Steve Stowe: That's fine.

Steve Stowe: Hello, everyone, thank you. And welcome to the February, Cec. 20. The meeting, Edie. I'm calling the meeting to order at 6. So one.

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

Steve Stowe: and clothe. This is joy. So we're going to start libraries.

Steve Stowe: Cece council meeting Steve Stoe. Sure. John, yeah, it's good.

Steve Stowe: I'm sure.

Steve Stowe: Joyce. Here.

Steve Stowe: Mei-tung

Meifang Chen: here

Steve Stowe: reconnect. I mean. Yes.

Steve Stowe: you heard of it. So

Steve Stowe: Maya.

Steve Stowe: Visa? Yeah.

Steve Stowe: Haven't heard myel

Steve Stowe: Tamala? Yeah. Kevin it could open. Og, sd.

Steve Stowe: good, and we have quorum 7, so we can. It's an official meeting.

Steve Stowe: thanks everyone for being here tonight, as always at our meetings we have interpretation available in Arabic.

Steve Stowe: Mandarin and Spanish.

Steve Stowe: I will. Now you should see video of those interpreters, and you should see their names in the chat. I will now have them introduce themselves and provide instructions for anyone who needs interpretation services.

Steve Stowe: Could our Arabic interpreter please make your announcement?

Arabic Interpreter - Maged Mikhail: Alasdair Ravidin

Arabic Interpreter - Maged Mikhail: has been completed.

Steve Stowe: Thank you. Would our mandarin interpreter please introduce yourself.

Mandarin-Sylvia Su: Joe, Leo, little CEC,

Mandarin-Sylvia Su: EERN.

Steve Stowe: Thank you. And could our Spanish interpreter. Please introduce yourself.

SPANISH-Molly Gordy: Otto

SPANISH-Molly Gordy: Seattle pochentayuna. See no numeral.

Steve Stowe: thank you.

Steve Stowe: just as a reminder. If everyone can

Steve Stowe: try to remember to speak

Elizabeth Chan: slower than usual.

Ricky Lam: Excuse me, excuse me, this is Ricki. I cannot get in now. Can you release me

Ricky Lam: to to to the line?

Elizabeth Chan: Can you take care of that? Someone here, maybe, is Cec members. All your devices should be muted.

Elizabeth Chan: Is everything. Okay?

Steve Stowe: Hey, Elizabeth, can you mute your phone?

Ricky Lam: Yeah. Every everything was okay. Yeah. I already get in in the eye. Okay, thank you very much.

Steve Stowe: Okay.

Steve Stowe: Please try to remember to remember to speak a little bit slower than usual, as we have simultaneous Spanish. Thank you. A simultaneous interpretation throughout the meeting.

Steve Stowe: and, as usual, we will have public speaking. At tonight's meeting there will be 2 public speaking sessions.

Steve Stowe: One will be at the beginning of the meeting

Steve Stowe: and the other will be at the end of the meeting. Directly before the resolution

Steve Stowe: you can sign up. Just speak in public in person on the sign, Up sheet

Steve Stowe: here, and it's right at the front of the at the front of the room.

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

Steve Stowe: Kevin will post that link. That link should be in the chat, and Kevin will periodically post that link in the chat. It is also available on our website. And then, lastly, we will take if anyone is online and and when it's time for public speaking we will take raised hands.

Steve Stowe: For public speaking.

Steve Stowe: okay, to kick off the meeting tonight. We have. We are here at PS. 9, 39.

Steve Stowe: We thank principal Georgia Musarolis for

Steve Stowe: posting us here.

Steve Stowe: and we will have have the pledge and color guard from PS. 9, 39, to kick off the meeting.

Steve Stowe: Everyone can rise for the pledge of allegiance.

Steve Stowe: Thank you so much. Color guard

Steve Stowe: the agenda for tonight's meeting. Kevin, are you able to share the screen for that?

Steve Stowe: So, as I mentioned, we're going to start with a public speaking session. These times are. These are merely sort of planning estimates. We're going to

Steve Stowe: the the public speaking sessions will both be longer than what's indicated here.

Steve Stowe: Then we'll have report of District 20, superintendent. The resolution will be after the second public speaking session.

Steve Stowe: And

Steve Stowe: And then I'll have a brief

Steve Stowe: comment, and then we'll have the second public speaking session, followed by the resolution, and then adjourn the meeting.

Steve Stowe: I need to take a quick, last look and make some welcoming comments to individuals who are here.

Steve Stowe: I just want to make a couple of introductory

Steve Stowe: Welcomes. I know that we've been joined by

Steve Stowe: a number of elected officials or representatives from elected offices tonight. State Assembly Member. Robert Carroll is here, and, as is our practice, we will allow elected officials to speak

Steve Stowe: before. The the public speaking starts so in a moment we'll if if somebody Member Carol would like to speak, he's welcome to.

Steve Stowe: I see also in the room,

Steve Stowe: Basil Capitanakis from State Assemblyman, Michael Tenussis's office.

Steve Stowe: Representing City Councilman Justin Brannon. Tony Cruchen is here with us, as she

Steve Stowe: often is, and I believe I saw

Steve Stowe: Oh, no!

Steve Stowe: Oh, I'll as well believe it's Alison Hirsch from City Controller. Brad Landers Office is here.

Steve Stowe: Wow!

Steve Stowe: And if I'm missing anyone at the moment, I apologize. But we do appreciate our elected officials taking an interest in District 20 and and CC 20 meetings.

Steve Stowe: and please notify me if any of you, and if if any other elected officials join, and would like to speak so with that being said now, before our first

Steve Stowe: public speaking session. If State Assembly Member, Robert Carroll would like to speak, Mr. Carroll, can you hear me? And if so, would you. Would you be interested in saying a few words?

Steve Stowe: I can hear you, Steve. Can you hear me? Yes.

Steve Stowe: great, and actually pause one moment. We're gonna put a microphone to one of the laptops. So everyone in the room can hear you. We can set that up right. Okay, hold on 1 s assembly, member, 1 s.

Steve Stowe: Tell me, when you guys are good?

Steve Stowe: I should mute my laptop

Robert Carroll: are, are, we are, we ready, Steve. fantastic good evening, I'm Assembly. Member, Robert Carroll, and it's wonderful to address the CEC. To night.

Robert Carroll: I wanted to stop by I do represent parts of District 20 PS. 1, 79 Junior High School, 62 P. As well as the Urban Assembly Academy, I believe, are all in District 20, and I wanted to reach out, because I also sit on the Mayor's Literacy Advisory Council, and for the last number of years

Robert Carroll: I have not only spoken with the Mayor and the Chancellor about the change in our literacy curriculum in our public schools. But if past legislation on the State level, to make sure that we adopt science of reading standards for our elementary schools so that we can have best practices moving forward.

Robert Carroll: In each one of our schools have good professional development, and make sure that all of our children are fluid and fluent readers, and the reason I care tremendously about this, I was diagnosed with dyslexia. Ps. 2, 30. When I was 6 years old.

Robert Carroll: And the interventions and supports that I received after that diagnosis changed my life, my academic career and allowed me to become a successful student and adult. That being said, I do also wanna make sure my mom was a New York City public school teacher for 20 years, a reading teacher, A. P. That we are listening to parents as we're making this big shift and this big change that we hold both with fidelity the ideas

Robert Carroll: that rooted in the science of reading and the 5 pillars of Literacy. But also understand. We want to have a progressive, thoughtful education that is helping all students that is, being sensitive to all students, parents and teachers needs, and making sure that we can both have a fulfilling and effective curriculum

Robert Carroll: that is, both rooted in the science, but also allows for some divergence. And isn't completely, always uniform. And so II do hope I know some parents have reached out to me over the last number of weeks. Who would? Who are gonna talk about the input that they would like to see in their grammar schools and middle schools. And I hope that we can come up

Robert Carroll: with some compromises and make sure that we're able to both fulfill the goals that Chancellor Banks to set forth in changing the trajectory of our literacy education. And we do really did do have a literacy crisis in our State.

Robert Carroll: but also hear out from parents, teachers, and students about what's working, what's not working and how we can make this program work for all. And so it's really great to speak with all of you. Our public schools are so essential to our neighborhoods and our communities, and the work that they do is absolutely wonderful. And so, however, I can be a resource and care deeply about literacy, care deeply about the work that the mayor and the Chancellor trying to do and making sure that we get it right, and that we get it right for everyone

Robert Carroll: is essential to making sure that all of our children become fluid and fluent readers, and love reading and love our schools. And so thank you so much, and look forward to working with all of you over the next months and years

Steve Stowe: you're muted. Yes, great. Thank you so much. For being here, would you? Would you mind just sort of speaking briefly about the work you've done? You mentioned? You're on the Literacy Advisory Council, could you? Would you mind just sort of sharing for us what that is, and and what the work that you've been doing on, that is

Robert Carroll: sure. So

Robert Carroll: you know, since I was elected to the Legislature I've been one of the leading voices on reforming our literacy curriculum and standards and professional development Statewide I've spoken and done a lot of work at a number of conferences. I've also had a number of pieces of bills passed most recently. The Dyslexia Task Force legislation which was signed by the Governor earlier late last year and will

Robert Carroll: public hearing is happening later this spring throughout the State to see if we can create some best standards. For interventions, professional development and screening for children who are suspected to be struggling with dyslexia.

Robert Carroll: Because of the work that I've done. I have been. I've worked with Chancellor Banks since he assumed his role. We've poured a number of schools together, both independent schools, public schools.

Robert Carroll: I've sat on his Literacy Advisory Council mostly discussing issues around the screening and interventions and supports for children with dyslexia, but also generally what we should do as we're setting standards. For for literacy curriculum system wide. I've actually created at 5 schools we've done bespoke

Robert Carroll: literacy grants. That I've done in my district around getting professional development for teachers, whether it be letters, training, or Orton Gillingham training for both administrators and for classroom teachers as well as push in reading specialists.

Robert Carroll: My role is advisory. My role is to, you know, try to bring people together. Whether it be legislatively through laws or on the Council with experts in the education field. What I will say I also represent my my constituents. And II do agree with constituents on the point that

Robert Carroll: though the lots of the Chancellor is 100% correct, that we needed to make a big shift away from whole language focused curriculum.

Robert Carroll: I do think that as we're making this big shift, and I understand that that is, can be painful and difficult, that we need not be blind.

Robert Carroll: That we. We must make sure that we are meeting students where they are, whether it is about making sure they're engaged with text engaged with text that is representative of who they are, but also taps into their interest, because as we're getting foundational skills, and as we're making sure, our children get more and more foundational reading skills, especially in early grades, we then wanna allow them to have the latitude

Robert Carroll: as they get older, especially maybe it's in fourth or fifth grade, but definitely in middle school to

Robert Carroll: to be able to branch out, and

Robert Carroll: III don't come here to endorse one particular curricula or one particular way, but what I do come here to say is that I think we should be. We should be laser focused on things like evidence-based reading, instruction and professional development, but also make sure that we're listening to parents, teachers and students. To find out how we can best

Robert Carroll: how we can best modulate that. Because this is a long journey, we've started it the last 2 years. It won't be finished tomorrow. And you know it. It's a big, big step that I know. That District 20 is taken as part of that first wave of districts. And so you know, you guys are really blazing a path for for so many, for all of your peers.

Steve Stowe: Great. Thank you so much, very helpful and very insightful. And we appreciate you being here and in the work that you've done in serving the Community Assembly Member Carol. Thank you so much for having me and have a wonderful night.

Steve Stowe: So for the public speaking, first public speaking session, given the number of speakers we have tonight, we're going to extend it. We're going to do

Steve Stowe: 2 and a half minutes per speaker, and we're gonna get through the first

Steve Stowe: try to get through as many of the in person. I'm gonna see how it goes. And then we'll have the second session later in the night.

Steve Stowe: So for the first, we're prior for those online. We're taking in-person speakers first.

Steve Stowe: and if you'd like to speak, you can feel free to come up to the podium or just stand up at your seat is fine, too, we can, you know, just speak loudly. We found that microphones are not necessary. It actually leads to feedback on for those online. So we just ask everyone to, you know, speak clearly and and and loud, somewhat loudly. And so everyone can hear you. And we'll let you know if anything needs to change.

Steve Stowe: So our first speaker, Carlo Murray. are you here?

Steve Stowe: And like I said, 2 and a half minutes, and I'll just give a a signal if you're at at time.

Steve Stowe: so go ahead. Thank you.

Steve Stowe: Evening, everybody.

Cam 1: I am a sixth grader at the Brooklyn School of inquiry, and I am here to say a little bit about my experiences with the new Hmh. Reading curriculum.

Cam 1: So I really love reading. I love to read all sorts of books, and the thing I love most is that you can just dive in and immerse yourself in a book and its characters. And now that we're learning only from this textbook curriculum in class, I just feel like I don't get that. For example, the very first passage we read in the Texter in the textbook was an excerpt from Brown Girl dreaming.

Cam 1: and I didn't feel that I was reading a book at all, because I was reading poems from 6 different chapters in the middle of the book. It then halfway through our analysis in the book, my parents got me the actual book, and it just completely changed the story it brought in my knowledge of this wonderful book and help me actually understand it so much better.

Cam 1: These excerpts didn't tell me what the book was actually about. The book did books for it to be read from cover to back, not from chapter 19, page 75 to chapter 20, page 83.

Cam 1: I would also like to talk about the Hmh writing curriculum, because this year 90% of the writing I'm doing is answering questions with short response. Answers, and writing about boring excerpts. Last year was a completely different story. Every week we had to write 4, page and a half entries into a notebook for homework alone, and the entries could be about whatever you wanted. It's doing things like that that have expanded my constant work for writing.

Cam 1: but this year it's different. There are hardly any long writing assignments as part of the curriculum, and the 2 only 2 that we have had have had to be based on the topic of the unit, and they are specific mandatory props.

Cam 1: The worst part was that one of my favorite topics, persuasive writing. I can only use evidence and ideas straight from the text book I was not allowed to use outside research, and by doing that I was not proud of my finished writing piece.

Cam 1: So, to sum it all up, it's not just. It's just not challenging fun or exciting. It feels like I'm getting half the Ela. 6 grade experience half the story, writing only half of the full curriculum. I really hope you will let my school keep teaching me and my classmates in a way that is both educational, exciting, and fun. Thank you for your time.

Cam 1: Our next speaker is Kara Woodward.

Yeah.

Cam 1: Good evening. My name is Harold. Wonder I'm a parent of a sixth grader who is in the focus of degree. Ps. Prior to 6, 86,

Cam 1: we, as all parents and teacher 20, were blindsided in the spring of 2023 by new implementation curriculum into our schools this year not only did BSI K to 8 school implement, but also into literature into sixth grade.

Cam 1: Although the Chancellor yourself to raise proficiency levels across the city, most students at BSI already have those high speed proficiency levels.

Cam 1: Teachers supported their curriculum and their classroom libraries to offer reading opportunities. There are responses and engaging

Cam 1: historically based on students as well as other students in district schools in District 20 have shown that the reading programs that they're using in their schools are working for their students this year. For the first time my child has described their yeala experience as boring.

Cam 1: I've never heard my child use these kinds of descriptives to refer to her school experience. Fsi. This is a school that has prided itself on inquiry, to actively engage in the act of asking for information and to make an investigation. Unfortunately, hmh. Is a one. Size fits all model steeped in rope learning and assessment driven.

Cam 1: This curriculum hasn't been imposed upon our district school district 20 schools without the input the vital input of our principals, teachers or parents. When we think about 20 first century skills, we think of things like collaboration, communication, critical thinking and creativity.

Cam 1: These are the kinds of skills that will be needed as our children enter the highly demanding high schools in New York City universities and enter the world of work.

Cam 1: How will we train them and teach them to think, to ask questions, to exchange ideas, and not merely regurgitate an answer for the sake of being a data point. In some algorithm.

Cam 1: We are asking that the do we make good on su, on the suggestion that waivers be allowed to exempt schools from the new literacy mandate phase 2. When, if for schools that have a proficiency level over 85%, I think there are schools within District Fund and deserve that waiver.

Cam 1: as I read have been rereading some of chance for banks and addresses work on different. Do we web on the do we? Website?

Cam 1: He's used the words meaningful and relevant when describing young people who have become engaged in their learning. This is what psi parents are asking for. We want our children to engage in meaningful and relevant learning.

Cam 1: and that has been crafted by our dedicated teachers and administrators.

Cam 1: Thank you very much for your time.

Cam 1: Our next speaker is

Cam 1: Jasmine. Forgot.

Cam 1: That's why you like.

Cam 1: My name is Sarah Jasmine Beauty. But I do go by Jasmine. I'm the parent of a third grader at PS. 102, and the mother of a Pre. K. Student at our Savior's Lutheran Preschool, who will likely attend in the fall.

Cam 1: I stand here before you at 41, but in the fall of 2,020 I was attending kindergarten with my son. Thanks to Covid, of course. the difficulties our family face that year, as a result of my mandatory attendance of kindergarten by Google meet or enormous. But the wonderful silver lining was that I got to observe one of the most important moments of my son's education. The short months when he went from being completely illiterate to reading fluently.

Cam 1: his teacher, Krista Christian, used the reading reform phonics method, and patiently but firmly held 15, 4, and 5 year olds wrapped.

Cam 1: She used hand gestures to blend. Sounds like this.

Cam 1: thought

Cam 1: Pop.

Cam 1: In addition to the blending and breaking drills, we spent time finding the sounds and words we were studying in actual age appropriate books.

Cam 1: most of them written by Joy Callie, with a diverse cast of talented illustrators, and, thanks to Covid, I know first hand, that effective, skillful phonics, education was happening at PS. 102, in 2020.

Cam 1: This Christian was so good that it worked for my son, despite all the difficulties of remote instruction.

Cam 1: whereas normally this would have been a black box to me. I'm an architect, not an educator. I got to experience each and every moment. It wasn't magic, it was phonics. It was the joy of real books. It was the science of reading, and it was happening at in 2,020.

Cam 1: I recently got the books out for my 4 year old daughter, and she she adores them.

Cam 1: Little sentimental to keep them, I suppose, but it feels tragic to think that she might not get to read them with this Christian next year.

Cam 1: In conclusion, I leave you with 2 points.

Cam 1: Teachers in the classroom know what helps their students succeed best.

