gotten a lot of outreach from parents, from principals, from teachers, especially after the first module assessment. It was the first time that kids had taken it, and and H. Has its own determinations for what constitutes grade level and it's also the first time that they took the assessment. So

David Pretto: we really looked at the first module assessment as much more of a a learning experience from our end as educators around what we needed to be able to do in order to provide, you know, a better experience for children

David Pretto: using the assessment as a measure, but schools have taken different approaches to applying the module assessments to grades. Ultimately there is no district wide

David Pretto: policy for the Hmh, assessments and how they apply to grades. I'll go. I'll review the I'll I'm gonna review the grading policy. Yeah, yeah, I'm gonna review it. And and I also wanna bring in some things that have been really important to family. So I'm also gonna raise around like the city's

David Pretto: the city's conversion chart for the screened admissions cause? That's been a huge question that's come up as well and just kind of describe how these things, to what extent they connect with each other, and it's a little like to be, and to be just to be transparent. It's a little wonky. So because it's a a little wonky. I wanna make sure that I'm II can describe it as clearly as possible, cause it is. There is a certain technical component of this, and I and I acknowledge that. So I'm happy to take any questions after I describe this.

David Pretto: the last thing I want to say before II get there's I've also just put up a sample family letter that's contained in Hmh.

David Pretto: this is the fan, this, this, or some version of this, is available in every single module, and my expectation has been that schools are sending home this letter or a letter that contains similar information. So this is the this is the

David Pretto: which this is the grade. 3.

David Pretto: Module, 3. Family letter. So if you're in third grade

David Pretto: in the district, you should have received a letter this letter or a letter like this. I'm not mandating that this particular format is going out. Many of our schools have communication streams with families, teachers set up newsletters, parents, parent coordinators, principals. We have a lot of different like systems already in place for communicating what learning children are engaging in. So many schools are using their existing, you know, format to communicate similar information.

David Pretto: But additionally, many schools are also sending home this letter, but I wanted to share it as an example.

David Pretto: This letter includes

David Pretto: a summary of the module ideas for families to discuss with their with their students features of the primary genre of reading that children will read, and then strategies for supporting vocabulary development. A big feature of this curriculum is the direct teaching of vocabulary and developing vocabulary for children. So it gives some ideas of different words that

David Pretto: parents can, you know, kind of

David Pretto: back back and forth with their kids.

David Pretto: So just to start with the grade level performance. And this is the color coding. Here. I'm gonna just go back a couple. So you see how the 80%

David Pretto: is coded in green, and the 58 is in red that's automatically set up by hmh, that's we don't have any control over that. That's what happens in the platform when the assessment is complete.

David Pretto: So in hmh. they've categorized below grade level as getting a 64% or below. and it'll show up in red on grade level

David Pretto: is determined between 65% and 80%. I believe it shows up in yellow or orange. And then above grade level is 81% to 100%. Or maybe it's maybe they equate 80 on both ends.

David Pretto: It's really important, because this has been the primary question that my office has received. It's specific to

screened admissions and report card grades. People have been very concerned with this. So I just want to kind of.

David Pretto: I wanted to lay this out because I want parent everyone, the community just understand that. First, these color codes are developed by hmh, automatically in the platform.

David Pretto: It's informational at that point, it's just the percentage that a child got of right answers.

David Pretto: Now, review really quickly. The you know, New York City public schools, admissions, grading policy. This is specific to screen admissions, and then the district-wide grading policy, and then just and A quick word on school-based grading policies, because ultimately the grades that a child receives are from their child's teacher under the the grading policy that a principal has instituted in the school.

David Pretto: So first, and this is a screenshot from the Dewey website

David Pretto: for screened programs in middle school, like the Upcoming superintendent program and the Algebra Honors Program.

David Pretto: When a school gives a numerical grade like the numerical grading policy that we have in the district

David Pretto: for the purposes of admissions only the DOE converts that numerical grade into this 1, 2, 3, 4 scale.

David Pretto: So if the child ends up with a 64% on

David Pretto: in social studies at the end of the year that will convert to a one if they get a 95 in

David Pretto: English language arts at the end of the year that will convert to a 4,

David Pretto: and in order to calculate the

David Pretto: that overall composite. It's an average of the final grade

David Pretto: that the child receives in the 4 core courses. So English language, arts, mathematics, social studies, and science.

David Pretto: Add them up, divide by 4, and you get the composite score. You'll notice that

David Pretto: this is a little different than H. Is right, and the schools and teachers and principals have also noticed that. And that's something that was very much discussed amongst the the school leaders and teachers to determine to what extent. This was gonna impact.

David Pretto: you know, report card grades. Cause. That was that was a big deal. And I just wanna let everybody know that schools principals and teachers took a lot of time to determine what made the most sense to ensure that Chu a child's report card reflects, you know their their progression and performance in the class.

David Pretto: and and also the

David Pretto: the existence of this new assessment. So different schools addressed it in different ways, and if parents have any questions about how you know. A final grade was determined on the report card. They can reach out to their teacher, to the parent coordinator or to their principal.

David Pretto: the district. 20. Grading policy.

David Pretto: It just requires 2 things one. And this is something that we reviewed with the Cec. At the beginning of last year, as well as with the district leadership team, was the decision around having a numerical course grade for those 4 core courses. So children in those 4 core courses in Ela social Studies, science and math at the end of the year will receive a numerical grade they'll receive

David Pretto: anywhere from a 55, which is the lowest grade. A child will be assigned all the way up to a potential 100

David Pretto: in between a 100 and a 65 that's considered

David Pretto: passing grade, and the child can be considered for promotion within the grading, and then a 64 to a 55 is a fail.

David Pretto: The other component of the district white grading policy is that we just divide our different assignments in a category weights. So anything that's designated as a classroom exam or a quiz constitutes 45% of the grade class assignments constitute 25% class project 25% and homework 5%.

David Pretto: It's important to note that schools decide what assignments go into these different categories.

He's

David Pretto: the only thing from the district level is that this, that this, that these category weights exist.

David Pretto: Beyond that.

David Pretto: the schools operate their own grading. Policies and teachers assign grades. So if parents have, like specific questions, a a a around how grades are assigned.

David Pretto: The module assessment, or any other grades are assigned. You can speak to the child's teacher can speak to the reach out the parent coordinator or the principal to get any specific answers on how?

David Pretto: you know any assignment gets calculated into a grade for their child?

David Pretto: Is it fair to say, David, based on the sort of accounts you just made, that you're having conversations? You're having conversations as a dismant about how to

David Pretto: include the Hmh. Assessments.

David Pretto: There is some flexibility for schools to

David Pretto: take your own approach

David Pretto: just there. But is there some sort of sort of shared thinking across the district, because it would be

David Pretto: to see a great variation how maybe one school incorporates each and H. 4. I think I think the general feedback. There is then, that perhaps

David Pretto: some parents were expecting, so it would. It would just be

David Pretto: Some schools are taking a more lenient approach

David Pretto: but that is often some some sort of unfair greeting. Mismatch there.

David Pretto: I mean the way you describe it. There's the potential for that. Yes, what we're really trying to make sure is that we're having dialogue across schools and that also schools are able to make decisions around how they're addressing this issue and communicating with their families. And I've gotten feedback that that is happening across the district.

David Pretto: That, parents are being informed. You know how their school is addressing this assessment and others. So that's one thing. And that's my expectation. I expect that schools are communicating whatever their approach is.

David Pretto: We also, this is a district wide initiative. It's something that we're all engaged in. So we're definitely discussing as a district. You know what the implications are. And most immediately. And I'm gonna come back to the newness of the curriculum and the assessments. You know, we really wanna make sure that we're

David Pretto: first and foremost focus on the main thing which is ensuring that children are learning how to read, that we're building knowledge and that are, we're implementing the curriculum. Well.

David Pretto: so first and foremost, we wanna make sure that we're using this information to get better at the curriculum. The second thing is.

David Pretto: while that's happening, I wanna make sure that no child is

David Pretto: punished

David Pretto: because of that nature. So I'm really, you know, I've really been encouraging schools to be very thoughtful about how they're addressing this issue to make sure that while we utilize this assessment data to inform how we're engaging students in the curriculum that that

David Pretto: that report that this idea around grades is

David Pretto: well known, and that we're taking steps to ensure that that's not something that's going to,

David Pretto: you know. Kinda get in any students or parents way, we want to focus on the curriculum, not a concern about the grades. So you know, we've we've been, and I and I will tell you that you know the the principles across the district have been very

David Pretto: aware of this. And they've been very thoughtful about how to go about approaching that we facilitate a lot of those conversations. We'll continue to do so by the end of the year. I would hope that with the increased amount of assessment data, and hopefully, some more stability in terms of what we're seeing with outcomes, you know, we can come together and have

David Pretto: you know a reflective discussion on like what what this means moving forward for for grades.

David Pretto: you know, compared to what we see improvement over the course of the year.

David Pretto: and each year that

David Pretto: but is that something you're going to be looking at within standards at? At the very least, we'll be able to look at overall performance like what percentage children get

David Pretto: from the first module to the last module

David Pretto: like we did that in many schools with how children did on module 2 versus module one.

David Pretto: and in general we saw an increase. We saw children do better on the second module assessment than the first one. It doesn't assess the same standards, but it does, but it's but it's, you know, it's reflective of how the children did in the unit of study. So we took that as just improved delivery

David Pretto: of the curriculum again. It's really early. So I think that once we what I will, we'll definitely be able to see, at the end of the year we'll be able to see how children performed in those individual standards. We can. We'll be able to see across a different test.