Cam 1: This knowledge, built year after year, using the same curriculum and tweaking it and learning more from evolving research

Cam 1: regime change for the state of regime change risks, wiping away all of those years of experience. Why not look at individual schools to see what is working already?

Cam 1: Number 2. The signs of reading is not proprietary, it's not new.

Cam 1: Obviously the major literacy education misstep in the last half century was wiping away the old phonics methods entirely

Cam 1: following. H or any other corporate curriculum blindly will also have unintended consequences on exactly those children who were left behind by queueing tier theory. Thank you. Why does this pendulum have to swing so far.

Cam 1: Okay, if I one more thing. As for me, I'm left with only one question. Well, my daughter hate reading because the H. Matrix reader isn't funny like these books. I'd really rather not find out. Give me this Christian any day.

Cam 1: Thank you. Our next speaker is Kira

Cam 1: or dance. Now.

Cam 1: excuse me.

Cam 1: Hello! My name is Carol. I'm a sixth grader at the Brooklyn School of anchorage I've been at. I have been assume since kindergarten, and I'm here to talk about. Personally, I strongly dislike it to me. In my opinion it is uninteresting. It is so different from how we use to learn reading and writing at my school last year we read multiple times, either as a class or

Cam 1: in a small group.

Cam 1: And we've had writers, notebooks. We would write about what we list and what we thought about.

Cam 1: We discuss the books as a class and of small groups. Now we are already halfway through the school year, and we just finished reading our first Co. Book as a class.

Cam 1: I hope you get a real.

Cam 1: at least one more whole book, because right now I feel like reading 3 whole books is an optimistic goal. In years past yearly was fine. We would read real books and short stories. Now, we mostly workbooks or online and experts, you know.

Cam 1: excerpts. You don't only get as part of the story. But when you read an entire book you get the whole story.

Cam 1: we would talk in small groups about our books. Now we only get to discuss excerpts, we make sure, and everyone was included, and everyone understood the story and the theme.

Cam 1: and if it's, you know, didn't understand something

Cam 1: we had the time to discuss and share our opinions and thoughts. I feel like Eli before. H. Allowed everyone to be included.

Cam 1: I'm very optimistic person. At the beginning of the school year.

Cam 1: as I received my hmh! Check's book. I thought, let's give this a chance, even though it's it is a new way of learning ill. But now I am more realistic, and it doesn't feel good. Next year I will be in the seventh graders.

Cam 1: I was so excited to hear about Miss Mia and some of the things that she does in her life classes

Cam 1: such as a unit where students put color. Christopher Columbus on trial. I have a native American Puerto freaking girl with tiny ancestry. What a unique and personal experience this could be!

Cam 1: I would be so disappointed to have this learning opportunity taking away

Cam 1: from me, and replace with excerpts and assessments from 8 to 8. I understand you don't need this Major Seventh and eighth grade curriculum. I don't want to be deprived. Some of the excited things and interesting things that we will get to do with this media.

Cam 1: I want them to have the same opportunity I had. I want them to be able to learn to love moving which Bs eyes supposed to be all about.

Cam 1: Thank you for your time.

Cam 1: and just making sure just a reminder. Everyone is, I think, is speaking very clearly, just a reminder to try to speak

Cam 1: sort of highest level you can without shouting, so everyone can hear. But I think everyone's doing great so far. And we won't have to use the mic. Which

Cam 1: which does become problematic. Next speaker is Jordan Carlos.

Cam 1: So here's my!

Cam 1: Oh, I'll project, please, that's perfect. Hi! How's it going? Everybody?

Cam 1: The lady in the back? Good evening, and that's disrespecting.

Cam 1: Good evening. My name is Jordan Carlos. I'm parent with 2 kids in District 20,

Cam 1: and my profession is is comedian profession. Really, I do that. And

Cam 1: anything except this new really, except. Well, okay, maybe there's something a little funny

Cam 1: about it. I hail from the not so great State of Texas.

Cam 1: and where you know they're banning books in schools which is fun. And I find that the only taking books out of the classroom

Cam 1: just makes me feel like I'm ready. So thank you for for making this feel like Alexis. So top down, not into the one size fits all school policy is why

Cam 1: II don't live in Texas. II decided to raise my kids here. But now I feel like you brought Texas here, but would be under the delicious barbecue for the text bags. So this this travesty.

Cam 1: So with no books and schools, it feels like I'm right back home like I said but the only difference is that the taxes are. or much, and as we all know, Texas is a place of great ideas.

Cam 1: great ideas, I mean, look at the border and bodies just really leading the way.

Cam 1: So if you really want to be in chaos

Cam 1: I mean, from where I'm standing. I'm just saying I grew up in Texas, and now here in New York, I think all of you are born and raised with proud to be New Yorkers, you might not have the same perspective. But just so, you know, you were going down the same frame's path.

Cam 1: Alright. So. Thank you very much.

Cam 1: Next speaker is Daniel.

Cam 1: Good evening. My name is Danielle Carintolo. I'm the mother of a fourth and sixth grader at Brooklyn School. Victory here at district 20

Cam 1: the curriculum was forced on our school. Like other District 20 schools with 0 parent or school engagement.

Cam 1: No one asked our principal, our amazing dedicated teachers, our active parent body, or our students, who, as you've already heard and will hear more tonight, know exactly what excites them about their education, either what we wanted or what we needed.

Cam 1: Had we been asked either question, the answer would have been a resounding No.

Cam 1: first, we did not want. Hmh, our school has a unique educational model that's reflected in our name Brooklyn School of inquiry.

Cam 1: Historically, we've embraced project based learning, collaboration, creativity and deep critical thinking. Our kids used to read novels, and then engage with their classmates and teachers on substantive questions. They wrote memoirs and persuasive essays and long works of fiction.

Cam 1: but none of that has been possible under Hmh. Instead, they read excerpts and answer state test questions in a workbook.

Cam 1: My son in sixth grade had, as of a month ago, read exactly 0 books all year and written nothing longer than the 500 word statement prepared to read tonight.

Cam 1: I know not. Every district 20 school has the same philosophy as we do, but that's the point. Each school has its own philosophy, but no one in the city or district administration cared what it was before throwing it in the trash. That was not fair to us or to our kids.

Cam 1: I've explained that we did not want hmh, but we also did not need. Hmh.

Cam 1: our kids have historically read at exceptionally high levels, because our model works for our families

Cam 1: at our school. Hmh, was a solution in search of a problem.

Cam 1: Actually, it was worse because Hmh actively turns off kids who are already succeeding.

Cam 1: Again, I

Cam 1: but again, that's the point.

Cam 1: It's unconscionable to fundamentally change any school without even asking the question, much less answering, whether there is a problem that needs fixing.

Cam 1: The Hmh. Mandate in our schools, represents what is worst in New York City public education, a triumph of bureaucracy and uniformity over genuine sensitivity to what our kids need to flourish. But it is not too late to undo some of these bad decisions and help our kids love learning again. Thank you.

Cam 1: Brook this point

Cam 1: online and online, you probably have 50 people in the room. So always impressed by how involved District 20 parents are.

Cam 1: next up is Penelope Nedge.

Cam 1: Yes. it's gonna be better. Okay. Yes.

Cam 1: Hi, my name is Penelope. I'm in the sixth grade at Dsi. I don't think I am learning anything into that, although I need to repeat what the book just said, or having the words be fed to a book for response about the experts

Cam 1: in earlier years. Instead, we'd read whole books and be given questions to talk about with partners who, let's say I didn't understand it. My partner, who did understand it, would be able to explain it to me

Cam 1: on top of that, it makes it really hard to add creativity or to express yourself in the writing. In fact.

Cam 1: unit about expressing yourself has choose a mode of self-expression. Essay on. Then the book forced us to display evidence from the excerpt limiting what you could write your essay about the topics that were in the book

Cam 1: expression which is singing. It wasn't in the book.

Cam 1: So instead, I research on my own for evidence and support my essay on music as best notable expression. And then there's a much better essay and essay where I just repeated back info from the work phone

Cam 1: overall. The intuit book has repeat what you stated

Cam 1: few words to the answers, and stops you writing and creativity and self-expression.

Cam 1: This is why I don't think I'm learning very much. Thank you.

Cam 1: Thank you.

Cam 1: Hi, everybody. Thank you, Steve. Good evening. My name is Alina Lewis, and I'm a parent to District 20 students. I'm also a graduate of New York City public schools.

Cam 1: I vividly remember reading the break to wrath in eighth grade. I was fascinated by the trials of the Joe family, forced, during the Great Depression. In dusk I travel to Toronto, New England, while reading The Scarlet Letter, and was transit transfixed by Alex. Haley's Autobiography of Malcolm X.

Cam 1: These books change my life. They sparked a lifelong interest in American history, leading me to study and then later teach history. In New York City public schools. I'm now pursuing a Phd. In history education.

Cam 1: These were not books that I would have read on my own, nor would I truly understood their deeper meeting without a skillful teacher who guided students toward that deeper meaning.

Cam 1: Reading such books is important to our students on so many levels. It prepares them to get into and succeed in rigorous high schools and college something that's very important to District 20 parents

Cam 1: reading such books can inspire lifelong passions and continuous learning as they did in my case. more broadly engaging with such literature, prepares our students for participation in democracy.

Cam 1: Now, more than ever, we need informed critical and compassionate citizens to sustain American democracy.

Cam 1: Superintendent Credo's mandate. That all district 20 middle schools adopt into literature means that our kids will not have access to such rigorous, rigorous and engaging books.

Cam 1: Now, instead of reading a raisin in the sun, or the diary of Anne Frank at BSI, our students will be bland to page excerpts, such as challenges for safe space exploration from the Hmh. Workflow.

Cam 1: Instead of reading Fahrenheit, 4, 51, or Romeo Julia at Cunningham, our students read a 3 and a half page article about Instagram. Instead of greeting experts arriving and discussing how it's needed, relate to their lives. Our students at answer multiple choice questions, you know, work.

Cam 1: Instead of reading or discussing the great Gatsby, or of mice and men at Mccaus, our students are told to write a short paragraph about a popular social media influencer

Cam 1: district. 20 parents and school communities were not consulted. Decision to mandate. we demand a transparent and democratic process for any middle school curricular reforms that includes district 20 parents, students, teachers, and school leaders. Our students in District 20 deserve to be challenged and engaged in meaningful work. We refuse to accept such low expectations for our students. Thank you.

Cam 1: Next speaker is Will Bolas.

Cam 1: My name is Lou Boulez. I'm a fifth grader at Psi. I don't like the hmh. Into reading clips.

Cam 1: Very few people do. So, I thought, why not share my own experience, this curriculum?

Cam 1: I have always loved you.

Cam 1: Yes, anyone in my family, and they will tell you that I can also tell you this curriculum.

Cam 1: The last 5 years I've been working on reading actual books, then writing free right responses to some of those books. This new curriculum is making a sweet excerpts which are not real state test style. Long response, after reading said extremely long answers, so real writing, we just do multiple choice questions. Last year we had class discussions around class relax.

Cam 1: Now we share our long response. This sharing consists of one person reading aloud a few blowing paragraphs, everyone else not fully listening, because none of the topics of Nhm are indeed

Cam 1: also. It's in my class. No one likes it. My friend's fashion has a sheet of paper saying, Sign here, if you a hey? That paper has the signature of every fifth grader in my class, most kids on my school bus and a few others.

Cam 1: I was planning a stay at Esac for middle school. My family knows the middle school curriculum, because both of my sisters have graduated from Esi, and, like the teacher, I was looking forward to being the student of the great English teacher, Miss Wayne.

Cam 1: However, in sixth grade right now, they also have to do stupid meeting curriculum.

Cam 1: I stayed at the assigned. I might, I might not have an actual educational system

Cam 1: currently applying to other middle schools. So I want to be able to read actual books so fast and write actual stories, not one response.

Cam 1: Our old curriculum was better in every single way. So please give us our curriculum back.

Cam 1: Thank you.

Cam 1: Thank you.

Cam 1: Our next speaker is Isabelle Carlos.

Cam 1: but

Cam 1: but

Cam 1: my name is Pelos, and I'm in fifth grade at the Brooklyn School of Inquiry.

Cam 1: in the fifth Harry Potter book, the ministry of Magic installs a mundane curriculum for the students of hogwarts and defense against the dark arts.

Cam 1: In this Caribbean. In this curriculum you study the census spells.

Cam 1: think about expensive spells, and write papers on defensive spells, but you do not actually get to do defensive spells.

Cam 1: In my opinion this curriculum is not unlike the H curriculum. We are thinking about books, and we are reading excerpts. But we are not actually reading books. It's February, and we have still not yet, and we have yet not still read a book. As a class.

Cam 1: During Inaway our class is bored and restless

Cam 1: as a student you can have my word that the H. From H. Curriculum is mundane and useless for learning

Cam 1: Monday for Monday, because I read books. Curriculum is not permitting me to

Cam 1: more. It was probably made by somebody who just wanted to stay test course prior, instead of caring about what call quality of education we're getting. I love to read, and I want to be able to thank you.

Cam 1: Thank you. Annie Thomas.

Cam 1: My name is Annie Tom's, and I'm a district 20 parent, both of my daughters attended and graduated from BSI, and my son Will is in fifth grade. Now. I'm also a high school English teacher, and I spent much of my life thinking about and working to promote student literacy. That's also where I get this voice. The changes to the literacy curriculum in District 20 are destroying a robust, effective curriculum that led kids to love reading and writing.

Cam 1: I'm here tonight to ask for your help and obtaining a waiver for BSI and resending the district 20 mandate to change the middle school curriculum. What we have is working support it don't destroy it.

Cam 1: Since 2012, when my older daughter started kindergarten we've seen Bs excellent teachers, craft inquiry based interdisciplinary projects that challenge students and got them thinking deeply.

Cam 1: All 3 of my kids are passionate readers and writers in no small part because of the strong literacy curriculum of BSI.

Cam 1: This year, because of the Nyc. Read citywide Mandate and Doctor Predo's choice of curriculum, a choice made without engaging the district. 20 community. BSI's robust curriculum was replaced by inter reading.

Cam 1: As you heard, my son is disengaged and bored for the first time in his school going life. He comes home every day complaining about the reading periods.

Cam 1: The inter reading curriculum contains no full books. My son says it's like state test prep every day.

Cam 1: There is no opportunity for deep thinking, for working with complex texts, for inquiry or curiosity. There is no real substantive writing, there is almost no flexibility for teachers to differentiate or include full books in the curriculum, because all teachers have to follow a district wide pacing calendar.

Cam 1: I've been a high school English teacher for over 20 years, and I know from working with ninth to twelfth graders how important it is for them to be, and engaged with full novels to understand complexity, nuance, and character development.

Cam 1: Laying the groundwork for the ability to understand complex texts is vital for their future as high school and college students, and as citizens. My daughters learned all of these things from their teachers at BSI, up through and including the stellar Middle School curriculum developed by Ms. Mia Sachiloto.

Cam 1: In Miss Mia's classes. My daughters read Shakespeare, Thoreau, and Frank, John Steinbeck and Lorraine. Hansbury. They talked and wrote about complex moral issues, crafted creative projects, and graduated more than ready to meet the challenges of high school reading and writing.

Cam 1: Because of Dr. Preto mandate, the district. 20 schools replace their middle school curriculums with Hmh. Into literature. Vsi. Sixth graders are now reading text excerpts out of workbooks, and this Mia's seventh and eighth grade curriculum is slated to be replaced. Starting next year. This is no way to run a school system. Don't destroy what's working. Grant BSI. A waiver and rescind the district 20 middle School curriculum mandate.

Cam 1: Thank you

Cam 1: to be needed.

Cam 1: Okay, good evening. My name is Marjorie Nedik and my daughter Penelope. Attend sixth grade at Brooklyn School of Inquiry.

Cam 1: He's up this year. Her school has implemented Hmh's inter reading in C. 5 and inter Literature in Grade 6. Replacing a successful quality. Ela curriculum in our school

Cam 1: we are told that the superintendent, the superintendent, is mandating the BSI. Implement

Cam 1: into literature in seventh grade next year, and for many reasons I am opposed.

Cam 1: I'd like an answer tonight about how our school can request a waiver to not implement the Hmh curriculum in the 2024, 25 school year. Our parent body has been asking for this for the last year.

Cam 1: In previous years my daughter has thrived under the Bsa Bsidla curriculum. It shaped her into her kid that not only loves reading, but also love discussing books and love creative writing. Her teachers curriculum integrated full book class reading with teacher led discussions as well as self as well as self. Reflective journal, writing, creative story, writing, and nonfiction essay writing. The teacher's curriculum, taught my daughter how to read a book.

Cam 1: how to decipher the author's messages, and to infer what would come next in the book. The kids were thinking about possibilities, brainstorming ideas, and creating projects, and it was successful.

Cam 1: however, now in sixth grade with the Hmh. Into literature curriculum, I feel that not only have her skills not advanced.

Cam 1: but the can learning of the workbook is actually undoing the educational advances of her previous grades. The inter literature curriculum does not teach her how to think. It does not teach her to be unique, to think outside the box or to investigate. It does not include any creativity of any kind.

Cam 1: H. Teaches memorization and responses that something is only important if it will be on a test that reading an excerpt

Cam 1: of a book is good enough.

Cam 1: These excerpts miss entire concepts of the books they introduced, and there is no time for deeper class discussions.

Cam 1: The biggest issue I have with Hmh. Into literary curriculum is, there is absolutely 0 creative writing. Not once this year have they written anything that is creative writing. And that is just

Cam 1: I like, I'm going off. Look at right now, like it just is making me like my heart sink like

Cam 1: really, really, really disappointing

Cam 1: as well. The school year is halfway over, and sixth grade has only read one book with no time for teacher led discussion at all. They haven't discussed the book.

Cam 1: I'd like to know tonight how be assigned and apply for an exemption implementing the Hmh curriculum, not implementing the Hmh. Curriculum next year. We can't do it in seventh grade literature into literature does not do what it means in implies. It does not bring my child into literature. It just gives the surface. We want to know how we can get away with it, please. Thank you.

Cam 1: We're speaking to Peter Regis.

Cam 1: Sorry I fractured my spine.

Cam 1: I'm also a historian of education.

Cam 1: I'm a former New York City School Board member. Educator. So this debate about meeting and curriculum is not new to me.

Cam 1: Pendulum. I've been on it many times myself, and I've researched it. So I understand

Cam 1: what it means to go in and out like this with.

Cam 1: But what brings me here tonight is my experience as a professor of art and design education preparing teacher for New York City school.

Cam 1: It's not literacy. But, as you just heard. creative writing is very much

Cam 1: similar to okay. And what are the commonalities, critical thinking.

Cam 1: meaning, making

Cam 1: and creativity which we hear everyone repeat again and again tonight.

Cam 1: but preparing teachers to do that. It's not easy to test. Be much easier on the shelf. I'll prepare you how to manage the classroom. You go and just follow them.

Cam 1: That is not going to get us where we want to be.

Cam 1: It's not going to help the kids we want to help.

Cam 1: So

Cam 1: if they aren't the drivers of curriculum who is? Well, we've heard tonight, right?

Cam 1: But what's important here? And if we say that Mayor and the Chancellor, the drivers at this point, well, we've also got the State right. The State has not taken a position on this.

Cam 1: As a matter of fact.

Cam 1: what they are promoting right now, if some of you may know, is culturally responsive. And there's frameworks at the state level. And that's based on science to the science of the brain and learning. So we've got the science of reading. And I'm not questioning necessarily that science. I'm not expert on that. But we've got the science

Cam 1: of what's sustaining culturally responsive learning right?

Cam 1: Those 2 sciences. I have not come together in this curriculum position

Cam 1: from the mayor and the Chancellor. They're completely separate.

Cam 1: even though the State is asking that we do this. And what is it about the brain and what I'm learning?

Cam 1: Well, that's

Cam 1: specifically for school dependent learners.

Cam 1: So psi should get it's it's waiver. But the rest of the children shouldn't be subjected to the curriculum.

Cam 1: So 2 and a half minute speaker school dependent learners who

Cam 1: are the ones that we should be preparing to be independent learners.

Cam 1: and they're not going to get there through this curriculum.

Cam 1: In person, speaker Grace Rockner. and also. Yes. Is there still a student

Cam 1: I have in person here, and then I have 1 min. Let me just see if Grace Grace were you here.

Cam 1: I'm sorry we're gonna try to get through everyone in person first. And then

Cam 1: who are you?

Cam 1: Okay?

Cam 1: So how many more in person would like to speak.

Cam 1: Just Marie Grace and yourself. And what time are we at 6 56?

Cam 1: And we have 40 min?

Cam 1: Students. yeah, the students.

Cam 1: I'm gonna stick. I'm sorry I'm gonna stick with this. What I got we're gonna go one more and then

Cam 1: and line the agenda.

Cam 1: Do you ever check how many online. And then we can see

Cam 1: you wanna check company online now and then, if we don't have enough anymore.

Cam 1: that's a good idea. Alright. So well, we have at least one person.

Cam 1: So my name is Christina. I'm co-presidents. When I can speak about the new Literacy program.

Cam 1: First off, I would like to take a moment. I generally want to thank you, Dr. Fredo, for coming to 185 during our intermittent parent workshop this past Friday morning.

Cam 1: Our parents appreciate that you took the time to listen to our concerns, field questions and engage in conversation about the new reading program with their school.

Cam 1: although I feel confident that you listen to our feedback, and we'll consider a suggestion.

Cam 1: I want to articulate some things that many PS. 1, 85 parents would like to see implemented in order to make the Literacy program more effective and engaging for the students of PS. 1, 85, and District 20,

Cam 1: we would like time built in for teachers to adapt, modify, and supplement the inter reading curriculum as they see fit. For example, we would like our teachers to be able to have the time to include picture books for the lower grades and novels for the upper grades outside of the scripted curriculum that relate to the inter reading module.

Cam 1: We would like teachers to have more in-depth training in the science of meeting, not just the intervening curriculum.

Cam 1: Our teachers have done an incredible job at 1 85, implementing this new curriculum with the limited amount of time they receive to get it off the ground. However, we strongly believe, if our teachers are well versed in the science of reading, they will have a deeper understanding of how children learn how to read.

Cam 1: and we'll be better equipped to implement best practices, no matter what curriculum they're mandated to use now or in the future.

Cam 1: We would like the district to reconsider. Having second graders take the module assessments on the computer. So I'm an early childhood special educator. And I know that from a developmental standpoint the early childhood stage is from birth to age 8. It is not developmentally appropriate for second graders to say, take exams on a computer.

Cam 1: We understand and appreciate that the district is trying to prepare our children with computer readiness skills. But using the computer in early childhood classrooms should be limited as much as possible, especially for test speaker.

Cam 1: And I do just quickly want to say

Cam 1: in support of psi. II do. I think they should get the exemption. Their needs are different than our school

should do this.

Cam 1: But you know they're scoring really high on the standardized tests. I believe that if it's above a certain percentage, it seems like an amazing curriculum which the teachers developed at the school was working. So I just think

Cam 1: it must be one

Cam 1: who's up next. Grace, do you want to go try and get through everyone.

Yeah. But again

Cam 1: answering our questions, I feel administration also did a great job of putting together a thorough presentation.

Cam 1: although I'm still trying to reconcile the information shared during the info session and the information I collected from students, parents, and teachers. My kids are both independent learners, so I've never had to get personally involved with their academics. But I'm here because my fifth grader, who sentiments seem to echo what I've heard from others, asked that I share her statement tonight. Well, so I'll paraphrase that here.

Cam 1: while the into reading passages offer more educational information. We don't feel we're actually learning more because we don't remember all the information that's in the passages, since it's very boring. We miss reading books of our choice reading used to be fun, and we look forward to reading. But now we listen to a teacher or reporting of someone reading a passage to us, and we're not paying attention, because we know we can look through the book for the answers during the visit

Cam 1: after the quiz is over. We don't remember what we learned.

Cam 1: I also wanted to add a few responses to the info session. I understand that the curriculum is not intended to take away teacher, teacher, autonomy, but that does not appear to be the practice. So perhaps teachers can be given instruction on the science of reading, and encourage to focus

Cam 1: on the quality of a few passages that are supported by novels and project based learning thematic teaching rather than the quantity of patch passages and selection quizzes given. Second, there seems to be a lot of confusion around the scoring of the selection quizzes and modules. I'd love to see more clarity on this. If the 65 needs an 80, then perhaps a 65 should just be an 80, since my first grader will be in the second grade next year. I was

Cam 1: glad to hear that Dr. Prada seems to agree that second graders, maybe maybe don't need to take tests on computers.

Cam 1: This can be more of a transition year where they spend a little time learning to type while strengthening to find motor skills with handwriting.

Cam 1: And finally, it also sounds like smaller class sizes. Make more sense in in the Gen. Ed classes. Maybe not, for like the the Gnt programs. But where there's children of different varying levels and learning still smaller class sizes, I think, would be very helpful for that. So I'm hopeful to see us work together to create a more positive learning environment that isn't only preparing our children to be better test takers, but also prepares them to be enthusiastic learners and

Cam 1: tool. We're eager to make a positive contribution to our society.

Cam 1: I will be brief. I'm parent of sixth Grader at

Cam 1: I definitely echo the sentiments of all parents. That have spoken before me. The small difference in Chris. They actually have been reading books, but the problem has been, you know,

Cam 1: there has been no accountability from the students. Their reading is on your own.

Cam 1: There has been, as was mentioned before. No critical thinking, development, or discussion of the books. Books are supposed to be read independently, and at most one very cursory assignment is assigned upon completion of the book, so which basically, for an 11 year old boy who is ambivalent about reading, he is going to skim the book and see what he can get away with.

Cam 1: because there's no critical thinking discussion that takes place about the novels.

Cam 1: I definitely believe that you know at this point they have read 2 books on their own, but that is definitely too few. It's more than Bsai has read, but

Cam 1: do by Midyear is

Cam 1: just too few. The books themselves are not challenging either in content or vocabulary.

Cam 1: and I definitely think that middle school is the time

Cam 1: for

Cam 1: just falling in love with novels and falling in love with reading, and being able to transport yourself into a different world, and learning how to write

Cam 1: essays that are not formally so. I think that it should not be a one. Size fits all curriculum.

Cam 1: and students at 187 are being short, changed, I think, for from perspective of a parent in a school that

Cam 1: is doing well with standardized tests. Teachers should be teachers and principals should be able to have input

Cam 1: into the curriculum, and they should be able to select books that are appropriate for the students in a particular school, or even a particular class.

Cam 1: So I definitely. That into literature. Not really doing lot about

Cam 1: allowing students to love literature.

Cam 1: And

Cam 1: Dr. Preto, please consider changing it for 1 87 as well.

Cam 1: Thank you so much, for

Cam 1: you know. Keep my remarks short.

Cam 1: My name is Sarah Slicker. I'm a sixth grade teacher at Psi, and also a chapter leader.

Cam 1: for the years that I taught fifth grade at psi. 31 of the highlights of our year was reading very special novel together. Esperanza rising. Is anyone read this one before?

Cam 1: This is my personal copy, one that I've read aloud from many, many times, and I've actually cherished. I myself read the book as a fifth grader.

Cam 1: I've even got it signed by the author as a kid

Cam 1: and she wrote inside greed and rides, which feels like a really bad message, considering what we're discussing.

Cam 1: if you read the book, you know why it's so special. It's the captivating story of a girl who has to make big adjustments to her life, like immigrating to a new country, learning new skills and embracing a totally new identity.

Cam 1: Students were always memorized, mesmerized by the way those experiences mirror their own and the beauty and empathy of text reading books that affirm who they are and help them make sense of the world around them, like Esperanza rising, is a deeply meaningful human experience. One of my greatest hopes is immediately teachers to cultivate a love of books so that students can continue to have those experiences beyond my classroom.

Cam 1: However, this year, as I moved up with my students to sixth grade, our curriculum shifted dramatically.

Cam 1: no longer read novels, and the magic of reading and moving story is sorely messed by my students.

Cam 1: It's been replaced with reading excerpts of text and responding via multiple choice questions. I worry that my students are learning that reading is just about getting the right answer rather than a standard supported science-back curriculum that also allows for a critical exploration of the human condition.

Cam 1: feels like the life has been taken out of Ela.

Cam 1: I hope that District 20 can implement a curriculum that is responsive to students, culture needs and

Steve Stowe: great.

Steve Stowe: And then I'm just gonna and end the public speaking session. We're gonna book end it. Another elected official has called in, and I'm just on his behalf gonna read his comments on this State Assemblyman. Lester Chang is driving back from Albany tonight, but he wanted me to say he supports

Steve Stowe: what's being said here tonight about for for BSI and the other schools, and that these students should not should receive education appropriate to their needs. And so he just wants to emphasize his full support for the the points being made here tonight. That's State Assemblyman, Lester Chang.

Steve Stowe: Okay. Without further ado. Let's go to our superintendent for his report.

Steve Stowe: So good evening, everybody. It's great to hear from everybody. I'm really happy to hear how passionate everybody is about the curriculum. It's clear that it's being implemented in the schools especially one of them. But I'm really happy to be with you all tonight and to I will definitely speak to some of the nyc. Reads

Steve Stowe: points that were made tonight. But I first had some, you know, really exciting news introduction of a new principal in the district, as well as the announcement of some winners of our respect for all contests. Let me just share my screen.

Steve Stowe: Great. So good evening. The first thing I'd like to do tonight is to make an introduction of a new leader in District 20. So, and

Steve Stowe: at this school, actually, that is Co. Located with PS. 9, 39. So MS. 9, 36 parts off. Third, since the beginning of the year, has been served and led by an interacting principal.

Steve Stowe: and through the process a new principal was selected for appointment, and I'm really excited to introduce him tonight. He comes to us as the former, now Assistant Principal of the Arts at the Brooklyn High School of the Arts Mr. Frank Proudfoot. So I just like to introduce Mr. Proudfoot, and

Steve Stowe: really excited to have Mr. Pralfit on board to support Ms. 9, 36, and the expansion of the arts not just in 9 36, but also across the district. So welcome, Mr. Proudfoot. Technical adjustment, David. Sure I'm gonna mute mine, and you're gonna unmute yours, cause it's not.

David Pretto: The second thing I'd like to do today is, and I appreciate I appreciate them all for coming tonight, and I would like to invite the principals of the winners who have come this evening to come up and be able to also welcome and introduce their winners.

David Pretto: So we have principal Angelo Sacco, from Psis 1, 80 principal Josephine Sportela, from PS. 6, 82, and then. on behalf of Principal Alecandro from PS. 1, 27. I will do the introductions for our total of

David Pretto: 5 students every year in anticipation of respect for all week, which begins next week. It's February twelfth to sixteenth. It's our annual New York City public schools. Celebration of our

David Pretto: policy of respect for all which is focused on anti bullying and developing strong, positive school cultures. So across the entire district and across the city, there's a lot of different activities that students engage in, and teachers and schools lead all the way across the week to celebrate and promote our dedication to respect for all. And

David Pretto: a big piece of that, in anticipation of respect for all is the annual essay, poster, and multimedia, or poster contest. So every student I'm sorry every school in District 20 participates in a school level development of their essays, posters and multimedia video presentations.

David Pretto: They all div design, present their winners to the district, and then my district team student services manager, district social worker, our family team and myself all go through, and we ultimately use a rubric and select the winners. And it's it's really exciting thing to do every year, and this year is no different. I'm really excited to introduce the winner. So first from psis is 120. I'm sorry. PS. 1, 27. The essay winner is Joseph Linksman. I just wanna say.

David Pretto: yeah. Come on, man.

David Pretto: Dosa wrote an incredible, compelling essay that brought a couple of my staff members to tears, and tears aren't on the rubric, but

Cam 1: really amazing job and really proud. So congratulations.

Cam 1: Maria. Alright!

Cam 1: Let me just ask you guys one question.

Cam 1: Do you think that?

Cam 1: Let's say that

Cam 1: obstacles can stop you from running and doing so.

Cam 1: Thank you.

Cam 1: Well for me. Obstacles go, Staffly.

Cam 1: This quote by Michael Jordan, is how I feel about respect for all obstacles. Don't stop me. Don't have to stop you. If you run into a wall, don't turn around and give up.

Cam 1: Figure out how to climb it.

Cam 1: go through it or work around it.

Cam 1: This is how I feel about respect, for all my disability makes me different. And this is what people fear. This makes it hard for people to accept me from who I am.

Cam 1: Respect for all means to me, to respect all people, regardless of their culture, religion, skin, color, or abilities. Unfortunately, people have a fear of the iphone which causes people to react in a disrespectful manner.

Cam 1: It took me a long time to realize that people can react in a disrespectful manner towards people who are different.

Cam 1: Now that I understand this, I can share this with others. How I learned to accept that feeling.

Cam 1: we can solve these problems of diffus disrespect by learning to accept people of all cultures, religions.

Cam 1: skin colors and abilities and stop judging people because of it. A quote by Martin Luther King, Jr. Says that you should never judge something.

Cam 1: someone by their race, skin, color, religion, or disability. Instead, you judge them by their character teaching people about these differences can help us learn

Cam 1: to accept others and appreciate them more. When I was younger, people would look at me because I was different.

Cam 1: I didn't understand that at first, but then, when I looked around my in my surroundings, I saw people way more different than me

Cam 1: as a disabled child. I thought I would get made fun of because of how I was. but thankfully I was fortunate enough to have people who would accept and respect me, even though I am different.

Cam 1: Having this experience is making me want to share with

Cam 1: that. Differences are always a good way to learn something new and not be against, appreciate others. In conclusion, I think people have trouble accepting others that are different.

Cam 1: But we are all different. We have.

Cam 1: we are all different religions, cultures, abilities, and races, we should all treat each other with respect.

Cam 1: We should always treat each other others the way that we want to be treated. Thank you.

Cam 1: The the next one I'd like to and I'd like to bring up who also introduce our winner of the poker contest.

Cam 1: I'd like to call upon David Q. Congratulations

Cam 1: absolutely, absolutely.

Cam 1: Thank you so much.

Cam 1: So I want to talk about my my drawing, I guess essentially, when located. Obviously.

Cam 1: you. You have your own little world, you have your friends, your family. You don't really know anything about pain, or whatsoever on that matter.

Cam 1: but when you get fully, essentially, what happens is your world gets cracked and you feel such a struggle, and you feel alone. You feel like you can't do anything anymore. You lose all. And essentially I have went through pulling

Cam 1: pacifically cyberbullying, and it really gets into your head. But the one advice I could really give you is just to keep going, because that's really

Cam 1: something you have to keep on

Cam 1: pursuing bridges. Life

Cam 1: I would like to introduce. Sorry I'd like to invite to introduce the the winners as a team media and video.

Cam 1: Okay.

Cam 1: so we've got.

Cam 1: I wanna do this. So Nicholas Diakmanol de Yakiminolas. Susanna

Cam 1: Regnir and Liam Lerner Nunez.

Cam 1: This team created an amazing video. So not just like for the content, but also the production. So it's like a great job.

Cam 1: Our school media specialists, Mr. Reese, right? These are passionate group of children. Congratulations.

Cam 1: congratulations.

Cam 1: Video, we don't have it. Right? So maybe once.

Cam 1: Cause this is really impressive.

Cam 1: Yeah, it's on the

Cam 1: Well, Dr. Peta pulls that up. I just want to share a funny observation that ties this together. When I was a kid growing up in a small, somewhat rural elementary school. I was bullied for reading too many books.

Cam 1: True. First

David Pretto: put my thing on Max, yeah. unmute the mic. Yeah.

David Pretto: Die. Deep depression and harm to others. We need to stop this before it gets too bad. We can't let bullying, big or small, build up in the hearts of our kids.

David Pretto: Let's find out ways to relieve the anxiety that might be building. We're gonna film. Some light hearted skits about how little moments can lead up into Bigfoot doesn't always lead up to some big blow out. But

David Pretto: like this.

David Pretto: sometimes it's just little bits of bullying that I have in our hearts.

David Pretto: Parents and teachers. You guys need to know what happens in places where kids are alone. like the bathroom. It's where I lost my first tooth. But it's also where I've had big blown up hides with my friends.

David Pretto: Hey? One here, remember. Did you hear that Raphael likes Tyrone? Really, I won't tell Cyber Boy

David Pretto: some things that are typed on the computer or ipad

David Pretto: can be brought back to school. And that could cause problems big or smoke.

David Pretto: Oh. yeah.