David Pretto: A. A in standard number one. They, a a child, you know, got didn't get this question correct. But on, you know, test Number 7 in the same standard. They got it correct. So we can also see those types of things. And then we'll be able to see across the year and across students. You know what questions students are getting wrong versus which ones are getting it right. That gives us a lot of information around

David Pretto: potential misunderstandings depending on what answers children give. It gives us, an ability to kind of have, like pretty strong theories about what may have gone wrong in the learning process and make a determination like. Was that something that was on

David Pretto: our end? Was this something that the teacher could have done differently, that could help that child understand? Or maybe it's something indicative of a student's experience. But either way, that's those are ways that we use that data to Co to determine. You know what we can do better, and so we'll be looking very closely at those things

David Pretto: at the end of this year, because next year we'll be implementing the curriculum for year 2, and we wanna be able to take that information into account when we when we do it again.

David Pretto: Oh, yeah. I know you mentioned. The information going on to the parents now, a big, a big concern.

David Pretto: Oh, okay, a big concern for many of our parents is the fact that is the information going on translated so they could understand, like what's coming up like, what the curriculum. And each module is so forth.

David Pretto: which information the letter is available, translated into

David Pretto: to 10 languages.

David Pretto: something else that we were able to determine in the Google chrome platform. And this is something that we've been

David Pretto: really trying to communicate as much as possible. The curricula materials themselves will translate

David Pretto: if you're accessing them on the Google Chrome platform via the Google translate feature.

David Pretto: So which was a great learning. So for families that

David Pretto: a we really benefit from translation of the materials. Those. These are the texts, the stories that the children are reading.

David Pretto: If you're in the

David Pretto: Platform, the way that I showed you how to get on there and utilize the Google translate function in Google Chrome. It will translate the texts

David Pretto: into

David Pretto: pretty much every language

a second.

David Pretto: They're all

David Pretto: sort of like that annual assessment.

David Pretto: This, the assessment is located in the Hmh. Platform. It's an Hmh. Assessment

David Pretto: on the assessment

David Pretto: on the data.

I just

misses it.

David Pretto: So the assessment, and all the information is tied to a student's profile in ats.

I'll just assessments include.

David Pretto: No, IIII think if I understand, I just wanna make sure I understand your question correctly.

David Pretto: like, it's assessment just fully based on

David Pretto: how they're doing on the assessment. The OS, that's okay. So there.

David Pretto: their performance on the assessment is purely based on how they answer the questions only.

David Pretto: and and every student in the class and in the grade answers the same question.

David Pretto: The lateness in absence is

David Pretto: absences and lateness. Absences and latenesses are not included in grades in New York City public schools, and that's based off of Chancellor's regulation.

David Pretto: Every student has a family situation.

David Pretto: Absences and latenesses are not considered in grading purposes. That's unless listed in the Academic.

David Pretto: and they've been sick a lot this year, we will notify. We do notify parents through via Gamma the the grades and grades, attendance and messaging app we do notify parents Via Gamma when children are absent. So if your child is marked absent, you'll receive a text message or an email depending on the the preference that you it, you input

David Pretto: but they're graded

David Pretto: that absences and latenesses do not factor into grading.

Elizabeth Chan: I have 3 students in middle school, elementary and high school, and every time they send me a text I don't know which one. So I feel like. They should tell you that you're they should say reference. Your child's name and the text

David Pretto: they will. No, sometimes they don't. They just say they'll just tell you an event is happening, but they don't tell you which school. So I'm just letting you guys know sometimes. Let let's have some details in the text. So I know which school is reaching out to me.

David Pretto: So I'm I'm a parent as well.

David Pretto: My child has been absolutely

David Pretto: and I have received a text message, and it does put my child first name. No, I'm saying like when they have events going on like, if they have special events, they'll say, Oh, this event is happening, but they don't tell you which school so you're like. Wa, which one you know what? That's a great that's feedback to give to your school. Let them know that because they're likely putting they're blasting it out to

David Pretto: parent community, great. And it'll be. You should give them that feedback so that they can include.

Elizabeth Chan: you know the school name and their message. Okay, yeah. Cause sometimes I don't even know which teachers from what school like, I feel like if you're gonna bless it out, just saying you check high school or

Elizabeth Chan: 205. Just put the the school in into that memo that they're sending everybody. So I know which. That makes sense. No, that makes sense definitely give. You should definitely give the feedback to the school. I I'll remind my principals that that I haven't heard that feedback before, but, Gotcha.

Elizabeth Chan: that we use different 60. So I know which setting now.

Elizabeth Chan: if they use my opal, I know which school is it?

Elizabeth Chan: Yeah, I know where you stay.

Elizabeth Chan: so even I'm not.

Elizabeth Chan: They won't show you the name, but I will know which is.

Elizabeth Chan: I'm making a note of it to just to remind the community. It's good feedback. Thank you. On the Elizabeth question. Why, you say

Elizabeth Chan: student label off screen, you won't be coming to the grade.

Elizabeth Chan: Assessment, if not kiss, is absent. Didn't do the class assessment. You were in Pennsylvan grade

Elizabeth Chan: if you gonna cast them on the absent date or cost assessment. You didn't take it because your kids absent. How can you gonna pass assessment?

David Pretto: Oh, so when children are absent for the module assessment. The teacher will administer the assessment when the child returns, and this is even what if a child has not taken an assessment because they've been absent, and have not been given the opportunity to take the assessment.

David Pretto: Please let the principal know, and please let my office know. Cause.

David Pretto: One thing that we have put in place. Say it hypothetically. The

David Pretto: school has, you know, decided to administer the assessment on the last day that it can be given before the next module starts, and your child is absent.

David Pretto: In that case the child would take the assessment the next day that they returned, even if the next module is started. All children are are expected to to take it so no child should be blocked from being able to take the assessment.

David Pretto: Lexington.

David Pretto: so you know, you want to be the

David Pretto: yeah, yeah. And we, our our schools do have communication structures in place. We, many of our schools are utilizing digital platforms like Google, Classroom, and other communication features to inform parents of

David Pretto: homework and all these other types of things. For those particular questions a a parent should be able to reach out directly to their teacher.

David Pretto: to find out what the missing work is, or missing assignments, and if they have any problems, you know, being able to communicate with the teacher, they should reach out to the parent coordinator or the principal

good that we're letting parents know that

Elizabeth Chan: there are students that you won't grade them on lateness and absences, because actually, my son got sick because his, a student like his student of his.

Elizabeth Chan: another student, was very sick and came into school, and my son got sick. So please remind the teachers to let the parents know that since it's not being graded like the latness is absences that they could keep their kids home because my son got really sick because

Elizabeth Chan: his, his other student, was really sick, and he was telling me that it's running nose and everything. So

Elizabeth Chan: please keep keep your kids home. It is New York City policy that lateness and absence is not factored into a child's grade. It is citywide policy. Cause some parents in this district think that they'll get a higher grade if they keep coming, but they'll bring their kids, regardless of how sick what fever is attendance used to be. Then they go home early to get sent home with a fever.

Elizabeth Chan: but then they still bring their kids the same day and make your kids. I think some parents are asking cause they

Elizabeth Chan: thing with the a little edge.

Elizabeth Chan: And my kid got really sick because of that.

Elizabeth Chan: And and do all District 20 student have a DOE laptop

David Pretto: we have. That's a great question. So I know that many parents were made aware of our practice to pivot to remote. So all of our children engaged in an exercise where they were, either

David Pretto: they utilize the device at home to complete an assignment online. I wanted just to test the system to see how many of our children can log on directly in the case that we did need to pivot to remote. So we're working directly with schools to identify children and their ability to log on remotely in the case that they did need to pivot to remote and that's something that we're we utilize that practice that happened last week

Elizabeth Chan: to determine what additional students need support in getting access to a device. So are these, deal do E laptops able to get into the teacher hub

David Pretto: from any device. It can be a mobile device, ipad, laptop, any like anything that gets on the Internet. You can access the teach hub. But you need your students log in and password, so could they ha also have a parent workshop, so that the parents that don't know how to use

David Pretto: or access these application could be able to do it on their own. Many of our schools have conducted workshops specifically. II was at a school I was at earlier this week, and they were literally operating a parent workshop on exactly that. And so could parents also get her copy assessments printed out for them if they don't know how to do all this.

Elizabeth Chan: Can they ask the school for those? I mean? It's a request you can make but we are encouraging, accessing. You know the digital platform because it just has the.

Elizabeth Chan: It has all the information he has. It has access to the assessments and everything else.

David Pretto: but not not all of our parents are tech savvy? I understand? The other. The other just challenge is that the assessment is administered online to all students and grades to and up. So it's not. There isn't a hard copy

David Pretto: produced for the child to take the assessment so there are some cases where the school is for the constructor responses, or like the essays for the longer pieces some of our schools are having having the children kind of handwrite their answers before entering into

David Pretto: entering the grades system. So in that case there are some hard copy examples, but by and large the the assessment is all taken digitally. Yeah, no problem.

David Pretto: The last thing I just wanted to be able to touch upon is the door alarm. There was a request. Just how we're doing on the door alarms. So the door alarm initiative is, ha! Has started. We've got about 5 schools completed. And the remaining we're starting with elementary schools. The remaining middle schools are

David Pretto: will happen after we're slated for completion for all of our elementary schools. By spring of 2024, and then the remaining schools. Our middle schools are slated for completion by December 2024, but they're ongoing. We've got 5 completed, and many more are in progress. So

David Pretto: I can, you know, kind of provide continued updates as I received them. But it has started, and they are being installed.

David Pretto: And that's the that's the end of my report

David Pretto: will be others.

David Pretto: Not not to my knowledge we use the the pivot to remote tests, to engage all students and teachers in a simple

David Pretto: activity of teachers assigning a simple assignment

David Pretto: for children to be able to complete remotely

David Pretto: and then be able to capture. You know how many students were able to to do that and use that information to just determine our ability to

David Pretto: engage students in remote learning in the case that it does arise. We did really. Well, we did, really. Well, but we're still we still have some some technical pieces on the back end just to determine to what extent in our databases that children are accessing, primarily

David Pretto: capturing where students are able to access technology without a a school device. There are some children who, you know, parents have devices at home, and they're able to log on without a DOE device. So we're trying to just make sure that we're capturing that data in our systems. By and large, we did really, really well.

David Pretto: it's

David Pretto: last time.

David Pretto: Obviously, it had detrimental impact. Bring them in kids learning

David Pretto: in particular, students with disabilities. What do you? What do you think I mean? Do you think the deal is prepared to go 100 remote. Again, if, let's say, another

David Pretto: health situation arises. Including for students disabilities to certify students. I can't comment on the system's ability to to pivot, to remote. I can only kind of speak, speak to the district 20 schools pretty confident that we would be in a good place if we needed to.

David Pretto: remote learn. Well.

I'm sorry.

David Pretto: I if the question is whether or not we have the ability to to give them access to remote learning. That's one question. If if the question is, is remote, learning

David Pretto: good for special needs soon, that's a completely different question. And do you have any say, superintendent, maybe

David Pretto: do is selective research groups. Might still go into schools. Even if there is a situation where both kids are are the decision to go remote as a decision of the Chancellor. And yeah.

that's awesome

David Pretto: on remote learning

David Pretto: for District 10, and have kids and students disabilities in particular.

David Pretto: I mean, it's a big question it depends on like certain features.

David Pretto: If the question is, would I rather have remote learning? If it's the only option for engagement in any learning.

David Pretto: Then, you know, then I would want, if you understand what I'm saying like, if we're not able to have children come into a school because it's unsafe, and having a child to be able to engage in remote

David Pretto: instead.

David Pretto: I think that that would be better than not being able to have that child engage in any we're learning at all

David Pretto: hybrid.

Joyce Xie: Are you asking me?

David Pretto: You're asking me about just like in general about I. You know I can't really comment on. You know my thoughts on, you know the difference between remote versus in person learning. I do run schools that are in person. I don't have like. There are pilots in the DOE where they are piloting

David Pretto: virtual school

David Pretto: so I think that you know, in those cases it'd be

Joyce Xie: the question is, if there was a a certain health health concern, we had to say, Okay, school.

David Pretto: I don't understand the question, like.

David Pretto: let's say that.

David Pretto: are we? You're talking about like a repeat of the pandemic? I can't answer that question.

Joyce Xie: Question.

David Pretto: Coming back to the

David Pretto: The door alarms

David Pretto: now is every school that that's getting? Are they getting security cameras to go to go with it? Or, if is just the door alarms would be. They look through the window and the buzzer or tape.

David Pretto: because I do know one or 2 is one of the schools that have it, and I don't think they've ever had security cameras because my kids went to that school, or all 3 of them. And then that school was

David Pretto: never had security cameras, and I know one of the The door alarms don't come with school. Wide security cameras. This the door, the door alarms. Come with a camera

David Pretto: where where it comes with a camera at where the door would open. So before the door opening, there's a camera, and the person trying to access the school can be seen through the camera.

David Pretto: That's it. Yeah, that's the only camera for the door alarms. Yes.

David Pretto: okay, that

that's good.

David Pretto: That's weird. That's insane. Because

David Pretto: a lot a lot of times having additional cameras can help give you a bigger view of of any kind of issue that happens outside, because one of the complaints that I have been hearing is like

David Pretto: they. Some might be just faith. Instance.

David Pretto: have somebody stand in front of that? The the door of the window look. And if the Ca, if what happens if the camera doesn't work, does it get fixed right away?

David Pretto: Like, if there's an issue with the camera and like it goes out. But you just have good. II would imagine, like we're just installing them. So they're going in and operational.

David Pretto: I would imagine that

David Pretto: if a camera or door alarm was not functioning properly, it would be service and fixed or replaced.

David Pretto: Okay, yeah.

David Pretto: But the function of the door alarm is so that the school can lock the door, and only people who are given access to the school are, is the decision of the school based off of somebody being able to identify themselves via that camera that's on the door. Alright.

Joyce Xie: Go down here. I'm with you.

Joyce Xie: Oh, for the question about the cause with the door alarm in my kids school. They actually have the camera that scans your photo id. And they said the photo id stays in the system for how long? Because there could be hackers that happened to the system, I don't know.

David Pretto: Is there any way for us to have, like some kind of

Joyce Xie: like it. Person that wipes those cameras periodically does that, I mean, hackers have been hacking ring cameras and everything. So the question is, do the

David Pretto: do. The cameras scan and capture

David Pretto: someone's Id digitally. And they said, actually, somebody mentioned that they do, and it stays.

Joyce Xie: I don't know how many days or hours into the system. But hackers to use that information. And

David Pretto: I can. I can take that back and find out.

Joyce Xie: Okay, yeah. thank you. I don't know the answer. I can ask it and find out

Joyce Xie: any other questions for superintendent.

Joyce Xie: Okay.

Joyce Xie: David, thanks. As always, information is very useful. Oh, can we get that presentation.

Joyce Xie: The Hmh presentation. Can we get that? Yeah, share that? Yeah, we'd like to post that and be able to share that.

Joyce Xie: That was very helpful.

Joyce Xie: I actually. And I actually have a presentation. That was, it's a video that actually walks through it that was developed by each major has more information that was just like

Joyce Xie: was a question.

David Pretto: Oh, I took a lot of that, because all my kids are now in high school.

David Pretto: My kids are not doing like the K to 8. You know what I mean. So like, I have questions as well when my, when my younger daughter was, it wasn't implemented. Yeah, I think we have the video up on our website. I can forward it to Kevin and have it posted website. That's fine. Yeah.

Joyce Xie: great thanks. No problem. Next up. We have Principal Angelo Sacco from Psis 180. Principal Sacco, are you? Can you hear me? And are you able to unmute?

Hmm!

Joyce Xie: He's in the meeting right? What he was talking.

Joyce Xie: Think he's trying to talk for his

Joyce Xie: principal. Sacco, you're muted.

Joyce Xie: Principal Sacco, if you can hear me, you are muted right now, can you? Are you able to unmute yourself?

Joyce Xie: I don't think he knows out.

Joyce Xie: Yeah.

Joyce Xie: Central Sacco. Maybe try to log out and then log back into the meeting, and we'll we'll come back to you.

Joyce Xie: Yeah, I have to.

Joyce Xie: Sometimes it's best to log out and log back in sometimes that might fix it.

Joyce Xie: Okay, we'll keep an eye out. We'll try to come back to them.

Joyce Xie: Report of council. President. I just want to announce my you know my, my favorite topic of the last

Joyce Xie: whatever months here, class size working group, the report came out today, or I'm sorry. Monday, was this the official?

Joyce Xie: the official group report and that can be found

Joyce Xie: on the

Joyce Xie: Viewe website. And I'll just post a link for that

Joyce Xie: and then let me post a link for that, and for those who are not familiar who might not have been aware of this group. This is

Joyce Xie: A committee that was established back in

Joyce Xie: February to examine the new class size law.

Joyce Xie: and to advise, come up with recommendations to advise the Department of Education on how to implement the law. And so this this link that I've just posted is the group's official report

Joyce Xie: and some of the some of the the recommendations you know. In there. There's there's a number that I think are not

Joyce Xie: yeah, I guess I guess. Sort of terribly, you know. Probably not going to move the needle a whole lot. It's stuff that the DOE is already doing, such as

Joyce Xie: you know, seeking efficiencies and all buildings, and and pursuing additional funding from the State whenever it can. You know some of the ones that we talked the most about during the course of the

Joyce Xie: the process were W was one to cap enrollment at schools. And that's in the final working group recommendations. So in other words, if your school can't figure out how to meet the class size requirements within the exist within, it's 4 walls.

Joyce Xie: and

Joyce Xie: Then then the school would have to potentially cap the enrollment and so reduce the number of kids who are going there. And so it could mean some. For example, at here it could mean some zone. Kids are not able to attend Ps. 176,

Joyce Xie: and would have to go to another school.

Joyce Xie: The problem with that. But of course, in a district like District 20 is. most of the schools around here are all overcrowded as well. And so you would have

Joyce Xie: a cascading effect a domino effect, if you will.

Joyce Xie: of parents having to go further and further away to get to a school that had capacity. That was easily the most controversial recommendation from the working group, the one that

Joyce Xie: the members sort of argued about the most. There was another one that recommends

Joyce Xie: pulling all 3 K's out of all schools and setting them up

Joyce Xie: with with local Cbos and

Joyce Xie: and and that one was a little bit

Joyce Xie: that that one got some discussion as well. There were discussions about those recommendations about obviously a big part of this would be increasing the teaching number of teachers, and there were recommendations on how to increase the size of the teaching force.

Joyce Xie: it's very difficult. There was one of the concerns with class size reduction initiatives has always been. If you hire thousands of new teachers.

Joyce Xie: you're gonna have to hire some that just aren't that that normally you wouldn't have hired

Joyce Xie: because maybe they're not as good. And so the the working group

Joyce Xie: tried to write some conditions in that would keep sort of keep the quality of teachers high. But there's a lot of skepticism about whether that could actually achieve its end. Goals, I think. You know, as as has been pointed out.

Joyce Xie: you can give a teacher a bad teacher sort of a good set of instructions and a good curriculum. But you know, you're still gonna have a bad teacher. At the end of the day. So

Joyce Xie: The official working group report. It goes to the Department of Education.

Joyce Xie: And now the the do. We can then decide sort of how to use it is, is it gonna be helpful, or is it? Gonna are they gonna take the recommendations and use it to implement the law? And, by the way. We're the first year implementation right now, and the the public schools have 5 years to implement it.

Joyce Xie: There was also a group of which I was a member which dissented from the final report. And we published our own report

Joyce Xie: and we've referred to it as the the Minority report and I'm just gonna put a link in the chat for that as well.

Joyce Xie: And really our concerns about it.