David Pretto: what are you guys talking about? You don't have a Youtube viewer. I understand.

Yeah, planning

David Pretto: jokes can be funny. But sometimes they can be hurtful, too. Basketball team

David Pretto: kids give teachers and parents hence that bullying might be happening to you. Let's turn home and school into a place where we can talk about bullying freely

David Pretto: if you find it embarrassing to talk about blank. It's okay. Go to your parents, guidance counsellors, teachers. They'll be very helpful. big or small, build up in the hearts of our kids

David Pretto: actually

David Pretto: be like that.

David Pretto: Gotta get a picture

David Pretto: cut off my 4

David Pretto: congratulations.

David Pretto: Alright.

David Pretto: alright, I'm gonna grab

David Pretto: suspicion.

David Pretto: It's good. Minus one. Okay, good.

Those.

David Pretto: Yeah.

David Pretto: Yes. it's like one user, hold on

David Pretto: awesome.

David Pretto: Yeah, that picture. right? So

David Pretto: I mean, it's a bad side. I mean, yeah. it gets back up, and I'll make sure

David Pretto: we will be here until until 10.

David Pretto: So just shifting to another component of

David Pretto: of the respect for all initiative, this is, it's focused on anti bullying. And one of the requirements of New York city public schools in the State of New York is to observe local law 51, which is to report Biannually on incidents that relate to harassment, intimidation, and discrimination. So

David Pretto: pursuant to local law 51 of 2018, I think there's a resolution on the board for this exact reporting mechanism. The Department of Education is required to provide reports on student to student student bullying harassment, including sexual harassment, intimidation, and discrimination.

David Pretto: Twice per year, on May thirty-onest November thirtieth, for the legislation, and in accordance with the family educational Rights and privacy act or ferpa. Any value on the report from one to 5 is redacted, and it's noted as in a star. Okay?

David Pretto: So I have compiled the last 2 reporting periods from District 20 specific.

And I'll just read the chart to so explain what it means

David Pretto: this district 20 in the eyes of the State represents the high schools as well as middle schools, elementary schools. So this data is all encompassing of

David Pretto: the high schools that exist within the geographic district of District 20, as well as the elementary and middle schools.

David Pretto: The most recent reporting period was this, past November thirtieth, and it released data that was between the periods of May twenty-second, 2022 and November 20 and November of 2022.

David Pretto: So reading to the from left to right, total respond total refers to the total number of report or alleged incidents.

David Pretto: Material is the number of substantiated incidents, so there are the number of reported incidents, and then there are the incidents that are have been substantiated after investigation. These are all incidents that relate to any type of bullying period

David Pretto: then moving on, it goes into the categories that constitute the types of bullying that refer to bias based bullying so but bullying, based off of race bullying based off of ethnicity or national origin, or both bullying based on religion, bullying based on gender weight, gender identity and expression, disability and sexual orientation, and on the far right is the total of all of those bias based. Bullying

David Pretto: material incidents, ones that were substantiated the investigation so in May. So you'll see that in

David Pretto: May 2022, there were 418 alleged bullying incidents. There were 221 substantiated or material bullying incidents in District 20. Of those 24 were based off of race, 6 off of national origin or ethnicity, or both 11 on based on religion, 7 on gender, 10 on weight, so on, and so forth. You'll see that there are. There were more

David Pretto: material incidents

David Pretto: in the latest reporting period, November 22 versus May 2022

David Pretto: there were more based off of race. So there were 9 more than in the reporting period. There were 2 less total bias, related incidents in District 20 in this period, and so on and so forth. So this. This data is also

David Pretto: contained on the New York City public schools website under government reports, you can access it via the public website. And you can access District 20 s. Specific data as well as every other district in New York City. So I just pulled these 2 examples to understand the most recent data that's been reported how to read the report and what the report says, and get a sense of how the reporting works and how the DOE releases this data.

David Pretto: Can I hit you with a few questions on that, David, while we're here. Do you know why there's nothing from 2023 on here?

David Pretto: What I do know is that they release the data in the biennial report. So it's twice per year. And they release the data from

David Pretto: they, they this past reporting period. They released the data from November 27, November 2022. Why, I don't know.

David Pretto: I mean it should be released. It should be, I mean, is there anything that would stop them from releasing it shortly. I mean, the law requires releasing on these specific dates. So they're late. And this is our resolution. This is the resolution that John has sponsored. But

David Pretto: John, did you wanna ask David any questions about this? No, yeah. You know, it's just kind of I'm curious. If you have any insight, because otherwise we're gonna take it to, you know, the DOE and sort of, and especially the city council members who have passed local law 51 who have an interest in seeing this. I'm just curious why, it's because you guys have this data.

David Pretto: It's it may not be reported. But the district knows what the data is. I mean, you guys have this stuff, and I'm sure you're not sitting around wondering what the 2023 numbers were. Why is it not again just one more. Do you have any idea why it's not

David Pretto: being reported? Do you guys provide it? I don't have any. I don't have any like firm answers for you. I would like have my suspicions or my questions, but I don't know for certain. I would go to the office of Safety news development to find out what the answers were. So this is only one year. This is only one year of reporting. And I love data. So I'm you know, I'm not gonna ask you for all the other years, cause we can get. And we'll yeah work on that. But in one year. It looks like incidents. Material incidents jump 21%.

The

David Pretto: any interpretation of of that change. Do you think it's it seems pretty material. And if I was to see 21 increase in something, I'd say, that's pretty material. Have you guys sort of at least for this data? Have you sort of had any conclusions to? Why that happened.

David Pretto: I mean, this is the reporting period that covered the first year that we came back in person from the pandemic. So 2122 was the first year that we were in person. 2223 was the year after that we did see overall a slight uptick in you know, alleged reported incidents as well as as you're seeing.

David Pretto: material incidents, as far as the Y.

David Pretto: You know. I don't have any. I don't have any like theories for you right now. I would have to go back. And that's and again, and you make this point. It's last year's data. And we're talking about the data that was reported from 2 years ago and comparing it to the data from a year ago. So

David Pretto: you know, I would have to

David Pretto: able to say, irrespective of whatever's been disclosed by the DOE Central, you're able to say in 2023 that we saw a similar level of of incidents? Or did you see an increase or a decrease?

David Pretto: We saw an increase in incidents coming out of the pandemic to our first couple of years back in school. Yeah.

David Pretto: that much I can say, but in terms of like the the theories behind it, the behind the why I'll be honest with you. We had a lot of questions coming out of the pandemic, of how

David Pretto: children and the schools coming back in person together, and all of the different and related experiences that folks had during the pandemic was gonna manifest in schools as well as schools, being able to get back up and running their school culture systems getting accustomed to the various. You know challenges that all folks had adults

David Pretto: in the building families students both health related as well as kind of social and emotionally related. So I mean, there was a lot there.

David Pretto: Yeah, sure. And how about sort of going forward? Let's let's sort of, you know. Is there a strategy to

David Pretto: address? I mean, you've had your staff on before, and we've heard sort of the

David Pretto: the official view. But if you could kind of give us high level or service, a sync sort of strategy to address bullying in District 20, yeah, I mean the first thing that we really had to make sure that we did. My staff reported on this, and I and I gave a report on this as well, is the Department of Education does have a lot of structures that are in place to combat bullying. I mean, respect for all is a is a policy that has been around for several years. And it does have specific components structurally, that schools are required to have in place

David Pretto: in there. What's called the Consolidated Plan one of the first things that we had to make sure that was done was to make sure that those structures were put in place very strong.

David Pretto: These are things that rely on a variety of different staff members. These are guidance counselors. You're forming crisis teams. There's a lot of different components the school has to have in place in order to meet the demands of all the policy of respect for all, and it was first important for us to do a baseline check to make sure that all of those systems were working functionally and really well. And and in cases where they weren't support the teams, either in the formation of the team, the training of the team. To make sure that all of those

David Pretto: foundational components were in place. The second thing we did was we did a lot of Tcis training or therapeutic crisis intervention in schools. I have a couple of members of my team that are fully trained. We've operated trainings over the last couple of years to increase the number of staff in the schools that are trained in Tcis, and we found it to be a really effective structure to support schools in supporting children who are manifesting in crisis and de-escalation.

David Pretto: and in in general providing an providing a school environment where children aren't being triggered inside of school to want to go and bully somebody else.

David Pretto: That's something else we've done. And what we've also really kind of really tried to. Leverage is student voice primarily in the first couple of years through civics for all. And student government. We've had a lot of success in IPS. 6, a. 2 is a good example. Just because I was just there and participated in there voting for different school student leadership structures. But we're really looking for different schools. And we have a few in the district that have really strong student leadership

David Pretto: teams that are focused on anti billing and school culture. Specifically, not some of the kind of overall components that

David Pretto: sorry. I can only hear my voice once, too. It's it.

David Pretto: that aren't focused on some of the the III don't use the word typical in in a in a negative way. But typically with a lot of the student government components, participatory participatory budgeting, it's focused on new bathrooms, you know, getting opening the playground like opening a school store. And these are all great things. And we're encouraging that expanding those.

David Pretto: But we're also looking for places where students are engaged proactively in school culture value development mission statement development activities assemblies where we're speaking specifically about anti-bullying and engaging students. So and we have a couple of really strong schools who are doing that. We're looking to see how we can leverage those, and, you know, build a capacity of other student leadership teams across the district.

David Pretto: Thanks. Well, I you know I'm speaking for that. Sure. A lot of us up here, if not, everyone would like to continue to see sort of this data in aligned with, in in addition to hearing updates on on the initiative on ongoing basis. Because it really is, I think it's one of the most after the literacy curriculum. It's probably over the last year, the specific topic I've heard about the most from parents in the district. So.

David Pretto: I appreciate this and the beginning of a sort of an ongoing. I think anyone else, any other council members? Yeah, go ahead, Elizabeth. So what do you think there are multiple codes in the discipline code that tied directly to bullying? So these incidents that are here both reported and alleged as and the substantiated ones all tied specific codes in the discipline code. Under this whole thing

David Pretto: physical fighting is not

David Pretto: directly bullying. It would be considered a fight. It's elevated above bullying. Yeah, I mean, there could be bullying that in that was involved in an incident that led to a physical fight. But a physical altercation is is a different code altogether, if that's the one that's used to report the incident, because, like today, it happened to my son. So it really affected me today. But in a different district he goes to. But

David Pretto: you know, we're all public schools.

David Pretto: And so I was just wondering where so physical fighting will be above 4. So you have the as a parent. You've one. The discipline code is a public document, so you can locate that on the do a website, we can post it in the chat, if possible. We can also send it out. The Discipline code is a widely available document

David Pretto: you as a parent, are also entitled to know what the infraction code that was listed of an incident that your child was involved in. So your school, your principal, the Dean. Whatever school staff is involved in any incident

David Pretto: is, you're entitled to that information to know what the code was and and how they're proceeding with addressing the incident.

David Pretto: I guess the deed.

he was saying.

David Pretto: because it was a mutual physical fighting.

David Pretto: They

David Pretto: like he he seemed like he didn't want to report it, and it seems like a lot of schools are like that.

David Pretto: So it it feels like

David Pretto: we don't have a voice when our our kids get bullied or they try to downplay it, and most of the schools in that case, and I say this to every parent who feels unsatisfied with the response of a school, or otherwise you can either. I would recommend, emailing your principal definitely if you were not speaking with the principal about that incident. Ultimately the principal's responsible, for

David Pretto: you know the the incident reporting in in the school also recommend to reach out to the superintendent. You can also report. You can send an email to respect for all@schoolstonyc.gov and we'll also phone number. I don't have the phone number memorized, but I first recommend, if you didn't speak with the principal to contact the principal either, you know, verbally or in writing regarding your your

David Pretto: feelings about the incident. And I just II don't like to

David Pretto: discuss like individual incidents in a public meeting. But yeah, if you're not, yeah, if you're not happy with the answer that you're getting from school staff, you should contact the principal directly. If you are dealing with the principal, and not satisfied, you should reach out to Superintendent.

David Pretto: Alright, thank you. Yep.

David Pretto: thanks, David. So second district 20. So one thing that I want to say before I start to give this.

David Pretto: you know, presentation on our progress in nyc reads, and this is priority one in our Tcp, so all students learn to read well as Chancellor's number one priority. And one thing I wanna say is that

David Pretto: we. And we've spoken about this with the Cec. With the President's council and the title, One District Advisory Council. Very recently we had a meeting a couple of weeks ago, and we're discussing, you know communication structures in the district, and one thing that's been very clear to me is that in some places in the district we haven't done a good job of communicating and explaining the connection between various components that are at play here.

David Pretto: one, the science of reading and the Hmh. Curricum, specifically as well as the connection between the literacy shifts that are happening in New York City that are connected to

David Pretto: the Cha. Connected Nyc reads, and some schools have begun hosting parent workshops like the one that was at P. And, you know, going into detail specifically, the connection between the literacy shifts of Nyc reads and the curricular resource that's being used in that district in this district. It's hmh into reading for grades, you know. K. To 5, and then grades K. 2 for the Foundational Literacy program.

David Pretto: Wilson Foundations, Orton Gillingham. Really great Reading. Someone mentioned reading reform earlier is a program that's informed greatly by Orton Gillingham Foundation. Literacy techniques are all District 20 schools implement, you know, one of these approved foundational literacy programs in kindergarten to second grade.

David Pretto: But something that we haven't, you know, obviously done a really good job of is explaining some of the components around the selection. Some of the specific components around the reason why select this curriculum. I hear a lot about novel study and reading whole books. You know. It's you know, it's definitely a concern for me. This is a curriculum that, you know, provides a lot of options and choices for engaging in novel study and the reading of whole books. We do have students in our schools

David Pretto: reading novels and whole books. This so that's something that I feel like we're not doing a good job communicating. That's not getting it across. And

David Pretto: so I definitely want to name that as well as

David Pretto: it's a new curriculum, you know, and

David Pretto: teachers since the beginning of the year, and since last spring have been engaging in like training around getting a new curriculum in place. Principals have been doing the same thing, and having gone through a few curriculum shifts over my career.

David Pretto: It's it's a lot of work, and it's a not just, is it a lot of work. But it's also a tremendous

David Pretto: It's an impact on a professional. You know, somebody who's been teaching for 10 for 15 years and has been doing things every day.

David Pretto: believing and knowing that they were doing the right thing for kids, you know, on the last day of school last year, and then having to come in on the first day this year and do something different along with an entire citywide initiative, you know, backed by a body of research that's informing the reasons behind it. It's teaching is very personal. And it's a, it's a labor of love for all of our teachers. Our teachers do an amazing job with the with the work that they do with our kids.

David Pretto: And it's something that we're very mindful of. And I shared this with the parents of when they were sharing some of their concerns around the curriculum. This is a huge challenge for teachers, and I'm gonna share some celebrations in a second around some of the amazing work that

David Pretto: our teachers have been doing. With your children in the district. But II feel like it's really important to to name, that we haven't done a very good job of communicating. You know what those successes are. What are those things that teachers have been able to do the breakthroughs that they've made and the the big challenge that it is to take on a new curriculum implement it, learn it and figure out how to put in place the pieces that

David Pretto: connect to the things that you've always known. We're good teaching practices and how to implement them with this this new resource. So that's something that I'm really committed to doing. I'm excited to meet with the CC. This Friday we're meeting with presence, council, and title, one district, Parent Advisory Council to discuss, you know, different aspects of this curriculum that are really vital to parents.

David Pretto: Few have been named today. Novel study assessments and a variety of other components that

David Pretto: we need to do a much better job and being specific and explaining what those things are, how those things are either in place or things that that teachers are working on implementing, and how they connect to the literacy shifts in the science of reading.

David Pretto: So just a quick review of what the inter reading core expectations are from the district level. These are the things that we've communicated to teachers around. You know what we're really looking for them in terms of implementing the curriculum

David Pretto: one is a shift from this term of fidelity to a term of integrity to the program. And I'll talk about what that means in a second. But you know, hmh, into reading is a program that was selected for a variety of its components. But one of the benefits of the program is also a potential drawback. It has a lot of resources and a lot of different things that teachers can engage in. And it's really important that teachers are able to.

David Pretto: you know, focus in on the components that do align to the the literacy shifts in New York City. The science of reading and the goals. So we really wanted to focus on this idea of fidelity being the what like the U, the use of materials from the curriculum that align to, you know, great appropriateness and alignment to standards, which is our responsibility as a district. But teachers own the how like one thing that we really wanna make sure that wasn't lost was that teachers still utilize and implement teaching practices that they know work with kids.

David Pretto: small group instruction, class discussions, partner work and projects

David Pretto: in alignment to Nyc. Reads guidance.

David Pretto: The the one mandate was to follow the sequence of lessons without skipping lessons like this was one component that does match up to the science of reading specifically literacy shift 6, and the the alignment of a knowledge building curriculum that builds in complexity but with autonomy on how to meet all students needs. So teachers have been engaged in trying out different ways to have the curriculum and the resources meet the needs of their kids. And this is from this is from kindergarten to eighth grade.

David Pretto: We have cautioned against the use of Diy, or do it yourself. Resources by leveraging the Hmh. Resources to ensure that the the materials that they're using are all

David Pretto: align to the standards. They're grade appropriate for all students. It's it's it's a big equity issue. We want to make sure that all students in the fourth grade are engaged in fourth grade materials that all students in third grade are engaged in third grade materials, and we don't have students who may be performing below. A particular grade level, not ever getting to engage in that grade level material, never experiencing what the grade level material is that they're currently in.

David Pretto: And then, finally, you know, a big expectation has been to enhance access by including extension activities. So I heard a lot about, you know, novel studies, you know. That's something that's a priority about ours in the district. So the selection of novels, book clubs, etc. This is a curriculum that has a lot of options for teachers to select novels. Whole books! To use and to read with their kids is one of the reasons why we picked it.

David Pretto: and then to support Iachevers, but also to provide strategic supports and scaffolds to support multilingual learners or English language learners and students with disabilities.

David Pretto: So I just selected a few shots of kids. As we've been going around, you know, just to kind of illustrate what it looks like when the kids are in the classroom engaging in the curriculum. One is, the use of notebooks, but we also use multimedia and technology. So a lot of students are accessing text, not just through reading words, but a lot of times are able to hear read aloud, there's immersive reader. Components are some technological components that enable students to be able to connect to grade level text.