Joyce Xie: It was myself, and there were 5 other parent members.

Joyce Xie: you know the concern. One of the concerns was with that recommendation, the enrollment capping that would be very disruptive for district 20 families.

Joyce Xie: There's a concern that if you start to reduce the size of classes in schools, you have less space for specialty classes, whether it's arts, whether it's

Joyce Xie: bilingual programs, whether it's at the high school level, advanced placement classes.

Joyce Xie: the math. Just if if you have fewer kids in a class, and you don't have

Joyce Xie: space in a building. You're gonna have to start giving up some things. So that was a general concern of the of the law as well from our perspective.

Joyce Xie: there's a big equity angle to this law, and we got Matt,

William Chin: Chingo is from the Urban Institute

Joyce Xie: as was part of the working group, and published several papers on this during the course of the group's deliberations about how the law

Joyce Xie: is pretty inequitable. This is an issue where? You know, District 20 would get a lot of new new buildings and new teachers. Because it's very overcrowded. But a lot of districts in the city. Would would not, and including districts that are under crowded. And you know I I'm here on a District 20 meeting, I realize. And I'm gonna push for District 20 to get everything it needs. But if I'm sitting on a citywide committee and we're talking about

Joyce Xie: millions and mill billions of dollars being, you know, transferred to districts that are already high performing. You know, I think that's an issue. And and Matt Chinko's actually signed on to our report. Because, he agreed with the findings in particular on that particular issue.

Joyce Xie: It's super costly. There's going to be a lot of expense. There's an estimate for 9,000 additional new teachers that will need to be hired. And there have been different estimates made. It's, you know, the the do we, as estimated, between 1.3 and 1 billion independent budget offices, estimated 1.6 to 1.9 billion

Joyce Xie: and we came up with our own estimate of potential Max of 2.2 billion dollars a year to implement this thing.

Joyce Xie: we all know what's going on with the budget right now. It's already constrained. So this is gonna add further pressure. The money has to come from somewhere, and despite what Senator Lou says there is no new funding coming for this. That funding has already been included based in in the current fiscal year. So it's a it's gonna be a big challenge, fiscally and logistically for the DOE and one of our big concerns with the working group was, we got to the end of the summer, and

Joyce Xie: partly because of sort of the nature of the group and all the opinions on it. We hadn't really got to the

Joyce Xie: the point of saying, Okay. if we implement this, there have to be trade offs. And here's how we're going to do it.

Joyce Xie: And so that was a big, you know, the group essentially ended, and there are different factions of the group that all have their opinions, but we never did get to a point where we could sort of say.

Joyce Xie: you know, here's the painful decisions that have to be made. So the recommendations on

Joyce Xie: part of the working group, I think, are in pretty pretty ineffectual and then, on our part, our recommendations really are, reduce the scope of the law. Just implement it in districts where you you have overcrowded districts, but you also have students who are learning below grade level. And that'll that'll cut down the cost. It also delivers the benefits to the areas that's needed most.

Joyce Xie: And we also recommend delaying pushing back the timeframe. Not this 5 year timeframe which is going to be pretty hard to meet.

And so we're recommending a a longer timeframe.

Joyce Xie: So that's the summary and you know I welcome anyone who has an interest in this issue. You know my view, and the view of my collaborators on the minority report is, we really need to go to Albany and and advocate for change

Joyce Xie: to the, to the law amendments to the law.

Joyce Xie: And I'm gonna you know I'll personally be working on that over the the coming months. So

Joyce Xie: that's all I'm gonna say about it. And that's probably I.

Joyce Xie: At least people are sick of hearing me talk about it. Does anyone have any questions about that?

Joyce Xie: Go ahead, Kevin. Oh, wait for me.

Kevin Zhao: Yup. Coincidentally we have the conversation started in the community today. And one of the questions we have is, I just heard that in this note, 1.6 billion to 22.3 billion dollars budget.

Kevin Zhao: And where is this money coming from? Because

Kevin Zhao: just a a month ago the mayor have a meeting physical meeting saying that there's a budget cut facing a budget cut shortage.

Kevin Zhao: and the economy has been predicting the next 5 years.

Kevin Zhao: The economy is not going great in great shape.

Joyce Xie: There is no money. It has to be come from the Bu, either from the budget or new revenues which have not yet been identified. But that was part of the working group's recommendations. They had these.

Joyce Xie: there's the Budget and Finance Committee, which I was part of, and it was Most of the recommendations you. You can read it in the report. It's it's sort of ask the State for more money. Essentially.

Joyce Xie: Well, yeah, yeah, I mean, we never got to a point. I was told we don't need to worry about the cost literally, host all that by advocates, and I was told that by a uft representative it's not our job to worry about the cost.

Joyce Xie: Obviously, I disagree. We never got to the point where we really sat down and said, Okay, how can we implement this?

Joyce Xie: Because if you read the research on class size reduction, everyone says it's one of the most expensive interventions out there. And there's probably better ways to spend money if we're trying to improve learning outcomes for kids.

Joyce Xie: So there's there's no answer right now. Kevin. Senator Lou keeps saying it's funded, but it's not. And he he knows it's not.

Kevin Zhao: So. We're not saying we don't need worry about funding right now. But does it mean we are going to have an ideal situation and then put that into the law and try to find the money on later. It's in the law

Kevin Zhao: laws passed. Okay, I think the law should be amended.

Kevin Zhao: Thank you.

Joyce Xie: Okay, that's all I have.

Joyce Xie: Go, John.

Joyce Xie: Is it true that the do? We is saying that they would have virtual classes online. That was part. So so that was part of the working group. Report, right, John, that little excerpt that came from the working group. Right? That would be one idea to

Joyce Xie: you know, potentially alleviate the burden. If if you can't offer as many specialty classes in the school

Joyce Xie: potentially, you. You can, you know, if you want an Ap class, but it gets removed from your school. You could then go online and take it virtually.

Joyce Xie: That's a working that was in the working group. Report, not the Minority report, but the working group report.

Joyce Xie: So if you have a class virtually, you have unlimited number of students.

Joyce Xie: I think it would still be subject to the

Joyce Xie: to the yeah, it would still be subject, because the idea is to have the same number of kids per teacher, the the cows. Yeah.

thanks.

Joyce Xie: What's that? Okay.

Joyce Xie: Principal Sacco, I hear you are here and able to hear us and speak. Is that correct?

Angelo Sacco: Yes. Good evening. CC. And District 20, community prospective kindergarten parents. Can you hear me?

Joyce Xie: 1 s principal Sacco? We're just getting our sound in order here

Joyce Xie: are we? Good!

Joyce Xie: They're not hearing, but it's not speaking, that's all.

Joyce Xie: Can you try speaking? Now?

Angelo Sacco: Good evening.

Thank you.

Angelo Sacco: Good evening. CC. District 20 community prospective kindergarten parents. I'm so excited I would like to let you know that we were awarded as a Us. News and world report gold standard school, which means we are nationally ranked as a top 10% of school in the city.

Angelo Sacco: We are a hidden jewel in Barrow Park, Brooklyn, located at 5601 Sixteenth Avenue in Brooklyn, New York Kindergarten Missions is open through my schools.

Angelo Sacco: We have hosted open houses, and that will close on January nineteenth. I'd be remiss if I didn't tell you about the school philosophy where students are educationally enriched as learning leaders.

Angelo Sacco: I urge you, if you're looking for a sense of community. Then join. See all

Angelo Sacco: we have alumni that credits their life success. You can view our website in the chat where you can see some of the videos, and some are of open houses

Angelo Sacco: again, for a sense of family and community where all students are acknowledged for their unique individual needs with a social, emotional approach.

Angelo Sacco: such as family nights. For example, tomorrow we are having a wonderful trip for our students.

Angelo Sacco: brunch with Santa at Zika Golf Beach course for all our kindergarten, first and second grade students. They will be receiving a present. a magic show and lunch. We have just opened our newly dance studio.

Angelo Sacco: We have a dancing in the Classroom Residency. We had our ribbon cutting ceremony. We have visual arts, music. a cluster, civics for all in elementary programme.

Angelo Sacco: competitive chess in the Schools programme with a national team. Yoga Lunch.

Angelo Sacco: intramural football during lunch for our students in elementary grades as well.

Angelo Sacco: gems, program growth enrichment model where our middle school students serve as peer mentors for our elementary students

Angelo Sacco: a vast variety of after school programs and intervention programs to name a few such as reading rescue.

Angelo Sacco: I would like to offer you private tours through our wonderful parent coordinator, Ms. Ferguson. She can be reached at the school's phone number 718-88-5187, extension 1102.

Angelo Sacco: At this time you're welcome at any time to schedule that appointment.

Angelo Sacco: and you will have a private tour during school hours to see the school come to life and see everything that I spoke of this evening.

Angelo Sacco: Again I look forward

Angelo Sacco: and thank you for your support and welcome you to our gold Standard school. Thank you for the time this evening

Angelo Sacco: to the CEC. District 20, Superintendent, Doctor Predo, and all Community Board members as well as families engaged in the CEC. Meeting. Thank you and have a pleasant evening.

Joyce Xie: Thank you so much, Principal Sacco. I know I've I've enjoyed

Joyce Xie: visiting the school a couple of times. Now my time is Cdc. And really enjoy the time with you and your staff and I think one of our council members is not here tonight actually does attend. Let's have children as well. She's always spoken highly of it.

Joyce Xie: Okay, next up, John, did you wanna

Joyce Xie: make and make a quick vice president report? You're good. Okay. We'll continue on to our second public speaking session. Kevin, do we have anyone signed up for public speaking?

Joyce Xie: 1,000? No. One signed up

Joyce Xie: good deal in interpreters. Is there anyone on the interpretation lines? You would like to speak

Spanish Interpreter- Waldina DIaz: none in our end.

Arabic - Haydy Elsanabary: No one on the Arabic line.

Joyce Xie: Okay.

Joyce Xie: and nothing on Mandarin. I think we might have.

Joyce Xie: Okay.

Joyce Xie: so we can now go to Resolution 5 on school safety.

Joyce Xie: Oh, Steve, they said. Alina wanted to speak.

Joyce Xie: So for public speaking. 3 min.

Joyce Xie: I'm okay. She's okay. Okay.

Joyce Xie: Speaking resolution? 5 on school safety. Kevin, can you share the resolution

Joyce Xie: and then John, did you want to introduce

Joyce Xie: thank you

Joyce Xie: and let's make sure, people can hear, John, since he's sitting at the end of the Scott, the mic. Okay?

Elizabeth Chan: Okay? Got it.

Okay?

Elizabeth Chan: 3, 2.

There you go.

Elizabeth Chan: I just wanna introduce the resolution as in regards to more school safety agents and the safety of our children. As we know, there's a cut 5% for each city agency, and the class was supposed to go. On October thirtieth

Elizabeth Chan: the administrative from Mayor Adams. He canceled it and went down to He canceled the whole class. They were supposed to go on October thirtieth.

Elizabeth Chan: and they were called on October 20 seventh that the class wasn't going in.

Elizabeth Chan: So the elected officials. Actually got the class to go in for 120 school safety agents, and that's only for 5 boroughs, as you know, there's about 3 stab ins. One slice. One person was sliced.

Elizabeth Chan: and also a gun was covered from the school, and over 68 weapons was recovered in one day from the school.

Elizabeth Chan: So we're trying to pass this resolution with the community. Education counts of District 20 as parents. And we're trying to help out the students.

Elizabeth Chan: And we scroll to the to the end where we have?

Elizabeth Chan: He asks. So the student

think you got information on

Elizabeth Chan: number of agents

like to see

Elizabeth Chan: specific concerns?

Elizabeth Chan: And and so he really did a lot of light work, which is great stronger. So this is the appendix at the end. With all these scroll, Kevin, you scroll, scroll back and reduce a little bit before this starts is

Elizabeth Chan: Yeah, you're getting there perfect. Yeah.

Elizabeth Chan: So anyway. And I just wanna scroll up a touch mark. So these are the asks, John, do you wanna get on these of some of the key ones

Elizabeth Chan: if you don't want to. Okay, so really, one of the most interesting ones. I thought I'd I'd love to follow up David. But apparently yes, 186 doesn't even have a full, the only school

Joyce Xie: coming, someone coming from another school. So I don't know if that seems surprising to you. But

Joyce Xie: that's obviously a key. Ask in the resolution,

Joyce Xie: and then we'd we'd we'd like to ask, you know. Generally speaking, pre pandemic, there was higher levels of staffing. We think that additional staffing is warranted. So in some cases schools have one agent

Joyce Xie: and and John's pointed out in the in the resolution you could have might have one agent in a school with 1,000 or more kids. We believe that's insufficient. And then, you know, some schools really need 3 to 5 agents. And and we'd like to see those schools

Joyce Xie: restored to those levels. We also talk a little bit in here about just building the communication with the local precincts. And you know, ensuring that communication with the youth coordinator officer, the precinct and the Cec. Is strong. We we'd like to do. Continue to do outreach to the precincts. And you know, be notified when there's

Joyce Xie: significant

Joyce Xie: criminal activity. This occurred anything that's impacting students, and and sort of be be aware of that. So we can make sure parents are aware of that.

Joyce Xie: Can you scroll down a little bit, Kevin.

Joyce Xie: As John said, we'd like Mayor Adams to reinstate the full class of 250 school safety agents, not just 120 reported

Joyce Xie: and and then it'd be great if we, you know, if there's additional if funding is an issue, we'll we'll plan to reach out to our elected officials. There've been several elected officials who have written letters to the Mayor on this issue of the the class that was cancelled, including Senator Iwan Chu and Assembly Member Michael Tanuzis. And we're grateful to them for for making their voices heard on that

Joyce Xie: So that's the resolution. Do we need council members want to comment on it? Oh, yeah, II think you didn't add the part that we added request that the Youth Coordinator each recent email. Us, when an incident take place, Kevin, can you go back?

Joyce Xie: The one the one that will pass that will vote on is online. Kevin, can you scroll up a little bit?

Joyce Xie: Oh, and there is a

Joyce Xie: It looks like one of the. So it's in there. Oh, okay. So now you put it on the different page. Okay, the one that yeah, the one the one that's online is the one you're looking at that will vote on.

Joyce Xie: Thank you, Kevin, you can stay. It's okay. Actually, just hang on for a minute

Joyce Xie: any other questions. Okay.

Joyce Xie: can you scroll that one scroll back down?

Joyce Xie: Oh, and I think it probably has to stay that way because I don't. II think the big. The the main point is, let's try and build communication

Joyce Xie: regular communication. So they're in the habit of notifying, you know, the elected parent representatives of the district. But we replace prime of incident because that will sound better. I think

Joyce Xie: we can do that.

Joyce Xie: Yeah, we can do that because it also it gets to the idea that something's not a crime until it's been proven to be right right.

Joyce Xie: So we're gonna keep up the part where we publish the incident happening on our web page like so parents could be see what's happening in their community. Right? Yeah, I didn't. I didn't add that we can add it. Who would do that? I thought it was police report

Joyce Xie: things because, like a parent in

Joyce Xie: a school that happened, that incident happened. She says she had no idea that the incident happened, so I'd rather like every post that they could read about it, and they know about it so that they could be transparent about what's going on in their school and in our community.

Joyce Xie: That's lovely.

Joyce Xie: So the way we have it now is when a, when an when an incident takes place on school property or involving school students so it could be outside of school as well if it involves school students

Joyce Xie: or anything inside the school for sure.

Joyce Xie: plus that appreciate.

Joyce Xie: Yeah, the so we could let people know what's going on. But when the school just modified their families or or

Joyce Xie: and they start, okay.

Joyce Xie: my my question is that they can't share with us

Joyce Xie: right? Especially when it comes to.

Joyce Xie: Now, our Pta

Joyce Xie: President, our go to what's called

Joyce Xie: and so forth.

Joyce Xie: This incident happens

Joyce Xie: in the school, and Google was done

Joyce Xie: that one

Joyce Xie: would know about that because I'm part of that school.

Joyce Xie: So for them to email us when all of us in that part of that specific school

Joyce Xie: with that information that they might not be able to share with us, that how would? How? How is that gonna work.

Joyce Xie: like some of these information should be, is part of public knowledge. Once it's in the police report, I believe right? And that's the only thing that I'm asking for, like, like public information. That's the public should know

Joyce Xie: to post it about what's happening in their school. I'm not saying name names. I'm I'm just saying a general like news. Something happened like cause. My son knew about the stabbing, immoral way before I did. I never knew about this, and II want to be aware of what's going around my community, and I'm pretty sure other parents want to know what's

Joyce Xie: going around their neighborhood

Joyce Xie: in District 20. So that's only I'm saying in general information. But the things that they are allowed to say like an incident happened. That's what I want to say that an incident happened, and this is how the schools addressing it. And this is, we're taking care of it. So the parents will know that

Joyce Xie: it's getting addressed. The issue is getting addressed that, like, you know, the school community is doing something. That's another thing. That's

Joyce Xie: 51

Joyce Xie: legal patients.

Joyce Xie: I'm saying like, there's always a report like, if something happens like a violent crime like it's posted, it's yeah. It's public knowledge. That's what I want, anything that could be. Public knowledge that we could publish it and say all the schools addressing the issue instead of Oh, my school is not doing anything. Oh, this happened. I'm kind of scared like. I didn't know about this, you know.

Tamara Stern: as a community, you should know what's going on in District 20 like you shouldn't have to wait until your kid tells you, or your neighbor tells you what's going on

Tamara Stern: it. Yeah.

Tamara Stern: based on the kind of

Tamara Stern: this.

Kevin Zhao: Yep, I understand what Tamerla said about a legal issue. But at the same time I do not understand why we're getting into this kind of legal issue.

Joyce Xie: I'm taking the 20 ones of booty cases. Okay?

Kevin Zhao: So I understand right now, we do have an ego issue about a privacy.

Kevin Zhao: But what I do not understand is why we get into this kind of privacy issue. While we are asking for negative general information.

Kevin Zhao: I'm taking the 2 one bullying case as example. One is that when I was asking why community is not informed. I'm not particularly talking about CEC.

Kevin Zhao: But in general the public.

Kevin Zhao: because that incident happened over a I mean a week ago.

Kevin Zhao: and then

Kevin Zhao: we didn't hear about. I didn't hear about nobody actually in our community

Kevin Zhao: newly hear about it until the parent reach to us. Talk of asking for help.

Kevin Zhao: She's quite desperate already. and asking her. Then we start to hear about it.

Kevin Zhao: I mean.

Kevin Zhao: I'm not saying the school need to release the information about which students, the students name or their address.

Kevin Zhao: We simply say, there's a case happening.

Kevin Zhao: Then we need. This is happening in our school or near our school at this time. So parents knows what's going on.

Kevin Zhao: Because right now, a lot of parents are worried about it because of thisps. And

Kevin Zhao: so I'm seeing basically, what you're asking is just a simple one saying something happened. Is on a newspaper. If they were caught.

Joyce Xie: question like what? What?

Tamara Stern: And as administrators of school buildings and as superintendents what we are allowed to know, or legally what we, what the school is allowed to tell us, what the superintendents office is allowed to tell us would be great to know, so we could understand. Where's the line that we cannot cross when it comes to certain information that's out there, because I know there's a difference between what happens. It's school and what happens out outside school.

Tamara Stern: What happens outside school? A lot of time, especially when the Nypd gets involved, that information becomes public information. I'm not sure about

Tamara Stern: what happens in school. Are you able.