David Pretto: We have a lot of students working in groups and partners. We do focus on using different scaffolds and supports to engage students in engage the curriculum. But to engage together one of the big things that we've worked on the last couple of years was a concept of the hallmarks of advanced literacy. So engaging in students and student discussion is a key aspect of

David Pretto: the hallmarks of advanced literacy is really bills. Language supports for English language learners and for all students. And it's a priority of our teachers. We really looking for ways to ensure that children are engaging with each other while they're engaging with the curriculum.

David Pretto: This is, some students using, you know, hard copy materials as well as online. Another example of stu teachers engaging in small group instruction. So a big aspect of this this shift has been the shift away from

David Pretto: a guided reading and using level text to you know, using skill based small group instruction and using decodable text in the early grades. So something that continues to be a focus of ours the the materials that we're using are shifting. But the methods for instruction are not

David Pretto: just another

David Pretto: picture of kids sitting and working together.

David Pretto: We do engage in partner reading this is something that is happening in our schools. And something that we're continuing to support at the district level with our learning lab, professional development structure to support teachers and identifying specific aspects of the science to reading, that they may be finding, challenging, giving them strategies to engage in that level of work.

David Pretto: Students do have options in our different literacy center rotations for choices. They do have the opportunity to engage in different activities that

David Pretto: are aligned in the science reading and also provide, you know, choices for our kids. We've leveraged translated materials. We've been using a variety of materials to ensure that all students that speak the more than 70 languages in the district are able to connect with the different text at the grade level. To make sure again that we have scaffolds to to connect all of our kids to, you know, grade appropriate instruction from kindergarten all the way to eighth grade.

David Pretto: just students engaging in some more kind of project display based activities in the classroom.

David Pretto: Just some more group work on a theme lesson.

David Pretto: The thing that the thing you'll see in the background is the shift in Nyc reads, this is specific to

David Pretto: the the foundational literacy component, we have shifted to something a concept called sound walls. The sound walls are walls that literally show children the the mouth shaped that you make when you make different sounds to support children and learning how to form the different sounds that go along with the letters when we get into a phonemic awareness. So we've teachers have done an amazing job in this district in a very short period of time. Not just learning what these sound walls are, but also beginning to use them with kids.

David Pretto: This is a whole class discussion.

David Pretto: So we are working with our teachers to examine how we can incorporate, not just small, you know, small group discussions, but also so credit, seminar style discussions from kindergarten all the way to eighth grade.

David Pretto: Just another looks like another group project.

David Pretto: This is just an example of children engaging, just using different scaffolded materials. You'll see that this teacher has, you know, formed color coded post-its that they're using to engage in the learning activity.

David Pretto: Just some more partner work.

David Pretto: This is a school that utilizes different scaffolds to support students in engaging in conversations. They give them guide posts, they give them different sentence, starters and frames to support children in all children in engaging in the conversation

David Pretto: just another small group activity with the teacher.

David Pretto: and a read aloud with the class.

David Pretto: you know. I want to say that the the teachers in the district have done

David Pretto: an amazing job of taking this new resource and implementing it, you know, utilizing the the best that know they've always existed. It's not an easy task. I'm I'm incredibly impressed by what I've seen in the schools and and I'm really happy with I'm really happy with the the level of critical thinking.

David Pretto: the level of engagement, and thought that I've seen across the schools in the district.

David Pretto: So in follow up meetings, I'm just, II plan to, you know, start to highlight some of the breakthroughs and celebrations that a lot of our teachers have been able to find across the grade levels. There's also a lot of challenges I've been named today, you know, novel study, and the reading of books within the curriculum has been a challenge that teachers and principals have, you know, brought to me directly. And we've had some schools be very successful. We've had some schools be really challenged by how to go about doing it. And something that we're gonna be providing direct support to targeted schools, as well as

David Pretto: all of our 3 to 5 and 6 to 8 teachers through our learning lab on different approaches to incorporate novel study into the curriculum. If, as far as the priority one, this is so, these are. This is our progress. Monitoring

David Pretto: structure for the the Dcp. Or the District Conference of Educational Plan. It's aligned to the Chancellor's priority priority. One is all students learn how to read. Well.

David Pretto: we're on track to meet our goal. We have 2 goals, a 5% increase in reading proficiency for our first graders using the Akane's benchmark, and then we have a 5%

David Pretto: increase for all students in the Ela assessment we use I ready to progress. Monitor, that we also have specific targeted goals for some of our students, subgroups for our students, with disabilities for English language learners, for our economically disadvantaged students and for students in temporary housing. They have. They have bigger increases than the 5%

David Pretto: but I do have reporting on on these and at the grade level, which I'll show in a second. I'm happy to share that. At the middle of the year this year we were significantly ahead of our progress that we had made last year in the first grade reading, we're 61% of our students at or above benchmark. It was 40% the beginning of the year. This is over 12% increase from last year. It's significant, like, there's a lot of progress

David Pretto: progress happening in in the early grades. And I attribute it to the amazing implementation. By our teachers, they're doing it. They're doing an amazing job. In the January mid year. This is I ready. So this is in grades 3 to 8. We are on track to meet our goal of a 5% increase. We're at 48% on or above grade level at this point in the year that's up from 36% at the beginning of this year. And it's a 2% increase from where we were at the same time last year.

David Pretto: So we aren't seeing that overall. We are ahead of how we were performing last year.

David Pretto: Just some grade level specific. So in third grade overall, we're up 17%

David Pretto: in fourth grade, we're up 14%.

David Pretto: Fifth grade were up 11%,

David Pretto: sixth grade. Rep. 7, seventh grade. Rep. 6

David Pretto: and eighth grade. We're at 5. So one of the things that we're really kind of looking to do. In the second half of the year a lot of our schools have already engaged in midyear progress, monitoring administering surveys with parents, with students

David Pretto: with teachers. I myself am working with the District level parent leaders, Cec. Presence Council title, one District Parent Advisory Council to look at what are the components of this implementation where we're still falling short.

David Pretto: and, you know, put it in place, an action plan to address them. There's I named a few things that I feel like are already, you know, really important components of this curriculum that have not been well communicated by me, and I and I own that. And I'm really dedicated to make sure that this gets communicated well and in mediums that are accessible for parents.

David Pretto: Yeah, I know that there's different approaches that, you know are able to connect with parents and everybody doesn't kinda connect in the same way. So I'm not just really excited to hear the list. I'm sure a long list

David Pretto: of of different components of this curriculum rollout that parents need and want more information on. In in addition to the the things that were shared today around assessment novel study, and the the types of text and tasks that children are engaging in but also the assessments. I've I've heard parents loud and clear on these things, and you know I'm I really, wanna you know. Get a sense of what's gonna make sense for our kids.

David Pretto: you know, moving forward into next year. So I'm excited to hear the list from Presence Council title, one Dpac CC. And work with my team to develop a plan. I plan next month to share what that feedback was with everybody share what we're gonna put putting in place in terms of communication mechanisms, workshops.

David Pretto: you know, we can develop content at the district level to support families in, you know, specific aspects. You know what is interesting and important to District 20 families may not be as important to like another district, and similarly with individual schools, I've been really excited to see individual schools be able to work with parents and share this level of information. Like the PS. 1 85 presentation. I thought it was very thorough.

David Pretto: and I thought they did a great job in, you know. 35 min of sharing the connections between the literacy shifts in the Hmh curriculum. But you know, it's gonna take more, you know, more

David Pretto: to ensure that everyone has the, you know, the is connected to the full gamut of information of you know what's going on. The the rationale behind? Why, this is happening and and what we can do to make sure that the implementation of the school is, you know, is improved. So

David Pretto: you know for March, you know definitely that there was some questions from the the Chancellor's Town Hall that were that didn't get answered. So I'll work with the Cec. To develop and gather some answers to those and provide a follow up obviously, the feedback on the implementation plan. And then, you know, next month, also to share, you know, some information about.

David Pretto: you know the professional learning that we're providing at the district level, and some of the amazing breakthroughs that some of our teachers have been able to have been able to make with this curriculum. And Nyc. Reads

David Pretto: so looking forward to it. that's

David Pretto: and that is my presentation. And then we'll be shifting to the fair student funding budget presentation. So I know we're not going to get through this issue tonight, and I'm not even going to try. But I do want to try and tie in a few of the comments we heard earlier with some of the things you just said, and just get you to respond to those but I do not intend to defer. If any other council members want to ask questions on. I did. Well, quick question.

David Pretto: I mean.

oh, it's

David Pretto: are we using the same testing material to do the evaluation?

David Pretto: Yes, yeah. So we're using the same screeners that we were using last year to measure progress.

David Pretto: And just comment on that, David, I do think I heard you focusing on beginning of year to middle of year, as we all know, things do tend to improve as you go in any given year. You sort of start out kids coming right back into school. And then it's sort of. And and we've talked about I ready and how it's measured. And it's designed to capture that. But I do think you should focus year over year change each year we should try to see improvement. And you did touch touch on that with the 2% overall improvement. So just the highest we've ever performed at this time of the year since we've instituted the I screener.

Okay.

David Pretto: the the big thing we've heard. Oh, go ahead, Elizabeth.

David Pretto: They all the parents were asking about the waivers and opting out, and we even boarded up at the town meeting last time.

David Pretto: But he was saying that it

David Pretto: 85% of the district, or just 85% of the particular school passes

David Pretto: a particular school they could opt out

David Pretto: there. There hasn't been any exceptions or waivers granted to any schools for the curriculum.

We have. What's the process?

David Pretto: There's no process, as far as I'm aware of. This has been a request that the BSI community has made since June. Right?

David Pretto: And there's currently no process in place for an exception or a waiver.

David Pretto: What what Elizabeth was referring to was first Deputy Chancellor Weissberg did cite the figure 85. Proficiency would be a potential benchmark for each school. Correct. But by school.

David Pretto: and that's the proposed, and we're on it. I mean, this is something we follow up with.

David Pretto: You know. Obviously, I hear a lot from BSI and other many other schools in the district to BSI is very well organized, but many other schools and parents, and they and

David Pretto: you know we're on it with the with the ue central. You know the the staff there that make those decisions. So I'm as curious as all the parents in here are as to what the process is going to be

David Pretto: still. Have the phonics which I think was working and still working.

David Pretto: And I believe when we first talked about Agent, you were saying that it was only a percentage. They don't have to do it for the whole day.

David Pretto: No. no, that it's the literacy curriculum

David Pretto: and all schools. When you refer to the phonics component. That's a curriculum that every single school in the district

David Pretto: has had for several years before. Hmh.

David Pretto: In in kindergarten, through in kindergarten and second grade. Only.

David Pretto: David. I want tying a couple themes we heard earlier and tonight, time, time and the time in the day time in the week in the month.

David Pretto: How do you respond to that? We hear a lot that you know you talk about. Oh, there's flexibility. Teachers can adjust the agreement. But then we hear a lot online. And you know, teachers, that there isn't that much.

David Pretto: What's the disconnect?

David Pretto: You prefer it that way?

David Pretto: No, that I'm the only one on the on the camera. Okay, they're just laughing. Cause it's it's funny. Yeah.

David Pretto: Oh, there's comments that Pop up. Got you got you? I would I would have laughed. I would have laughed that it was my! It was yeah. I would have laughed on the face.

David Pretto: So the so the

David Pretto: The the question of time has always been a challenge for teachers. There's never been enough time in the day to to do what needs to be done

David Pretto: with the implementation of a new curriculum you're going from how you used to organize your day in many cases to using the same level of time but now you're implementing different resources

David Pretto: in doing so. And when you're learning something new, it's gonna it's gonna be different. So that's one thing that, just, I think, across the board, for all teachers applies.

David Pretto: With regard to flexibility in the pacing middle school, the middle school curriculum into literature is much more straightforward in terms of number of days and periods, and time, in the, in the, in the window for flexibility, whereas in elementary school, in kindergarten, through fifth grade. The units of study have different lengths. They have different numbers of lessons, and one module maybe have more flexible time than another module. And that's something that we've been learning as we've been implementing the curriculum.

David Pretto: And that's been a and that's been a challenge. We've been. We've been, you know, continuing to get feedback from teachers and from principals around this. And you know, there's there has been requests for how do we get more flexibility in time. So we really tried to work with

David Pretto: principals with schools, with teachers around the structures that they have in their schedules. Some of it comes down to scheduling, and how schedules can be leveraged to ensure that teachers get the time that they need to do it.

David Pretto: There are. There are technical things that can be done where the you know the arrangement of prep periods and how social studies versus literacy. You know what lessons are being taught today, they're gonna take 2 periods versus one that can be done in isolated period. There's been different things that teachers and principals have looked at in in terms of what gets taught in the morning, and what gets taught in the afternoon, and how that can help support

David Pretto: the implementation of a lesson that may take 2 periods in literacy, but I may only need one period in math, or I may only need one period in social studies. It's just an example. But you know we've been working with schools to

David Pretto: find. Try to find out how much time is supposed to happen. One thing that has been a challenge across the district has been the recommendations of time for students to engage in particular types of activities that align to the science of reading. In many cases where a school has not engaged children in specific activities that do align to the science of reading, how to embed those while also figuring out how they're gonna work with the remaining time that they've had.

David Pretto: That's something that some schools who are not accustomed to implementing a foundational literacy program or focusing on the the fidelity of it. Of its implementation. Th, there's been challenges there. So yeah. But I would attribute the in general.

David Pretto: I would attribute it to being to it being a very new thing and we found that teachers as time has gone on, they've gotten better at it and better at it. So II feel like as we get into the spring, you know, taking assessment of you know what this means for

pacing! You know how many units we're gonna do like. These are all things that we're, you know, listening feedback from teachers and from principals to see what makes sense for next year.

David Pretto: Thanks, David. Another one that came up repeatedly was the idea of small group discussion. Book, club. Those type of activities. You highlighted. Some other parents are saying, or kids are not doing this kind of stuff is W. Would that be considered under the Hmh curriculum? Is that considered an extension activity? Or is that considered sort of integral? And if so, why or not? Why are we not hearing that all schools are doing it?

David Pretto: It's a great question.

David Pretto: I would attribute in general the some schools being able to get to it rather than others to the place that that school is in terms of being able to implement. Like we've seen. We've seen it happen. But in terms of priority, like teachers have been learning how, especially at the middle school level, where the organization and planning may have been around the novel itself in the past, and then, you know, connected materials would come in to support the novel itself.

David Pretto: The the curriculum is arranged around a theme. It does have foundational texts, and then the novels are a component that the teacher can choose, but they also don't have to implement the novels. And there are some classes across the district that don't level. Let that don't leverage, novel study. Nor did they leverage novel study in the past. We didn't wanna force,

David Pretto: you know, a a classroom to engage in a novel study. If that wasn't something that you know, met the needs of the kids. But the same time we wanted to have a curriculum that provided teachers with the option to be able to do so, and the materials to to engage them in it.

David Pretto: Having teachers get to the place where they found how to do. That implementation has been different in different schools. And it's and obviously has come up in. This meeting has come up before. So we are starting to arrange support for schools cause I've had direct conversations with teachers and trying to figure out how to do it. They want to do it, and there are the different aspects of finding out how to do it. Well.

David Pretto: and we've started to, you know, kind of kind of come up with different ways. That novel study can be incorporated in middle school classrooms. It doesn't have to be done one way. And there's certain factors that teachers are kind of finding as barriers. And we're gonna use our team to support them and try to, you know, kind of get through those barriers and make choices that make sense for them just to help me a non practitioner. What would be an example of a barrier to introducing a novel?

David Pretto: What would be an example? Great question. So a common barrier is, when are the kids gonna read the book? You know frequently. The book may be read in class, you know. Entire periods may be spent, you know, reading the book

David Pretto: and that can be a barrier for teachers. But when they're starting to think about

David Pretto: the the lessons that connect to the standards and the theme of the unit.

David Pretto: Is, and the text that you know come along with it. So you know different schools. There are different ways that you can introduce the novel and have it operate over the course of the unit. You can introduce it at the beginning, and have students intermittently read, different during during different periods of the week, while the lessons are interspersed.

David Pretto: You can have the novel exist at the end of the unit. Once all of the unit texts have been read, and you can, you know, spend dedicate that you know period of time just to the novel and a variety of other ways. You can have the whole class engage. You can do literature circles where small groups are reading different novels together.

David Pretto: You can do book clubs you can do it. An independent reading where only an individual student is is reading that book and engaging in his activities.

David Pretto: So the the curriculum provides teachers with the resources and materials to engage students in those different forums and be able to track that reading. One of the biggest challenges as a middle school teacher is being able to track the reading of the children across the class. If you have 30 different students reading 30 different books. It'd be very challenging as a teacher to to be able to ensure that the that what they're engaging in continues to be at or near grade appropriateness.

David Pretto: So the the curriculum provides teachers with a lot of the materials. But we also have had teachers, you know, express, hey? I found this novel that aligns to the theme, but it's not in the curriculum, but it aligns the theme, and it makes sense, and I'm going to read it with the class, and that's something that the principals and I have felt like was a good decision, you know. And so we found instances where the school has changed. They haven't used the the novel from Hmh. They used a different novel, and they found great success with it. So we you know, we

David Pretto: we encourage that that's one of the flexibilities. Again. Novel study was something that was really important to me. In selecting the curriculum we wanted to make sure that you know, novels were something that was a tool for teachers to utilize when implementing the curriculum. We also didn't wanna force

David Pretto: novel study on again. Our priority was alignment to the standards, great appropriateness, and making sure that the Ela curriculum had a diverse body of text that children are engaging in. So they're getting. They're getting engaged in poetry that they're getting engaged in nonfiction literacy literary criticisms as well as you know, novels. So

David Pretto: we see that the curriculum does provide that diversity of resources as well as the novels so really excited. You know, teachers are there, you know, where teachers have been challenged and implementing it. They are starting to kinda

David Pretto: get their sea legs and and and make selections and starting to engage the kids in. And we're excited to see how that goes, because in year 2 we expect that this is gonna be something that they've been able to pilot and try out. And where schools have, you know, priorities in different grade levels that they're gonna be more equipped to be able to do this, you know, from the start of the year. I think Tamara had a question. Who approves those models when when it's something not in the curriculum who approves? If someone, it's this school decision, school decision

David Pretto: commanded. You have a question.

David Pretto: Call me yourself, please.

David Pretto: one of my questions.