Tamara Stern: superintendent product like you? I can go back over my presentation

Tamara Stern: October, you can engage an investigation.

Joyce Xie: I'll just make a comment while David's pulling that up. I

Joyce Xie: these res. You know, resolutions in general.

Joyce Xie: you know, in particular, something like this

Joyce Xie: expresses an intent. It.

Joyce Xie: you know there's there's you know. I feel pretty confident, saying with 100 certainty that

Joyce Xie: you know, let's say we pass this resolution.

Joyce Xie: We're in no way, gonna you know, it's not gonna result in schools suddenly

Joyce Xie: flooding us with confidential information that they shouldn't be I I'm quite safe. Certain that that will not happen, you know. It's really, really, it's about just an intent to sort of try and drive communication and sort of conversation with

Joyce Xie: you know, local, you know, local law enforcement. That is responsible for the.

Joyce Xie: you know, safety and well-being of our students. And it's

Joyce Xie: cec, resolutions are not binding in any sense. It's it's it's sort of a statement of

Joyce Xie: statement, recommendation, or intention, or whatever, and we can sort of use it to sort of talk to people, you know, certainly go back to rampant and say, You know, how can we? How can we do better in this area? How can we make some of these? You know general concerns on our part with the restrictions you guys face you know, how can we sort of do the do the best job we can within the restrictions that are out there.

Joyce Xie: That's really how I see this. Ii don't think we need to

Joyce Xie: look at this and say, Oh, my God, we're about to you know, open ourselves to legal liability or something here. That's not the case with with a CC resolution so

Joyce Xie: sounds.

Joyce Xie: And and this is kind of good, because then, when we address this, then more schools they could talk about like, Oh, if something happened like somebody in 19 happened then. Your school, another high school might talk about it, and it might prevent something from it happening again in this school district like we, we need to talk about it instead of just trying to keep it secretive.

Joyce Xie: Cause district 20 is actually not that big like my son heard about the moral incident the same day. There's social media, and he goes to another school like in District 20, you know, it's it's kinda

Joyce Xie: we are kind of a district that does

Joyce Xie: interact with each other. So if something's happening in a school in our district, we should know about it. So maybe the school heads will start talking about it and and preventing another incident from happening.

Joyce Xie: That's how I see it. I'm not talking about being the student name. Their age is just talking about general terms. An incident happened. How's the school adjusting, you know, like things like that? That's for my point of view.

Joyce Xie: We we do typically families when along the lines of the Citywide Safety Plan, we have general response protocols that are in place. So typically when we implement one of the general response protocols and evacuation shelter and soft lockdown, or of our block down. Those are the examples of the general response protocols. We will inform the school community that that, we implemented safety protocols in response to an incident

Joyce Xie: we do communicate for school based, instance with school communities in the cases, like when we implement the general response protocol when the entire school community is intact. So those are cases where you know with school will communicate with the school community.

Joyce Xie: go as far as communications. I can't comment to a Ypd.

Joyce Xie: I do. You know, I've got the school system. That might be

Joyce Xie: so, but I think

Joyce Xie: and I can, and the general response protocols are are public information that contains the safety plans for the city and information on those blog on the daily website.

Joyce Xie: Go ahead, Kevin.

Kevin Zhao: I mean, I do understand, Colonel, talk about a lot of privacy and has a protocol about what school can inform the community. I mean. So I'm not saying pushing the superintendent or princess. You have to do it now.

Kevin Zhao: but I guess. See if it is an intentional and something. We really want it to happen.

Kevin Zhao: And I do have a second question is. I think, John also mentioned in the

Kevin Zhao: in it is that the boundary

Kevin Zhao: I mean what I?

Kevin Zhao: In the 2 instances I heard

Kevin Zhao: one is in Standing Island. The the student pulled out a gun in a bus station next to school. naked and a school corner, basically. And this one that were one incident.

Kevin Zhao: the kid was fit right outside of a school playground fence. I mean.

Kevin Zhao: Now, I understand this, they are technically outside of school.

Kevin Zhao: But how do we nearly define ourselves? Does it mean that because it's right outside of school is the schools, I mean. The school can always hear it, see it. and we can say, No, it's not inside school. We cannot take any action.

Kevin Zhao: I mean, is there any Nagan

Kevin Zhao: define the gray area that both school and community contain?

David Pretto: You know, typically, you know, typically us, if it's a school based incident we define by whether or not it happened during the school day

David Pretto: and on school property.

David Pretto: So those are the. Those are 2 of the, you know, basic definitions that we utilize when determining. You know whether an incident occurred you know, on whether it's a school incident or an incident that how happened after school. So if it happened outside of the school day, typically, it's gonna be one that's held

David Pretto: that's going to be considered an incident that did not happen. you know, in connection directly with the school.

David Pretto: If the school is informed about it, obviously will reply, you know they'll report that they were made aware of it. And if school staff are aware, they'll you know. You know, contact the authorities.

David Pretto: But in general.

David Pretto: when the school is in session is when we did determine the school incident.

David Pretto: And, by the way, I've shared my screen and I just introduced the 2 amendments in Yellow to the resolution.

David Pretto: that I think, capture what we're talking about.

David Pretto: I've I've shared my screen and I there's 2 amendments

David Pretto: that we're proposing to this resolution.

David Pretto: So the resolution that we'll be voting on will be the resolution you're seeing on the screen, as amended.

David Pretto: So this time is, is, would anyone? I can't call. I can't make motion. But is there a motion to vote on this resolution?

David Pretto: Is there a second?

David Pretto: So, Joyce, can you take a a vote on resolution. Please.

Steve Stowe: yeah, you should make someone unmute. Let me give you something in.

Steve Stowe: Okay, are we gonna call local for

Steve Stowe: resolution number 5, enhancing student security by increasing school safety agent. Steve Slow. Yes.

Steve Stowe: Jean, it is fifth. Yes, Joyce. Yes, Mayfon

Steve Stowe: Wendy. Excuse

Steve Stowe: Yen Cheng

Steve Stowe: Maya.

Maya Rozenblat: Yes. Can you guys hear me?

Steve Stowe: Yes, yes.

Maya Rozenblat: okay. Sorry, cause I can hear you. I I'm reading the script. I don't know if we can up the sound, but

Steve Stowe: we we can hear you, you're good. Maya. Tamara.

Steve Stowe: See?

Steve Stowe: Thank you. Kevin.

Steve Stowe: yes.

Steve Stowe: So we got 9, we got 8 years, one excuse one of them. The resolution is passed.

Steve Stowe: Thank you, Joyce.

Steve Stowe: And now last on our calendar meeting is to approve the minutes from the November calendar meeting. Kevin. Can you share those?

Steve Stowe: So everyone? Please review the minutes from the November calendar meeting.

Steve Stowe: and if there are any changes, please speak up.

Steve Stowe: Are there any changes to the calendar meeting minutes from November.

Steve Stowe: Okay, hearing none. The minutes are approved.

Steve Stowe: Is there a motion to adjourn the December calendar meeting?

Steve Stowe: Not today. I think he didn't mention it

that

David Pretto: I brought copies for the Council. This is so I can talk about it. It's yeah. So II did bring copies of the Asian, American and Pacific Islanders and United States. Here, United States history, hidden voices.

David Pretto: curricular resource. This is a series of volumes that provide educators with background, information, context.

David Pretto: historical perspective of

David Pretto: specific populations in the city and the country to support our educators

David Pretto: in understanding our communities better, in being able to tie this information to the students in our classroom and in general provide a more culturally relevant, responsive experience for children. So

David Pretto: it's I brought copies for the council. I have more if folks would like them. And next month the we expected the African Diaspora Hid Invoices Series will be released. So be able to provide copies of those we're expecting the individuals with disabilities series to also be released. So as they, as the Hidden voices,

David Pretto: series are released. I'm happy to provide

David Pretto: access to examples of them. So. and this is most directly tied to social studies, but is really relevant

David Pretto: for

David Pretto: educators to be able to understand the background and context and history of a variety of our student and family populations that aren't historically captured in the in in the record. So I'm I'm happy to share them. And you know our educators are exploring them and seeing how they can tie them to their experiences and support our kids.

Thank you.

David Pretto: Thanks, Stephanie.

David Pretto: Is there a motion to adjourn the calendar meeting?

Steve Stowe: All in favor any opposed?

Steve Stowe: Just a note for those on the call and in the room. Our next

Steve Stowe: calendar meeting is January eighth.

Steve Stowe: January tenth. My apologies, January tenth. We also have a special meeting coming up next Monday, December eighteenth. This is the required annual school construction, authority, presentation.

Steve Stowe: 60'clock next Monday. There will be hybrid same as all our meetings. The physical location will be the District 20 office

Steve Stowe: at 4, 4, 1580, Ninth Street.

Steve Stowe: and that will simply be the the presentation from the School Construction authority. on on the capital project request process.

Steve Stowe: So the calendar meeting is now adjourned. I don't know if anyone needs a few minutes, or should we just go right to the business meeting? I'm always

Steve Stowe: what's that?

Steve Stowe: Straight to the business meeting? Okay? So it is 8, 16. And I call the

Steve Stowe: December 2023 Cec. 20. Business meeting to order. Thank you. Everyone for joining us.

Steve Stowe: I will now take a roll call attendance for the business meeting. Go for a choice. Sorry

Joyce Xie: it's fine. Thank you for your help. Yeah, we're gonna say, December's business meeting.

Joyce Xie: Steve Soap

Steve Stowe: here.

Joyce Xie: jam.

Joyce Xie: I cannot hear John say, it's fine.

Joyce Xie: It has been.

Steve Stowe: yes.

Joyce Xie: Joyce, here may fun.

Joyce Xie: I wonder? Yes, right?

Yan Qing Chen: She's here. Yeah. Okay.

Kevin Zhao: Excuse.

Joyce Xie: Maya.