David Pretto: If you didn't choose, if if agent age.

each image was enchanted.

David Pretto: What looks like the next curriculum

David Pretto: that you wouldn't think

David Pretto: it would be like us, you know.

David Pretto: It would have been either expeditionary learning or wind wisdom. There were 3 choices.

alright

things that they would have done.

David Pretto: parents like going over the aspect of it.

You have, like a number of like how many schools that

David Pretto: I won't say. Here is the number of parents of Lloyd Gale.

David Pretto: I'm I'm here. I'm hearing the same thing tomorrow, and so like, and and that's something that you know, because it's an issue like it's definitely a priority of mine. What I do know is that some schools have been doing a a really good job, and it's become a priority to be able to explain these things. And and I'll be honest with you

David Pretto: just as it's new for the teachers

David Pretto: and the principal. Similarly, for your parents support staff. So parent coordinators, and you know the rest of the staff that is usually charged with.

David Pretto: you know, pushing out this type of information.

David Pretto: The nature of the workshops is, there's a lot there, and something that I've spoken to Steve a lot about has been to what level

David Pretto: or do we need to provide information to families because we can. There's a lot of information there. We wanna make sure that the level of information that we're providing to families meets the needs we could. We could talk about the science of reading the Hmh curriculum. Its connection to the foundational literacy curriculum, its connection to literacy shifts. We could talk we could. There's a lot there. So my, my immediate purpose right now is to kinda gather the specific

David Pretto: things that parents are really asking a lot of questions about Alina. Alina. Alina, please.

David Pretto: you know, addresses it both at the district level, but also, most importantly, at the school level.

Can 1: past their bedtime.

Can 1: Not for, say you, but the superintendent, or whoever is behind this.

Can 1: they need help. They need to start reading books, whether it's a novel or whatever it is. There's 5 days in the school week.

Can 1: this this way, that they could implement 3 days for reading a book and interacting with the class, and if 2 days or vice versa, there's certain ways that they could do it, there's no reason that they can't do it.

Can 1: and also respect for all. Everybody here came for a reason

Can 1: so respectful. All of you have to listen to everybody, and they have to be some kind of part where everybody.

Can 1: whether it's the maya, whoever it is, and they have to implement everything but every child. It's not just a few children that left behind or behind. There's other people that are progressing. And now they're full on that.

Can 1: And then that's the best problem.

Okay.

Can 1: version of exactly what you're talking about.

Can 1: CC. Presence council, title, one district parent advisory. All the elected leaders from all the schools in the district kind of sharing, you know, feedback specifically on this issue so that we can put in place an action plan. Because I agree with you, if folks are standing up here and

Can 1: it's real like it's valid. What the the things that people are bringing to the table today are just as valid as like the numbers on the screen. So it's my job to make sure that we make those connections. So I'm committed to doing

the children.

Can 1: 1 one last thing I just wanted to connect from the other comments. One thing that I thought was sharing was the writing that's done a number of

David Pretto: for longer writing, actually, and I. And that was one thing you did. I don't think you did address in the prepared comments. Is it?

David Pretto: Is it fair that now, under this, under the Hmm curriculum that there's fewer opportunities than there otherwise might have been for sort of opinion based writing, non-expository writing other kinds of, you know, fiction and whatnot, the curriculum writing curriculum. It has a writing workshop. It does engage students in the 3 genres of writing argumentative and narrative.

David Pretto: I heard parents loud and clear talk about how the the level of creative writing that was not happening in their schools is concerning. So that's you know, that's if that's important. We have had a big focus on the reading curriculum. It has been Nyc reads. So there has been much more of a focus on the reading curriculum than maybe the writing

David Pretto: something that I, you know, definitely, has been something that's come up with teachers. It's something that we wanna to support them with. But I would say that there has been a big shift in the nature of writing in addition to the narrative argument and

David Pretto: and informational writing that students were accustomed to doing. They're still doing those types of writing, but they're also doing a lot a lot of writing in response to reading, and that's the type of writing that they had not been doing as much of historically. And I think that that is kind of a place where.

David Pretto: you know, teachers were getting used to that level, that type of writing in the classroom and then shifting to the the information argument and narrative type. Writing as well was not as much. It's like, I'm just suspecting. But I know it's something that's been that teachers have brought up to us. We wanna. you

David Pretto: know again another topic that not just, you know, being able to communicate with families about, but also to support teachers. We have been supporting so much on the reading instruction, and how to connect the the like, how to connect the the curriculum to the the kids, and just get teachers accustomed to it that we have not had a huge focus on the writing curriculum.

David Pretto: Okay, thanks, David. I think, for now that's probably where we should leave it.

David Pretto: What

David Pretto: fair student funding the required presentation fair student funding.

David Pretto: I'm going to ask.

David Pretto: So we're now going to present the annual school budgets engagement session. I am Dr. David Proto. I'm the superintendent. I'm here with Elva Rodriguez, who is our budget director. She's online

David Pretto: And Elvis supports our schools directly with all matters that are related to the budget. So every spring the panel for educational policy votes on New York City, public schools. school budget, allocation formula for the following school year, which is known as fair student funding formula

David Pretto: in preparation for the event. Superintendents and borough based support staff like Elba. Present, the New York City public schools propose fair student funding budget allocations for fiscal year 2024 to all community and citywide Education Councils.

David Pretto: The purpose of today's presentation is to review the budget and the allocation formula, review, fair student funding, and the weights for fiscal year 2025, which aligns with the 2024, 2025, school year.

David Pretto: This presentation reflects our continued approach to how New York City public schools is conducting community engagement around our school budgets. As it relates to the fair student funding formula.

David Pretto: our goal is to increase our transparency, ensuring that you, as critical community stakeholders are made aware of how schools are funded and made aware of the resources available to you. To better understand your school budgets.

David Pretto: I appreciate you joining the meeting today, and we'll dive into the presentation now onto the agenda next slide, please.

David Pretto: So I'm going to talk about 3 main topics today. An overview of this year's overall New York City public schools budget. A detailed explanation of the fair student funding formula and a walkthrough of the new Web pages created to increase budget transparency.

David Pretto: If you have any questions during the presentation, please direct them to the chat, or if you're in person, I request to just hold the questions to the end.

And I have Elba or some other team members ready to respond to the questions if needed.

David Pretto: questions that we're not able to answer during the presentation will be collected and shared with New York City public schools team who will then respond and I'll share them back with the group.

David Pretto: Additionally, the intention of this session is to collect public comments on the formula for the upcoming school year. We ask that if you have specific feedback on the weights for the fair student funding formula that you please feel free to share that feedback with

David Pretto: budget. Public comments@schools.nyc, dot. Gov.

David Pretto: the New York City public Schools team will take public comments received at this email address into consideration in the coming weeks next slide.

David Pretto: So one final note about the presentation. While I will be providing an overview of our overall New York City public schools budget and our district budget. I will not be reviewing individual school budgets.

David Pretto: These are accessible on the public website. This slide shows you the steps to find the school budgets from our homepage. I'll give you a minute to use this information to load your school specific budget. If you're interested.

David Pretto: And just a note Pre K. Centers and charter schools do not have budget reports on the Dee website

David Pretto: next slide, please.

David Pretto: So I'm now gonna provide an overview of our overall budget. And where the funding comes from.

David Pretto: this data is based on the most recent budget included in the Mayor's January plan. Our total budget for the 2023, 24 school year is 39.3 billion, or about 31,000 per student. In our system.

David Pretto: New York City provides most of our funding for the 2324 school year the city contributed 21 billion or 52% of our total budget.

David Pretto: Most of our city funding comes from what we call city tax levy dollars.

David Pretto: City tax levy funds are drawn from local taxes, so, including property taxes, sale taxes, and personal income taxes. Every year, the mayor proposes the amount of city tax levy funding we get.

David Pretto: and the city council must pass the budget into law before the new fiscal year begins. On July one.

David Pretto: 1414,000,000,000 or 36% comes from New York State funding. New York State is our second largest source of funding.

David Pretto: Every year. The Governor proposes the amount of State funding that we will get mainly based on the number and types of students enrolled in our schools, and then the State legislature must pass the budget into law before the new fiscal year begins on May. First

David Pretto: funding generally comes from income and pro corporate taxes as well as property and sales. Tax

David Pretto: Federal funding comprises a total of 4 billion dollars or 11%. Of our funding for the school year.

David Pretto: The Federal Government is our third largest source of funding

David Pretto: every year. Congress proposes a budget, and the President must sign the budget into law in advance of the new fiscal year which begins on October first

David Pretto: the every student succeeds act, or Essa provides the rules for allocating most of the Federal funding we receive

David Pretto: next slide, please.

David Pretto: In the previous slide I covered an overview of where New York City public schools receives its funding from. And now we will shift into how that funding is spent in our schools and across our system.

David Pretto: Within our budget we have mandated costs that must be covered annually, including employee benefits, pension and debts as well as state mandated payments to charter schools, nonpublic and contract schools.

David Pretto: This pie chart represents the major costs.

David Pretto: I'll provide a brief explanation of each section. We'll begin with the early childhood located toward the bottom right hand side of the pie chart. So we allocate 2 billion dollars to support early childhood. That's birth to 5 across the city.

David Pretto: Then, for employee benefits, pension and debt.

David Pretto: This 10.8 billion dollars pays for healthcare and other employee benefits, pension payments for staff

David Pretto: and debt payments on loans for school construction and upgrades

David Pretto: for charters. We allocate 8% or 3 billion dollars for charter schools as mandated by State law

David Pretto: for non-public and contract schools, nonpublic and contract school payments, covers schools and programs that educate New York City students, but are not directly run by the New York City Department of education.

David Pretto: The 2.6 billion includes students with disabilities attending specialized schools.

David Pretto: supplemental services to students attending non-public schools.

David Pretto: then superintendent and field offices, and the central offices combined comprise approximately 1.5% of our overall budget.

David Pretto: The school operations section pays for non instructional services that students receive.

David Pretto: The 4.8 billion is used to pay for costs, including free breakfast and lunch available to all students.

David Pretto: bus routes.

David Pretto: loan payments on buildings. This is new construction and renovations, and this is similar to a mortgage payment.

David Pretto: Lastly, the largest proportion of our budget is allocated toward K. 12 schools in instruction. We allocate 15.2 billion dollars or 39% of the overall budget annually to support our schools, including general education, teachers, guidance counselors, deans.

David Pretto: health and school climate initiatives, such as gym teachers respect for all week and climate action days, special education after school activities, summer school and other operating expenses. This also includes funding for textbooks, computers, materials and supplies.

David Pretto: Okay, now, transitioning from citywide view, we can look at the budget and fundings breakdown for the district.

David Pretto: So this will not cover the breakdown for each school, but you can find it on the New York City public Schools website by following the directions I shared at the beginning of the session.

David Pretto: But, as you can see in District 20, we have a 678 million dollar budget

David Pretto: across our 40

David Pretto: 41 Pre. K. At 12 schools that serve 32,000 students, including the Pre. K centers. This does not include District 75, since those programs are not funded through fair student funding

David Pretto: school budgets are comprised of a mix of fair student funding and other funding sources.

David Pretto: and I'm gonna drop something in the chat just to be able to locate the school budgets

David Pretto: right?

David Pretto: I've dropped the directions for how to go about, go on the website and then be able to access individual school budgets next slide, please.

David Pretto: So who decides how the money is spent at the school level once the funding is in place in school budgets, principals are responsible for for the funds allocated to schools, and have a great deal of flexibility in how they spend the funding.

David Pretto: These choices are made in partnership with the school leadership team or Sultees as principals and S. Lts create the school's comprehensive educational plan or CEP.

David Pretto: They identify school specific instructional needs and priorities and align the school budget. To this plan.

David Pretto: Principals work with their sults to create the school budget in alignment to the goals and instructional priorities outlined in the Cep.

David Pretto: Superintendents like myself, supervise all principals in our district through this process, and must approve all school budgets and their alignment with the school Ceep.

David Pretto: Next slide.

David Pretto: We'll go now a little more in depth. Into what fair student funding is.

So fair. Student funding is the largest funding stream that we provided to schools.

David Pretto: It accounts for nearly two-thirds of most K. To 12 New York City public school budgets

David Pretto: as discussed on the previous slide. The allocation of fair student funding provided to schools is based on the number of students enrolled at each school and the specific needs of those students. We make these calculations based on our fair student funding formula which calculates how we distribute this overall pot of money to schools

David Pretto: within the formula. Students with needs that require more support, receive more funding in alignment with those needs.

David Pretto: In many cases schools also receive funding from other funding streams, including Federal funding streams like title one title Iii. D. Ea. Which is funding focused on special education

David Pretto: or other targeted allocations for specific initiatives. These pots make up the remaining funding within the overall school budget

David Pretto: in the current school year. This is the final year of Federal pandemic era funding. 2 billion dollars of Federal stimulus funds expire in the current year.

David Pretto: New York City public schools is working with partners at the city's office of management and budget or Omb. To address the cliff being caused by these expiring dollars as a note. Charter schools and Pre. K, and programs are funded outside of the fair student funding formula

David Pretto: additionally mandated. Iap related services, including speech teachers, occupational therapists and physical therapists.

David Pretto: as well as one to one pair. Professionals are also funded outside of the fair student funding formula.

David Pretto: Again, the money provided to schools from the fair student. Funding for allocation provides principals with significant flexibility, working in partnership with the Sult, to utilize the funding, to design instructional programs tailored to meet the needs of their students within the school community

David Pretto: funding from the fair student funding allocation provides for each school's basic instructional program and classroom services. This funding can be used to pay for classroom teachers, including arts, gym and cluster teachers at the elementary level as well as school leadership, guidance counselors, social workers and administrators and pupil support staff.

David Pretto: Additionally, the fair student funding allocation can pay for after school programs, tutoring and intervention programs as well as teacher absence coverages and classroom resources and materials.

David Pretto: Next slide, please.

David Pretto: I now want to further clarify some of what we've already discussed today.

David Pretto: So through the presentation, I've been talking about fair student funding and the fair student funding formula.

David Pretto: When I say fair student funding, we're talking about the money that is allocated to K 12 schools from this large pot, not including previous centers or D 75 programs. This year fair student funding is 7 billion.

David Pretto: The fair student funding formula is the method by which we decide how to allocate the funding to schools. This slide outlines the formula. and how we utilize the formula to calculate the total amount of fair student funding that each school receives.

David Pretto: I'm going to walk through how we utilize the formula to determine how much fair student funding each school receives, and how we determine that specific dollar amount

David Pretto: off the top. Each school receives a foundational amount which is provided to every school, regardless of the number of students that the school serves.

David Pretto: This covers per school overhead costs, such as the principal and school secretary. Then we calculate the remaining of the the remainder of the fair student funding by allocating a base amount for each student, which is per capita and then allocating additional funding based on each student's identified educational needs and structural programs.

David Pretto: It is in this part of the formula that we take into account the weights that we have been referring to throughout the presentation. We then add funding to the formula for collective bargaining. Related costs, which is contractual pay increases for school staff.

David Pretto: This ensures schools can afford to keep up with growing salary costs.

David Pretto: Given the new set of collective bargaining agreements, we are looking at ways to update the formula for collective bargaining

David Pretto: on the next slide, we'll dive more deeply into the weights that we utilize, to determine the specific dollar amount that we allocate per student, so that you can have a clear understanding of what goes into this part of the formula.

David Pretto: I also want to pause here to reiterate within the formula.

David Pretto: We take the time to examine the individual needs of each student to determine funding allocations. We make these individualized calculations for each student

David Pretto: aligned to their individual and specific needs an educational program to determine how much funding would be provided to that school for each student

David Pretto: next slide, please.

David Pretto: So this chart shows the proposed weights for next school year. That means if it's approved by the panel for educational policy in April these weights will be used to calculate the school's fair student funding allocation for the 2425 school year.

David Pretto: This slide displays the the weights for the current school year 2023, 2024, which are proposed to be maintained for next year. Here you can see the different types of weights that students can be eligible to receive, based on their instructional needs or their academic programs

David Pretto: to more deeply understand the weights that we use to calculate the last part of the formula from the previous slide. The number of students per Fsf category and their Fsf weighted needs. Each student's weighted need is determined by the formula.

David Pretto: So I'll go through the different weights on the slide.

David Pretto: In this school year. The base weight of one was equal to about $4,237 per student.

David Pretto: This per capita fund amount, it's adjusted annually to reflect changes to the citywide average teacher salary.

David Pretto: The basic grade weight is allocated to schools for all students on the Audited Register. That's the October 30 first register. and is calculated by considering instructional programming requirements by student grade level with distinct weights for K to 5, 6 to 8, and 9 to 12.

David Pretto: Funding for academic intervention services or ais is determined by student academic performance. When a student enters a school using test scores from their prior year

David Pretto: for students, for schools where students do not have incoming test scores in the lower grades, such as before students begin taking tests, or if they do not have prior test scores we provide funding based on a student's poverty level

David Pretto: funding for special education is determined by the percentage of time students spend receiving special education services. For example, we have one weight for students receiving services for less than 20% of their week.

David Pretto: another weight funding students receiving part time services for up to 59% of their week and a final wait for students receiving more than 60% of their time receiving special education services.

David Pretto: These special education weights are then also broken down by student grade level with the specific weighting value again determined, based on the cost of providing the instructional program.

David Pretto: We also provide supplemental funding that supports students who have been declassified as special education students. This funding supports students in their first year, transitioning out of special education services through the post Iep transitional support wait

David Pretto: funding for English language learners is allocated, based on student grade level, reflecting mandated instructional services, including bilingual and ENL. Instructional programming.

David Pretto: Additionally, we have waits for former else who have achieved proficiency within the last 2 years

David Pretto: which is indicated using the State designated term commanding. We also provide funding for Ls with students with interrupted formal education or ciph status. Students with this classification receive their respective L weight. In addition to the cip weight.

David Pretto: We also have another category of weights for portfolio high schools. These weights are provided to schools based on the number of students who are involved in these academic programs within each high school

David Pretto: career and technical weights have different tiers based on the type of career preparation program programs that require more resources such as nursing, agricultural, veterinary aviation, technology, automotive, culinary

David Pretto: require industry, specific equipment, higher level of consumable supplies, supplies and materials. Student internship requirements that are integral to the program of study and highly specialized and ongoing industry training for teachers have higher weights to support that instructional programming.