Maya Rozenblat: Yes.

Joyce Xie: Okay. Tamala.

Yan Qing Chen: Yeah. Yeah.

Joyce Xie: Kevin.

Kevin Zhao: here. Yeah. let's see.

Joyce Xie: Thank you. And, Steve, you can, Steve, you can pay over.

Steve Stowe: Thank you, Joyce.

Steve Stowe: We will have interpretation for the business meeting in Arabic, mandarin and Spanish.

Steve Stowe: You should see their names of the interpreters in the chat.

Steve Stowe: and you should see their video screens. If any one would like to dial into the interpretation lines.

Steve Stowe: The interpreters will now give instructions on how to do so. Could our Arabic interpreter please introduce yourself.

Arabic - Haydy Elsanabary: hi! Good evening! This is the the instructions for joining the Arabic line, and I'm Mistel here, Laot Habutas Alitar, Gama, Biloa, la Rabi, Rosamato ali Kurtosol Menelheeta Urbasa BA Tisa, Sita, Sita, Arbawa, head, etc. L. Eti. Aram Zhuo Tavanniessa, Fritaleta.

Steve Stowe: Thank you. Could our mandarin interpreter? Please introduce yourself?

Steve Stowe: Thank you. And can our Spanish interpreter, please introduce yourself.

Steve Stowe: Spanish interpreter. Can you hear me?

Spanish Interpreter - Cathy J Ugueto: And are you able to make your announcement?

Spanish Interpreter - Cathy J Ugueto: Thank you.

Steve Stowe: Thank you. And

Steve Stowe: so for our business meeting tonight we will just have approval of the November business meeting minutes.

Steve Stowe: and then for new business discussion of CEC. Committees.

Steve Stowe: So, Kevin, can you share the minutes from last month's business meeting

potentially

Steve Stowe: any changes to the minutes from last month.

Steve Stowe: Okay, the minutes are approved.

Tamara Stern: Cec. Committees, Tamara, did you want to open a discussion on that

Tamara Stern: for like years and as a counsel, we need to better inform our parents when it comes to special education. Should I use the mic.

Steve Stowe: Okay? So I would like to share the Special Education Committee, because, as we, as we can see from the number of parents, at least my top meetings since we started to see that it's been a big issue.

Steve Stowe: So I want to start setting up meetings with our community. Anybody that's interested in being part of this committee any about parents that they haven't got there

Steve Stowe: gotta be interested in in the process. So we make sure that our

Steve Stowe: children with special needs, get the help

Steve Stowe: that they need, and the pounds are in control about what their rights are and what they can do to better or Fairfield practice.

Steve Stowe: That's one of the things that I wanna share.

Steve Stowe: So

Steve Stowe: anyone, wanna I mean, yeah. So Tamara President appoints committee chairs per the bylaws.

Steve Stowe: So myself and John are interested in doing those quick definitions. Okay.

Steve Stowe: yeah.

Steve Stowe: And you guys would be, what would the proposal be? It would be,

Steve Stowe: yeah, I mean, committees are committees, and they they do their thing. yeah.

Steve Stowe: which that would be dissolved. Talking about. How our parents could come.

Steve Stowe: So one of the things would, we should probably, you know, look into it, maybe

Steve Stowe: decide IP process or incoming in all those families and then maybe see if we can figure out a way to help out

Steve Stowe: and

Steve Stowe: for, like the early intervention for a lot of parents that a lot of people will go to, unless you know somebody

Steve Stowe: a parent with with a child with an IEPI don't know how hard it was to just set up that whole process for an even like for Pre K, and so forth. And if I did not have the people that I that I found in my life to help guide me through it. I won't be able to find for the the rights that my kid

Steve Stowe: needed services to data separation. Am I our Childism district. and it's just a constant thing we struggle every year for services.

Steve Stowe: Yes, I agree. It's a super important topic.

Steve Stowe: I'll I'll come back to you guys on. I mean, let's talk more, maybe offline about, you know the structure of it. Who will share it?

Joyce Xie: I got questions. So

Joyce Xie: we're gonna create another. And I use a community. So can you hear me? Oh, sorry.

Steve Stowe: Joyce, are you speaking?

Joyce Xie: Yes. Can you hear me now? I can. Yep.

Joyce Xie: okay. So

Joyce Xie: you discussions of

Joyce Xie: create another like community about a community. Right? So parent can reach out those people. The problem is my mostly not

Joyce Xie: pro school. They will reach on their what Pta, or even the panel, have concern, you know, on the

Joyce Xie: not kindergarten advocation or pre-k avocation. Mostly parents will reach out middle school and the phone.

Joyce Xie: special education, the people will reach on the people who we are know.

Joyce Xie: because some

Joyce Xie: I exactly, even in our because my kids doesn't have special a education program. So I'm not knowing about those programs.

Joyce Xie: but is, I think

Joyce Xie: it would prefer parent will reach out the person, they were more logical. So as because I'm in this one kind of special Education group. Yes, panel with Lot is very logical, is by it's city wise.

Joyce Xie: It's not by district, because II seen they helping each other per parent and not by district. And I would see never a lot of yeah challenge you from the parent. But those parent is empower. They from unloading may experience that. So

Joyce Xie: I seen aye.

Joyce Xie: because 9, you say it's not for reach on a panel can reach on a community.

Joyce Xie: So I seen, that's what we doing right now. So while we gonna create matter. commit.

Joyce Xie: like you say, communicative to the community.

Joyce Xie: so I don't get it

Joyce Xie: because my parents can reach. I'll ask you. So I don't get why we create another that position.

Joyce Xie: So it's a main night when we create another partition, we don't need A. D. 3, 29 cancel anymore.

Joyce Xie: because kind of is doing that the same thing.

Joyce Xie: If hell wants to reach his dancing, they will find a way to reach.

Tamara Stern: Can I speak now? I've I've been a district 20 parent.

Tamara Stern: This is my district.

Tamara Stern: As a parent I have reached out to people outside my district in order to get the help that I need.

Steve Stowe: I just muted my laptop. Maybe that'll help

Tamara Stern: every Cec. Every district. Cec has these committees.

Tamara Stern: There's there's is, is, there's a committee for English language learners. There's a Special Education Committee.

Tamara Stern: Okay, this is as a district. We want to be able to

Tamara Stern: give our families in this district by inviting people to help us

Tamara Stern: teach parents how to get the resource they need. So we could help them in our in our district. Okay? Because not everybody knows somebody

Tamara Stern: or knows where to go to get these resources. They really don't. Not. Everybody knows about citywide council with special education. That's the whole point of having district people that's part of citywide people.

Tamara Stern: All right. Is that like I would go meet both me and John.

Tamara Stern: If we we do become the shares, we will both go to these citywide councils to advocate for all of our parents in this district.

Tamara Stern: All right. So we can make sure that we we get the services for our children here.

Tamara Stern: because this 32 districts. Okay, you could.

Tamara Stern: We are trying to focus on our parents, and that is have been a concern for all of our parents from, especially all of it.

Tamara Stern: It's been a concern in this district that our children have not been getting the mandated services that they are legally supposed to get

Tamara Stern: you saying that how they could reach out to this person, and they can reach out to that person. That does not necessarily mean that the people that they reach out to might have the time to get back to them. But what we're saying is as part of this council. We are going to make it our priority to make sure that we reach out to our parents and help advocate for their needs, with their children and for their families.

Tamara Stern: That's our priority cause. We gotta make sure that we taking care of our families first, when it comes to our district.

Steve Stowe: Yeah, I think I think it's it's Kevin, go ahead. You got your hand up.

Kevin Zhao: You just wondered as well doesn't mean the school is not.

Kevin Zhao: Do not get in. Get enough resources to do the to perform their job. Because I mean, actually, my kid is in the special education.

Kevin Zhao: we do get the information from school, but I understand that some parents, especially like including them

Kevin Zhao: Chinese speaking the parent do not speak English, they might have troubles. But my question actually is. I mean, is it mean that the school didn't get enough support right now, like the funding or the resources

Kevin Zhao: to dispute these informations because they are more closer to students and parents.

Kevin Zhao: So I'm just wondering. can we supplement them? Or helping them to do the job and say that, we go out to do the job.

Tamara Stern: okay, as as a parent that has had to fight

Tamara Stern: for the right for my kid to get the services that they needed does not necessarily mean that I got those services specifically from my school. Sometimes your school do does not have the resources because the budget cuts.

Tamara Stern: and we already know that there's been a shortage of special education teachers

Tamara Stern: just Ot. PT. Speech. All of that. We already know that. And what happens is, if you can't get the resources in your school. You have to find it outside of your school, or sometimes you have to take your child to somewhere else. Okay, what we're trying to say, is, a lot of parents sometimes might not have the resources to go both places all the time, too, because they might be working a job, so they would depend on their school to give their child the resources that they need. But if they

Tamara Stern: schools don't have it in their budget because they can't find these people, then they gotta find it somewhere else. And some people have to go somewhere else. So we, what we're saying is we're trying to get all the necessary information

Tamara Stern: for those parents that can't get it in their schools. We wanna make it a place that's with the CC's. For we're supposed to help every parent of every child in this district from K to 8. Okay. And we wanna make sure that we give them the information because a lot of parents

Tamara Stern: do not know what their rights are.

Tamara Stern: and a lot of schools do not notify their parents of what their rights are. Because you know why? Because some some of them, they don't have the resources to help them

Tamara Stern: alright, and instead of saying that

Tamara Stern: this everybody tries to find a way around it. Alright. But we have to make sure that our kids are getting the services to make sure that they're getting the education that they need to become productive adults in society, because at the end of the day our kids have to be able to take care of themselves.