David Pretto: There are also separate weights for students in specialized, academic or specialized audition schools and for students attending transfer schools.

David Pretto: The transfer school weight is broken out into 2 tiers based on students, age and credit accumulation transfer school students who are further behind in credits at the time of admission receive a higher weight.

David Pretto: Only students attending high schools are eligible for these portfolio weights.

David Pretto: Funding for students in temporary housing was introduced in the current school year, marking a significant shift in how we allocate resources to our students with the specific focus on supporting students who reside in temporary housing.

David Pretto: This has an impact on our asylum, seeking families who are living in temporary housing, providing additional resources to the schools. Enrolling sth. Population

David Pretto: funding for the concentration of needs. Weight provides additional funding to schools with high populations of students, with specific, with significant needs. This weight was also introduced in the current school year. Research shows that schools that serve higher concentrations of students with high needs require additional resources to provide robust education and appropriate resources and supports to their students.

David Pretto: The concentration weight includes factors for proportion of students who are in poverty, students with disabilities, students who are in temporary housing students residing in foster care, English language learners and students with low performance as key indicators of concentration of need.

David Pretto: Next slide, please.

David Pretto: In this school year New York City public schools added a new Fsf. Weight to support students in temporary housing, which is proposed to continue in 2024, 2025.

David Pretto: Why this wait? So research shows that the situations faced by students in temporary housing create significant challenges to student success. How the way it works weight of point 1 2 times the Fsf per capita for the number of students in temporary housing in the school in the prior year.

David Pretto: Additionally, we're proposing to continue the wait established the school year to support students with higher percentages of student need the concentration wait?

David Pretto: Why this weight. having high concentrations of needy pupils has a negative impact on student achievement. How the way it works. Schools are ranked based on their proportion of student needs

David Pretto: students with disabilities, English language learners, students living in poverty, students in temporary housing, and others. Schools with the highest average student need are divided into 3 categories, tier, one tier, 2 and tier. 3

David Pretto: schools outside of the highest concentration receive no funding.

David Pretto: Students. Attending schools in tier one receive a weight of point 0 4

David Pretto: tier 2 is point 0 8 and tier 3 is point 1 2

David Pretto: concentration weights.

David Pretto: Concentration weight times. The school's average need for the prior school year times. The register for the school year

David Pretto: next slide, please.

David Pretto: So we just took a look at all the weights that students could be eligible to receive within fair student funding.

David Pretto: If we're calculating that formula for each school, we take into account the instructional needs of each individual student within the school. As we determine school's overall budget allocations

David Pretto: in this slide we'll take a look at how each student's calculation is determined. The different types of weights are indicated by color on the right side of the slide in order to determine the weight for each student, we evaluate their eligibility for the weight based on data in the New York City public school system that stores key information about students.

David Pretto: I'll walk you through the process for how fair student funding would be allocated for 2 students, Ava and miles through the fair student funding formula. So Ava and Miles are 2 students who attend a school in our district. AV. Is a second grader. Miles is a sixth grader.

David Pretto: The orange section shows the grade weight that they first receive.

David Pretto: because Ava's in second grade. She's entitled to the K to 5 grade weight of one again shown on the left graph in Orange. Since Miles is a sixth grader, he's entitled to the great rate of 1.0 8.

David Pretto: If they were a high school student, they would receive a weight of 1.0 3.

David Pretto: The Navy Blues section shows the special education weight both students or students with disabilities requiring special education, classroom instructional services

David Pretto: special education, teach support services or sets special class or ICT or integrated Co teaching

David Pretto: avis individualized education program states that

David Pretto: less than 60% of Ava's instructional program is spent in an ICT setting. I'm sorry more than 60% is spent in ICT. Therefore, Ava's entitled to the full time more inclusive. Special education. Weight of 1.7 4, which is shown in navy blue on the left

David Pretto: miles is into Iep requires less than 20% of miles instructional program to be in an Iep setting. Therefore, S. Sam Miles is entitled to less than 20% of the low intensity, special education weight, which is point 5 6. So the full time allocation is 1.7 4. The

David Pretto: the low intensity weight is point 5 6, and this is shown in blue. On the right.

David Pretto: Both aven miles are classified as English language learners, which is shown in Yellow Ava's elementary school, former multilingual learner who tested out of Elo status within the last 2 years.

David Pretto: because New York State requires 2 additional years of English as a new language service for former Ls.

David Pretto: Ava is entitled to the K to 5 enl. Weight of point 1 3 miles is also a multilingual learner. Myles is enrolled at a bilingual program at his middle school.

David Pretto: The school is appropriately coded, miles as enrolled in a bilingual program in New York city public schools, scheduling system. As such, Miles is entitled to the 6 to 8 bilingual weight of point 5 5.

David Pretto: Both Avon miles are entitled to academic intervention services, or ais which is shown in Red Ava's assumed in poverty, and therefore is entitled to the academic intervention weight of point 1 2, which is shown in red on the left.

David Pretto: Miles is a student who entered the school in sixth grade

David Pretto: with fifth grade test scores that were below proficiency. As a result

David Pretto: he is entitled to A. S. Weight of point 3 5, shown in red. On the right.

David Pretto: Both Avon miles are students in temporary housing, which is shown in green. As such they both receive the St. H. Weight of point 1 2. Both Avonl attend schools with high concentrations of student needs shown in pink.

David Pretto: Ava attends a tier 3 school, the highest concentration of need, and is entitled to a weight of point 1 2

David Pretto: miles attends a school with a lower concentration of need which does not receive the weight. The concentration of needs is shown in the pink bar at the top.

David Pretto: When you add all the pieces together. Ava's allocation through the fair student funding formula would total a weight of 3.2 3, while Miles's allocation would total 2.7 0,

David Pretto: because each weight of one is equal to $4,237. Ava's weight, of 3.2 3 is equal to approximately $13,686,

David Pretto: while Miles's weight of 2.6 6 is equal to approximately 11,270 under the fair student funding formula.

David Pretto: Next slide.

David Pretto: you can find the following online on the New York City websites, info Hub under

David Pretto: in reports and then financial data and reports.

David Pretto: detailed information about each and every school budget, allocation in the form of school allocation, memoranda, memoranda, or Sams a summary of each school's total and fair student funding budget along with student and staff, counts

David Pretto: a programmatic guide to fair student funding as well as how the fair student funding allocation is calculated for each school.

David Pretto: and you can find the following online on each individual school web page under reports budget and finances, and those are in the directions that I put up in the chat. Earlier

David Pretto: detailed information on the school's budget, based on the different types of funding schools, receive and detailed information as to how the principal has budgeted for the current school year, including the number of staff positions and other planned spending.

David Pretto: Next slide, please.

David Pretto: so that budgeting timeline in February, March.

David Pretto: given initial budget estimates of City and State Revenue, new York City public schools, superintendents present the Cec. With the proposed fair student funding weights for the coming school year. That's this presentation.

David Pretto: In April the panel for educational policy votes on the proposed fair student funding weights for the coming school year. In late spring, New York City. Public schools were released. Budget allocations to schools

David Pretto: in June. Principals, along with the Sults, propose budgets for the coming year.

David Pretto: In July, myself and my team certify the alignment between school budgets and the comprehensive educational plan for the upcoming year.

David Pretto: In September the new school year begins

David Pretto: next slide.

David Pretto: In addition to the current webpages detailed each school's galaxy allocations and budget summary. A new school budget added. Glance brings together data on student enrollment, demographics, budget allocations and use of funds. The new look also compares

David Pretto: school demographic information to citywide averages.

David Pretto: Under K. 12, funding for the school. You can see the school budget allocations rolled up into major funding categories. You can also see how each of these is a share of the school's budget. For this school for student funding makes up 74% of the budget

David Pretto: under K 12, spending for the school. You can see how the budget summary rolled up into spending categories, teachers, other salaries, employee benefits and non-salaries. This is also known as otps, or other than personnel funding. So spending. So this is supplies, materials, books, etc.

David Pretto: Next slide.

David Pretto: all public comments will be received and reviewed by New York city public schools, teams.

David Pretto: public questions, and comments related to the fair student funding formula will be posted on the panel for educational policy website.

David Pretto: analysis and response of each relevant question and comment will be available for a review on the fair student funding website in advance of the April seventeenth vote. Comments and questions may be directed to the following email, address or phone number by April 1620, 24,

David Pretto: and I'll drop the

David Pretto: number and the email address into the chat.

David Pretto: I thank you tremendously for your time and attention. Thank you for sharing your questions

David Pretto: in advance through the presentation in the chat or in the future we'll be gathering any unanswered questions and sharing back responses within a few days.

David Pretto: If you have any additional questions that I can support answering. Please reach out to me or my team at the district. Office

David Pretto: and thank you again.

David Pretto: Thanks, David. I want to try to hit a couple of these specifically on the fair student funding in the chat. As you mentioned, there's one we have no input on the weights. What's the point of it being explained? And then just want to understand the process? Could you share about the weights, how they're created who approves them.

David Pretto: The the weights are created every year by the by the DOE team, and they're approved by the panel for educational policy. So the panel for educational policy is the the body that does approve all citywide components, including the annual fair student funding allocation

David Pretto: in this presentation part of this presentation. The purpose is to present what the proposed weights are for next year and to elicit public comment. So if any you know, community members. Parents have,

David Pretto: requests, feedback any anything regarding the first student funding formula to please provide them to budget public comments@schools.nyc, dot gov, or call (212) 374-6754. That's the mechanism for

David Pretto: community members to provide comment and feedback on the fair student funding, especially the weights. Thank you. And then a question, can we have the slides? The slides are publicly posted on the Dewey website. So I can. We can. I can send them. We can also download them and send them to the council. And

David Pretto: website on the district 20 website, absolutely. Okay. Yeah. Thank you. Those look like the only 2 questions any council members have questions on fair student funding. I do go ahead, Kevin.

David Pretto: I know. Question might be but I see those like a cell phone 1, 2 for certain things. I mean.

David Pretto: how does that come up? Is there any?

David Pretto: The the different level of the weights is determined, based off of student need. So the so in the presentation before describe, describe the different categories of students and what those weights are the do we, team? Proposes those weights every year, and then the the panel

David Pretto: approves or doesn't approve them. So this this information session is to get feedback on like public feelings around what those weights are. I mean, is there any negative like qia or

David Pretto: guidelines to come up with?

David Pretto: What got what guides it is the is the students demographic status. So whether a student in temporary housing, whether they're a student who's living in poverty, whether they're student that's performing below grade level. What grade they're in those are the things that drive what the what the weights are.

David Pretto: but the actual like, what what determines the actual weight itself for those different categories is determined by the finance team in New York City public schools, and proposed to the panel

David Pretto: councilmembers any other questions on fair student funding.

David Pretto: Good.

David Pretto: Okay.

David Pretto: good. David. Yeah. Alright.

David Pretto: Thank you. Superintendent.

Steve Stowe: You can. You can mute it now years, and I'll take over right. Thanks, Superintendent Preto for your report tonight. Let's move right along to the second public speaking session for individuals who have signed up online.

Steve Stowe: Same rules apply as before. 2 and a half minutes.

Steve Stowe: The first one is Julie cheap. Julie, are you

Steve Stowe: still there? And can you hear me? Okay, go ahead 2 and a half minutes.

Julie Cheap: Hi! I just wanted to. Kind of voice my concerns that I that I've experienced my kids.

Julie Cheap: I have a fifth grader, and a third grader at, and a pre-k student at our saviors. Lutheran preschool.

Julie Cheap: I have seen my children's writing work go from pretty phenomenal and frankly kind of shocking. II could not believe what they were capable of

Julie Cheap: and with this new curriculum they don't have the opportunity to do this excellent writing that they were doing last year.

Julie Cheap: I appreciate that there seems to be the belief that there's flexibility in the curriculum, and that the curriculum is new, and I'm I'm hearing

Julie Cheap: all of the sort of reason that that Dr. Predo, and is giving for how this curriculum is better. But.

Julie Cheap: in my opinion, if if they are only given a small box to write in, there only have to write short answers, it's just not going to produce the same level of excellent writing that kids are capable of. And I think that you're doing a disservice to our students by

Julie Cheap: implementing this into middle school and middle school. They have to get ready for high school and high school. They have to get ready for college and then for the working world. There has to be a point at which

Julie Cheap: children are challenged. They have to learn to have stamina, to read, books, respond to those books with their original ideas in longer form essays than what this curriculum is focusing on.

Julie Cheap: I don't know that I really have anything new to say. In addition to what a lot of the other parents have spoken about tonight. And I just kind of wanna second what you we've been hearing all night long. So thank you.

Steve Stowe: Thank you. Next speaker is Satesh Shah.

Sitesh Shah: Yep, I'm here.

Sitesh Shah: Okay. My my name is Sata Shah. I have 2 kids young one at PS. 6, 82, as a kindergartner in touts and a sixth grader at Arts off third Ms. 9, 36. So first on kindergarten, the removal of playtime outside of lunch. You know that additional playtime has been replaced by

Sitesh Shah: with some sort of curriculum based play which makes no sense. You know, kids that young will inevitably have pent up energy that needs to be expended, whether it's being given dedicated time at certain playstations or in the classroom or outside, whether permitting it can only help them regain their focus. You know, during coursework resumes in class.

Sitesh Shah: And when you also take into account children with hyperactivity issues and how it impacts them. The additional playtime needs to be reinstituted. As for my sixth grader, and it is the subject everyone's been talking about which is the reading curriculum, the Hmh. Curriculum, and my daughter's obviously started sixth grade this year.

Sitesh Shah: and she read more books in the summer than they have so far this year. Every one understands that, and every one knows that. And.

Sitesh Shah: you know, reading a full novel will provoke discussion, analysis, growth in their thinking, and even give opportunity kids who don't really enjoy reading a chance to like it. These kids are expected to learn how to write and submit essays as well, and you know, reading books, not excerpts of stories will help them form and construct ideas which will lead to better writing.

Sitesh Shah: And when you think about it, from this point forward writing will be a main part of their education and their young adult portion of their life, high school and college applications.

Sitesh Shah: Yeah, you're you're talking about. Reading can only help them, but it can help them write as well, and to not include full book reading to help them advance their reading and their writing. It's going to hurt them going to forward. And it's educational malpractice. It needs to be reversed.

Sitesh Shah: Thank you.

Steve Stowe: Thank you.

Steve Stowe: Our next speaker is Diana. Find shanker.

Steve Stowe: It forms a metiler. A lot

Steve Stowe: is Diana. Diana, are you?

Steve Stowe: I don't see. I don't see Diana online X.

Steve Stowe: After that we have tiara

Steve Stowe: chiara.

Kiera Nieuwejaar: New Year. Yeah, no problem. So I'm a district 20 parent. I have 2 graduates of BSI who are currently at Brooklyn Tech, and I have a fifth grader who's still at BSI. I also have a Phd. In philosophy and education from Teachers College. I have over 20 years of teaching experience in elementary school preschool, undergraduate and graduate school.

Kiera Nieuwejaar: And I listen to David Preda's presentation of the Hmi curriculum

Kiera Nieuwejaar: and I think I don't think the communication is the issue here. I think it's maybe more a bit of listening comprehension. And maybe some fundamental misunderstandings in your presentation. You talked about equity. And you mentioned as an example that all fourth graders should be engaged in, say, fourth grade level material. So for students who weren't at grade level before the data that you started in your presentation looks really exciting. And the problem here that I'm seeing isn't with the schools

Kiera Nieuwejaar: who needed this curriculum. But with the schools who don't need it and didn't need it. Like BSI, right? We're asking for an exemption from into reading and into writing and middle pro Mr. Proto, respectfully, I feel like this is a fundamental misrepresentation of the term equity. Right? You're talking about equality like that idea that every student receive the same thing in order to make things fair. But equity is different, and equities, each student

Kiera Nieuwejaar: getting what they need, and that is demonstrated, at least in part by the fair student funding weighted model right? Every student's getting something more of what they actually need.

Kiera Nieuwejaar: just like. Not every student has the same needs, not. Every school has the same needs as every other. I wouldn't want every single school to use the BSI curriculum if it doesn't meet their needs, so it seems pretty disrespectful to the needs of our students to sort of voice the Hmh. Curriculum on them when they already exceed the state requirements. They're already doing what you want them to do.

Kiera Nieuwejaar: Gifted and talented schools just simply have different requirements, and they deserve a curriculum that's been developed for them, which is already proven to work. So I'll quote Thomas Bertrand Lance here, if it ain't broke. Don't fix it, and I'm all set. Thanks.

Steve Stowe: Thank you.

Steve Stowe: I believe just back to the previous speaker. I believe we have Diana now in the room. Diana, are you? Can you hear me? And

Steve Stowe: you can speak if you're ready?

Steve Stowe: Diana Vine vineshenker

Steve Stowe: you can unmute.

Diana Vaynshenker: We'll move on. We can come back to that. I'm sorry. I'm sorry. I I'm sorry I just. I was waiting for a few hours to get on. Then I had to go home, and now I just logged on. So now I'm back, so I'm so sorry. I don't have my prepared notes with me. So this speech is not gonna be.

Diana Vaynshenker: My 2 min are not going to be as polished as they otherwise would have been my name is Dana Vin Shanker, and my student, my my child, Ariel Rubenstein, is a sixth grader at BSI.

Diana Vaynshenker: I believe that HMI violates a child's rights to a sound and basic education.

Diana Vaynshenker: and there are 3 reasons. The first reason sorry. I'm sorry, Irene. The first reason is that

Diana Vaynshenker: is, that H. Mi does not encourage literacy.

Diana Vaynshenker: Students are not students who are good readers are not met where they're at and are not given the opportunities to read phone novels.

The second reason is that

Diana Vaynshenker: literacy. The second reason is that literacy concepts are explained in the abstract. For example.

Diana Vaynshenker: for example, the the questions will ask, what is climax

Diana Vaynshenker: instead of exploring climax. and how the author builds to climax in the context of a novel.

Diana Vaynshenker: the set, the the second point is that Hmi offers insufficient writing opportunities.

I'm an attorney, and I write for a living.

Diana Vaynshenker: and I know that the essential elements of a good of good of good writing is number one, planning

Diana Vaynshenker: number 2,

Diana Vaynshenker: number 2, editing, and number 3 refining.

Diana Vaynshenker: The students are not given any opportunity to do this.