Tamara Stern: Right? They have to be able to get a job they have to be able, if they choose, to marry, have kids on so forth. But you wanna make sure that your kid is set up in a way where their life is set for them. Okay, however, they decide to set that up to them, but we need to make sure that our parents are well informed that way. They could fight

Tamara Stern: for the right for these services, because what happens? And I've spoken to many, many, many, many, many parents, and I've helped many parents as well, and I pointed them to the resources. And these are parents are the industry, and these are parents that are in other districts.

Tamara Stern: Alright, and I don't have to do that. But I choose to, because you know what? Because I know how it feels to not have somebody in your corner when you need them to not know where you, you have to go to, to actually have to go out and find these people and build your resources and build your team so you could have a a group of people that are always there to help you in case you get to a point

Tamara Stern: in your services or in your kids education. We do not know where to go, so doesn't make it more direct

Kevin Zhao: where you are. The situation. The issue you are talking about is

Kevin Zhao: they are schools because they don't have enough resources. They don't tell the parents what's their right, what service their kids supposed to get.

Kevin Zhao: And that's why we are trying to help those parents. But we we want to help every parent, because if if they will inform, then they provide for the right, I mean, but in this particular case, what you're talking about is that okay? Got it?

Tamara Stern: What we're trying to do is work together. But district 75 school. And so they're gonna open up a school with new receipts for District 75. But it's not gonna be for people like

Tamara Stern: 10 to one to one or 8 to one to one. It's just gonna be 12 to one to one. It depends on how that's working out for us. We're not gonna be able to get the criteria of the kids that need help. They're still gonna be busted out of our district because all they're gonna do is give a class for 12 to one to one when we're short in each route of 8 to one to 1, 4 to 1 1.

Tamara Stern: That's that's a problem, too.

Elizabeth Chan: You know. Our resolution was for that. Our resolution was the Asd nest program, and we worked out. We all came together, and we did what we had to do on the resolutions. And now it's just going to a committee. It'll be easier for us. Help them. You know that the people that need help, and that's what we wanna do.

Tamara Stern: I don't even know why II

Tamara Stern: it's like we're we're trying to sell something that

Tamara Stern: should be just just common knowledge and should be just something that's acceptable for everybody

Tamara Stern: like this is what I do every day. The fact that I that I'm fighting for to be a part of this committee when I have to fight for the rights for my child is really ridiculous. Right now, you guys, it really is.

Tamara Stern: It is

Elizabeth Chan: you said it.

Elizabeth Chan: Anyone else want to discuss 75

Elizabeth Chan: with that part?

Elizabeth Chan: It's great.

Elizabeth Chan: Steve, sitting there. It's still in process. Yeah. Still, in process, it's taken a while, but

Elizabeth Chan: so that

With this question

Elizabeth Chan: it could be a keep. Be a great resource. It's just taking a long time.

Elizabeth Chan: Okay, yeah, thanks.

Elizabeth Chan: Anyone else want to chat about this.

Elizabeth Chan: Good.

Elizabeth Chan: Okay, we'll definitely definitely follow up. I planned it.

Elizabeth Chan: Follow up with some of the members and you know, hopefully, we'll get something going. So I think it's a great idea. what is there anything else for the business meeting.

Elizabeth Chan: topics, anything, open issues.

Elizabeth Chan: I actually voted

Tamara Stern: I bought up about, possibly, also because we all know that the Csa projects and the rezel stuff is coming up for a number of our schools.

Tamara Stern: and we all know that the the application process for that

Tamara Stern: now I actually asked if if us having a Csa committee, so those

Tamara Stern: people could focus on making sure we get the information from the schools that we needed in one place, is that something that you know you guys interested in, because instead of just having.

Tamara Stern: you know, everybody bring in their stuff, we could just have this collected that way when it comes to choosing the proposals that we have to pick in January, we can have like more a comprehensive list of like, who's

Tamara Stern: who's gonna get who's gonna be part of the list, because the schools there's a number of schools that have continuously had.

Tamara Stern: like

Tamara Stern: construction done. You know, they'd be on their third time doing construction, they on their full time doing construction. And I just think that the schools that really need it the most should be bumped up to the list, you know, because but I don't think that's our call. I think they choose right. The the principal themselves apply for the stuff, and then this the sca, I guess they they choose which projects go forward.

Elizabeth Chan: I mean, that's what try and rank schools that haven't got projects done, at least in the years I've been doing it.

Elizabeth Chan: And it's always

Elizabeth Chan: it's an imperfect, it's a very imperfect.

Elizabeth Chan: but but like.

Elizabeth Chan: yeah, we ran yeah. And I'm you know I you know we we can. I was sort of thinking about talking more about the sca process next Monday, when we hear from Steve Gonzales, but we can definitely chat about it here.

Elizabeth Chan: I mean, cause Mayor has a good idea about the ranking.

Elizabeth Chan: We rank them. Yeah, we rank them. And th. There's a lot of discussion that goes goes on about it, like, you know, leading up to the meeting in January, the January meetings. When we vote on it

Elizabeth Chan: and approve it. And then you know the process. Now Kevin has set up a Google form which has gone out to all the principals, and after next week's meeting, when all of you will have a chance to hear from the Sca on how it works. You know I'm gonna encourage everyone to reach out to their schools individually, just as follow up try to get the the recommendations and principals generally want to

Elizabeth Chan: submit recommendations. It's in their interest to it's it's just a matter of sometimes needing a nudge or a reminder about it. And I've got there's there's there's the Sca process. And then there's a second process. That I've emailed, you guys about earlier, the resolution a process. This is another way. Schools can request fund can request capital project funding coming from the borough president or from local elected officials.

Elizabeth Chan: so

Elizabeth Chan: If there's a way to, you know, I'm always open to ways to streamline the process, make it efficient.

Elizabeth Chan: and you know, number one is, I just want to hear that people understand the process the basics, and I guess that's kind of number one. And then, if you know, Tamara's suggesting a committee,

Elizabeth Chan: separate committee, I think there's there's the way we've always done it before is the whole group comes together and ranks it in the January meeting.

Elizabeth Chan: and there's sort of talk, you know. There's recommendations leading up to that. Everyone can kind of make the case for which schools should be ranked where?

Elizabeth Chan: so that's how we've done it in the past

Elizabeth Chan: which usually works pretty well. to marry any more thoughts on

Elizabeth Chan: cause. Yeah, you haven't officially gone through this process as a Cec. Member yet.

Elizabeth Chan: So any pro any comments on the process cause? That was what you're proposing. Right? Was that doing it with a committee? A Cec committee?

Elizabeth Chan: Yeah.

Elizabeth Chan: to give us an idea of like what what to recommend as how we do the rankings. You know what I mean, because, like we all, we all have our schools that that needs the funding. And we all gonna have our our preference.

Elizabeth Chan: But like it should be on, like, you know, on a case by case case basis. Because, like I said, there's some schools that have had construction like 3 different times. So you know.

Elizabeth Chan: multiple issues. you know, and for like a school that hasn't had a construction in 10 years over a school that has had construction 3 years ago.

Elizabeth Chan: I think the one that that hasn't had construction in 10 years should at least be

Elizabeth Chan: given top hours, depending on how like the the need of that construction. You know what I mean, whether it's it's really important like, whether it's electrical or architectural.

Elizabeth Chan: like kind of like that.

Elizabeth Chan: Can we have an issue

Elizabeth Chan: as well that they could apply for? This is multiple ways that we want to make sure that they at least try to get this information to this school that this schools really need it

Elizabeth Chan: I don't know, but

Elizabeth Chan: I guess, as an Se. In an Sca committee, it would be for one month. It would essentially be someone who wants to coordinate.

Elizabeth Chan: following up with the principals.

Elizabeth Chan: Yeah, yeah.

Elizabeth Chan: I already reached out some of my so I mean, everybody should do the same thing as well. And you know, let them know.

Elizabeth Chan: you know. I'll you know, in the past I've sort of played that role a little bit.

Elizabeth Chan: Yeah, work pretty well last year. Now the Approvals are another matter. But that's a separate topic

Tamara Stern: definitely stay involved.

Tamara Stern: Yeah. I don't know if we need a committee just because it's also it's a month away. Have a month on this, so on.

Tamara Stern: but I think it's been informative, helpful

Tamara Stern: talk more next Monday about it.

Tamara Stern: And I sent out an email. I'll reach forward the email. I sent an email a couple of weeks ago about the process, and it included resurrection and and anyone who's listening offices can one of us do that as well and ask them they want for the school.

Elizabeth Chan: Well, that's what we're talking about. That's what the

Elizabeth Chan: last day that you think we should have all this information down

Elizabeth Chan: was a tense kind of

Steve Stowe: by the morning of the meeting, and what we rarely try to tell people is the Tuesday before the meeting, because but you're always going to get last minute things coming in the morning of the meeting, always without fail. But as long as we have it for the night cause. The night of the meeting, January tenth is when we vote to approve.

Steve Stowe: and that's when we'll have everything ranked up and we have to do that in a public process. That's the rule. And it's got to come from the principal, too. That's another thing. We've had. Teachers can't submit email us cause that. That was why my via is off school couldn't get their last minute

Steve Stowe: projects that they wanted to put on because there was an email, and then some of the principal didn't know that not how to call them and try to make them do it the same night.

Steve Stowe: But some of them weren't

Steve Stowe: the meeting. So then we should try to tell all of our principals to show up at the meeting, whether on Zoom. That's a good idea, too, because generally they do. And they like to. Yeah, yeah, absolutely 1. One principal was able to get some of her projects that she didn't list it to be listed

Steve Stowe: because she showed up and she listened off in the meeting group.

Steve Stowe: Any other questions sca funding

Steve Stowe: any other topics for the business meeting.

Steve Stowe: Is there a motion to adjourn the business meeting?

Steve Stowe: Motion to chair. Second, all in favor. Aye, Ausman.

Steve Stowe: Business meeting is adjourned. Interpreters, you are dismissed. Thank you.

Steve Stowe: Thank you. And good night. Everyone.