Diana Vaynshenker: What I've noticed. It's that students students plan for writing assignments with a computer program that asks them for simple

Diana Vaynshenker: for simple prompts, instead of getting the opportunity to plan and execute

Diana Vaynshenker: grade, appropriate pieces of writing.

Diana Vaynshenker: The third way. The third way in which Hmi is lacking

Diana Vaynshenker: is that it teaches it test concepts that it doesn't teach.

Diana Vaynshenker: For example, students are tested routinely on grammar.

Diana Vaynshenker: but they are not actually taught grammar as part of the curriculum. The fourth issue with HMA.

Diana Vaynshenker: Is that it inappropriately relies on

Diana Vaynshenker: it input and it inappropriately relies on the computer as a resource instead of given a novel and a pen and a

Diana Vaynshenker: pad and a pen of paper. Students do

Diana Vaynshenker: students do a large amount of their work in a Comp in

Diana Vaynshenker: in a computer program.

Diana Vaynshenker: The the you're not speaker.

Steve Stowe: Okay, you can wrap up super quick if you want. Yep.

Diana Vaynshenker: Okay. The teacher is the teacher is not the teacher, mostly monitors, the Google classroom, instead of engaging with students and giving them meaningful feedback on their work.

Diana Vaynshenker: Thank you.

Steve Stowe: Our next speaker is Francis Brown from State Senator, I went. Choose office. Francis, would you like to speak?

Frances Brown | Senator Iwen Chu: Can you hear me?

Frances Brown | Senator Iwen Chu: Okay. Great. Hi, everyone. My name is Francis Brown. I'm here from Senator Ewan. Choose office.

Frances Brown | Senator Iwen Chu: I'm grateful to be hearing hearing all of your feedback on all the funding for on the fair funding formula as well as h and I will bring that back to the Senator. I just wanted to also let you. Oh, sorry. I also wanted to wish you all that celebrate a happy and prosperous lunar New Year as it comes up this week.

Frances Brown | Senator Iwen Chu: We have a number of events coming up in the district, and wanted to make sure to invite you all to come out and celebrate lunar New Year.

Frances Brown | Senator Iwen Chu: I will post the posters and the flyers in the chat. So that you can see it, and so that Kevin also has access

Frances Brown | Senator Iwen Chu: also wanted to let you all know that there is a tax prep available tax prep help available every Sunday from now through April at Homecrest. That we are sponsoring

Frances Brown | Senator Iwen Chu: and if you're having any issues with both. We will have a representative in the office at the end of February. There will be posters for those as well in the chat.

Thank you all for having us tonight.

Steve Stowe: Thank you.

Steve Stowe: Next speaker is Yifeng Chen Yifang. Are you there?

Yi Fang Chen: Yes, I am here. Can you guys hear me?

Steve Stowe: Yes.

Yi Fang Chen: Hi, everyone. My name is Eve. Engine.

Yi Fang Chen: I have 3 kids. One is saying, district 21 and 2 is in District 20.

Yi Fang Chen: Why is attending? Yes, 1 85, the other our preschool.

Yi Fang Chen: So first of all, I would like to express my gratitude to Superintendent Dr. Prado for visiting and participating in the session on Diamond. Hmh, click, grant

Yi Fang Chen: as well as addressing questions and concerns from parents walking out from the meeting. I have to confess that I feel more comfortable with the clip.

Yi Fang Chen: Our district is home to students and parents from diverse and economic backgrounds.

Yi Fang Chen: I appreciate how the Hmh curriculum can support English learners in developing their reading skills.

Yi Fang Chen: However. I also recognize that children from families

Yi Fang Chen: with a higher economic status open, have advanced reading abilities.

Yi Fang Chen: and the Hmh. Curriculum may not fully meet their needs.

Yi Fang Chen: It's clear that a one size fits all approach doesn't apply in this case.

Yi Fang Chen: So in this context, I hope they are opportunities for flexibility on exemption. For schools such as psi, 187, maybe even 1 85

Yi Fang Chen: we should allow principals and teachers to tailor the curriculum to better shoot the needs of individual students.

Yi Fang Chen: I understand that integrating the Hmh curriculum alongside other non established curriculum can present challenges

Yi Fang Chen: learning to teach a new curriculum, and simultaneously learning alongside with our student, will undoubtedly require some time to adjust.

Yi Fang Chen: as the English.

Yi Fang Chen: No, no, myself English is my second language. I'm currently working the data mining field. The data from last Friday section looks somewhat promising to me, and I believe with time more English language learners company. Hmm!

Yi Fang Chen: Add

Yi Fang Chen: that's a paddle. Please allow exemptions for schools like BSI

Yi Fang Chen: from the hmx, click on if this wish to do so. Thank you.

Steve Stowe: Thank you.

Steve Stowe: Next speaker is Ethn

Steve Stowe: is Ethan. Can you hear me?

Steve Stowe: Go ahead?

Ethan Z.: Hi! My name is Ethan Zuckerman, and I am the Sixth, and I am a sixth grade student at BSI. I missed reading whole novels and discussing them in class like we did in elementary school. Now, middle School, we just read experts from books and at

Ethan Z.: and we're asked like really easy questions about them, like, Wish you can infer from like fourth, like I couldn't infer in like fourth grade.

Ethan Z.: We might get the wrong idea from about the actual book, and and we may not want to read in the future because we didn't like that one part, or we can completely misunderstand the message. And because we can only read one page from a book like the breadwinner Site Cause. We recently went next excerpt. From that

Ethan Z.: you can't get the point of an idea of a

Ethan Z.: of a book unless you actually read the whole book. So when you're reading, except of it, it's kind of just pointless

Ethan Z.: like.

Ethan Z.: it doesn't really help into your education.

Ethan Z.: You need to read like entire books.

Ethan Z.: and if you have a teacher to like, guide you and your classmates and discuss the book with you, it makes you want to read the book more and read other books more.

Ethan Z.: In regards to writing, I feel like we're constantly studying

Ethan Z.: to to test it. And it's like all like drill drill drill, there's not much actual learning. and

Ethan Z.: I miss assignments that made me think like deeper, and do outside research about like the book, or like, or like a part of a book, or like

Ethan Z.: a tractor say

Ethan Z.: and it also can and I miss having it like connect to other stuff other subjects like social systems. That's really all I have to say.

Steve Stowe: Thank you. Thank you.

Steve Stowe: Our next speaker is Steve Mahoney, and I believe he's in attendance.

Steve Stowe: Kevin, can you get him on camera?

Steve Stowe: Say, what? Again? Yeah, sure.

Steve Stowe: Steve, you'll just this will be here if you can just come to that. Try to project my voice.

Steve Stowe: I just want to comment on a different subject. I would say, Chancellor's Town Hall meeting that we had back on the 20 third of January.

Steve Stowe: I was a little disappointed

Steve Stowe: course. If the visit is once every 2 years to the 32 Cecs.

Steve Stowe: And I think the time frame was about an hour.

Steve Stowe: So that's a little disappointing.

Steve Stowe: The town halls that I've

Steve Stowe: took part took in and have seen

Steve Stowe: seem to be a little bit longer.

Steve Stowe: and also with the questions

Steve Stowe: I personally sent in 2 questions. I kept them simple.

Steve Stowe: One was Chancellor's email address. just like Ms. Porter had an email address to get in touch with.

Steve Stowe: And the second is in the turning 5 program

Steve Stowe: with our district. 75 children. How come they don't get?

Steve Stowe: Make 10 choices

Steve Stowe: cause we need some transparency. Where are these schools located? And I wanted to my head to Chancellor cause he has provided the addresses here in District 2, 20.

Steve Stowe: So that's just basically it.

Steve Stowe: And I did hear something that in March these questions may be answered.

Steve Stowe: It just seems, for 2 simple questions. It's a bit long to wait.

Steve Stowe: Thank you. Thanks.

Steve Stowe: and I believe our that

Steve Stowe: and then next and I believe final speaker is Audrey Elias.

Audrey Elias, Teacher and Parent: I'm still here.

Steve Stowe: go ahead.

Audrey Elias, Teacher and Parent: I'm a former teacher at BSI up through last year, and now I'm teaching for the New York City Department of Home Instruction, which is

Audrey Elias, Teacher and Parent: let me see. H. For a variety of grades, because so many schools are using it.

Audrey Elias, Teacher and Parent: And I have deep concerns about this curriculum.

Audrey Elias, Teacher and Parent: And it's not just bad for BSI and Christa Mcauliffe.

Audrey Elias, Teacher and Parent: I think it's bad for all kids. It will not help children be motivated to learn to read

Audrey Elias, Teacher and Parent: because the whole joy of reading has been sucked out of it. It will not help them learn the power of writing

Audrey Elias, Teacher and Parent: and the joy of expressing their thoughts with

Audrey Elias, Teacher and Parent: precision

Audrey Elias, Teacher and Parent: and grace.

The way we used to be able to do it. BSI.

Audrey Elias, Teacher and Parent: It will only teach them that reading and writing are boring. And the problem is, once that attitude is actively acquired by children. It's really hard. Parents can put books into their hands as much as they want to.

Audrey Elias, Teacher and Parent: And that attitude will like, Nope. I'm just gonna play on the computer.

Audrey Elias, Teacher and Parent: it's really appalling. Yes, our kids need phonics

Audrey Elias, Teacher and Parent: in the young grades, but they don't need intervening. And these other packaged curriculums. They are dumbed down insults to all of our children, not just gifted and talented kids, but all kids, because it ignores what they are capable of.

Steve Stowe: Thank you. Michelle Magnus.

Michelle Magnus: Okay. Hello.

Steve Stowe: yeah. We can hear you.

Michelle Magnus: Okay. Great.

Michelle Magnus: So I mean, my co-president also kind of thanked Dr. Preto. So I want to thank again for coming out and supporting our school and hearing our parent concerns.

Michelle Magnus: So I'm just going to read my statement. This central DOE mandate is a prime example of lawmakers and leaders passing laws that they cannot properly fund. This was a such a poor rollout of a new curriculum.

Michelle Magnus: Why isn't the DOE putting more funding into the training of teachers in the science of reading rather than in a curriculum in a year or so we will have a new mayor, new Chancellor, new leaders, and possibly a new curriculum. If our lawmakers and leaders truly believe in this philosophy of teaching reading, then shouldn't we better invest taxpayer dollars into properly training our teachers in the philosophy and not a curriculum?

Michelle Magnus: Then they can implement this philosophy in any curriculum. This is all. This also provides more stability for students. If this mandate continues

Michelle Magnus: on another note, I challenge parents to be more aware of all the lawmakers that are voted in because these mandates came down from the top.

Michelle Magnus: So when you go, vote for your next councilmember, State Assembly and Senate and your mayor think about what they stand and believe in lawmakers and staff from their offices here tonight. Think about when you pass laws. Does it make sense when you don't have funding or enforcement to properly execute it.

Michelle Magnus: Lastly, I strongly encourage our DOE to reconsider rolling out an in an interlea literature, mandate, or any any curriculum mandate in the middle school for students to not develop the stamina and apply these skills in a whole text on a major on a more regular basis. Just seems like we are setting them up for failure.

Michelle Magnus: I am hoping schools will have the option to pick a curriculum that fits the needs of their students, especially in the middle schools, to go from reading whole texts all year to passages, and one or 2 just seems sad

Michelle Magnus: boring and not engaging these creative minds. On a personal note, I have a K and one student and a fifth grader. I'm not saying into reading might not work for majority of the DOE population, which is low income children.

Michelle Magnus: And my son in kindergarten actually is engaging us in the central idea that he's learned from into reading. I just don't think this curriculum needs to move forward after K to 5. I do feel like it's limiting.

Michelle Magnus: and it's not going to create some creative minds that take them to the next level.

Michelle Magnus: Extra. And so I should know.

Steve Stowe: Thank you. Thank you.

Steve Stowe: Okay.

Steve Stowe: Kevin, that's everyone. Right?

Steve Stowe: Thanks.

Steve Stowe: We are now going to move on to the resolution on the agenda. John, did you want to present that.

Steve Stowe: Kevin? Can you share this? Are you position to share the screen? Kevin's going to share the resolution and and councilmember Ron Ricotone will introduce it.

Steve Stowe: Resolution in regards to New York City public school website, compliance with local law 51.

Steve Stowe: And we were doing research and our own investigation on bullying. We research local, if you want, which is voted in by New York City Council. At this time

Steve Stowe: New York City public schools did fail to comply with local law, 51. As they are mandated to post

Steve Stowe: on New York City public schools, website, information on student to student volume, harassment, intimidation, and discrimination. 2 times the year which would be May thirty-onest and November thirtieth.

Steve Stowe: New York city public schools did not update the info at this time. May thirty-onest, 2023, and November thirtieth, 2023,

Steve Stowe: and it needs to be updated.

Steve Stowe: Great thanks. Have to take that back. I just wanted to get you on the speaker. Thank you. Oh, I was on fly

Steve Stowe: council members. Does anyone have any questions or want to make any comments about the resolution?

Steve Stowe: Okay, is there a motion to vote on this resolution? Is there a second?

Steve Stowe: Yep. Joyce, can you take a roll call? Vote on this to approve this resolution.

Steve Stowe: Resolution for unycps website, compliance with a local 51 on boiling, reporting.

Steve Stowe: Steve. Yes.

Steve Stowe: John Elizabeth. Yes. Voice, yes.

Steve Stowe: make one

Steve Stowe: one more.

Steve Stowe: Hey, Fong, can you hear?

Steve Stowe: We're

Steve Stowe: I didn't turn on my name. Thank you online. Can you hear me? Yes, we can hear you.

Meifang Chen: Oh, okay.

Steve Stowe: may find what's what's the vote on that? Sorry you might not be able to hear? Because, my computer, Joyce, why don't you and you unmute? I can hear you as well. You can. Okay. we find we're just taking the vote on the resolution. So what's

Meifang Chen: okay?

Steve Stowe: You yes or no?

Meifang Chen: Oh, yes.

Steve Stowe: okay, thank you.

Steve Stowe: Thank you. I'm sorry.

Steve Stowe: Yan Ching. Yes. Maya. go upon that. Yeah. thank you. Kimala.

Yeah.

Steve Stowe: Kevin.

Steve Stowe: Yes, yes.

Steve Stowe: great thanks. Last order of business for the calendar meeting is to approve the minutes.

Steve Stowe: The January calendar meeting minutes. Kevin, can you share those, please.

Steve Stowe: So everyone councilmembers. Please review the minutes. If you have any changes, please speak up

Steve Stowe: any changes to the minutes for the January calendar meeting.

Steve Stowe: Okay, hearing none. The minutes are approved. Is there a motion to adjourn the February calendar meeting motion? Is there a second? All in favor? Yes.

Steve Stowe: Can we go right to the business meeting? Or does anyone need a quick break for any reason?

Steve Stowe: Right to the business meeting? Okay, I'm gonna call the business. The February 2024 Cec. 20. Business meeting to order at 9 21. Joyce, can you take roll call, please.

Steve Stowe: Steve? Still here.

Steve Stowe: John Joyce here, Rachel.

Steve Stowe: online. Let me

Steve Stowe: who didn't sing Maya.

Maya Rozenblat: Yes.

Steve Stowe: Tamala

Maya Rozenblat: in favor.

Steve Stowe: Think it's trick.

Steve Stowe: Kevin? Yeah.

yes.

Steve Stowe: okay, thank you, Joyce. We will allow our interpreters to introduce themselves for the business meeting.

Steve Stowe: Arabic interpreter. Could you just make your announcement, please?

Steve Stowe: Arabic interpreter, can you hear me?

Mandarin-Sylvia Su: We'll skip to the mandarin interpreter, mandarin, interpreter, can you hear me? And if you can, can you make your announcement?

Steve Stowe: Thank you. Spanish interpreter. Can you introduce yourself? Please?

SPANISH-Molly Gordy: Market?

Steve Stowe: Thank you and our Arabic interpreter. Are you able to make your announcement?

Arabic Interpreter Amani Youssef: Yes.

Steve Stowe: thank you. Business meeting. We just have one item on the agenda, I believe, which is approved the minutes from the last business meeting. So, Kevin, can you share those, please?

Steve Stowe: So everyone, please review the minutes. It says, excuse John on its own

Steve Stowe: left.

Steve Stowe: if you're excused, it's fine. Yeah.

Steve Stowe: we will help again.

Anything from. He don't expect

Steve Stowe: okay, any changes to the minutes.

Steve Stowe: You can see it

Steve Stowe: hang out

Steve Stowe: merit. Do you have any changes?

Steve Stowe: January's it is.

Steve Stowe: We also had some to see. It was only last time.

Steve Stowe: Okay, thank you. We'll look at this. Any changes to the January business meeting minutes.

Steve Stowe: Okay. Minutes are approved. We also need. We have old. We have to approve the minutes from December.

Steve Stowe: so Kevin will share those

Steve Stowe: any changes to the December business meeting minutes.

Steve Stowe: Okay? Hearing none. The was it? No, the minutes are approved.

Steve Stowe: Council members. It is 9 30. But I am. Gonna say, is there any but new business anyone wants to bring up? Or, alternatively, is there a motion to adjourn the business meeting. Everything is.

Steve Stowe: are we gonna have all the the money that's been thinking? Who's presentation next month? Because I know a lot of these have been having them come on. Yeah, we could.

Steve Stowe: We could do that, Tamara. They they were here, they didn't. They gave a very short one. They introduced themselves a couple of months ago, but I didn't think it was very comprehensive. But yeah, we could do that honestly. Yeah, we could definitely. That's that's a suggestion for next month.

Steve Stowe: But you cut from the school tools and the food that being taken off the menu for a lot of students. A lot of parents are very upset about it. And then what do they do in place of that? Because you know the food that they took off with the pools that the kids actually liked.

Steve Stowe: They cut chicken tenders. They cut dumplings, you know. I know Joyce right now. Now you're concerned. Yeah.

Steve Stowe: I think that'd be great Tamara. So we'll get school foods at the calendar meeting.

Steve Stowe: Okay? And then motion to adjourn

Steve Stowe: a second, all in favor. Aye, any opposed?

Steve Stowe: Thank you. Everyone for attending. Thank you for those still here interpreters. Thank you. You are dismissed. We will see everyone in March. Thank you. Have a good night.

Steve Stowe: That's awesome.