

WEBVTT

1

00:00:02.440 --> 00:00:04.890
Okay, welcome everybody to the

2

00:00:05.040 --> 00:00:06.500
Steve Stowe: October.

3

00:00:27.310 --> 00:00:29.710
Steve Stowe: Everyone bear with us as we

4

00:00:30.940 --> 00:00:33.190
Steve Stowe: get the technology working here.

5

00:00:35.620 --> 00:00:37.010
Steve Stowe: Good Sylvia.

6

00:00:37.790 --> 00:00:43.220
Steve Stowe: So transcripts enabled. And Sylvia, did you make Anthony
agular? A co-host?

7

00:00:44.360 --> 00:00:48.070
Steve Stowe: Um, vito! Can you take roll call, please?

8

00:00:52.780 --> 00:00:58.509
VITO LABELLA: Good evening, everybody. We're going to attempt to do this?
Um! Try to mute. Yeah, there we go. Thank you.

9

00:00:58.560 --> 00:00:59.600
Um.

10

00:00:59.860 --> 00:01:05.929
VITO LABELLA: So President Steve Stowe, Vice President Jennifer Hughes.

11

00:01:07.380 --> 00:01:08.699
Thank you.

12

00:01:08.760 --> 00:01:09.720
Jen Hu: Sorry.

13

00:01:10.250 --> 00:01:12.689

VITO LABELLA: Second Vice President Elizabeth Chan

14

00:01:14.250 --> 00:01:17.830

VITO LABELLA: and you activate your camera and wave.

15

00:01:19.390 --> 00:01:20.390

VITO LABELLA: Okay,

16

00:01:20.580 --> 00:01:30.060

VITO LABELLA: uh Recording Secretary Vita labella. Hello, Um, We're appoint D. Marie Brugas. Excuse me. Excuse

17

00:01:32.350 --> 00:01:34.329

VITO LABELLA: Council Member Gada, I'm in

18

00:01:34.870 --> 00:01:37.020

VITO LABELLA: got it. You here somewhere.

19

00:01:39.010 --> 00:01:40.080

VITO LABELLA: Okay,

20

00:01:40.340 --> 00:01:42.999

VITO LABELLA: uh Council Member Yona and Sufi.

21

00:01:43.930 --> 00:01:46.740

jona isufi: Hi, I'm here.

22

00:01:47.530 --> 00:01:48.820

VITO LABELLA: Virtual

23

00:01:49.720 --> 00:01:51.850

VITO LABELLA: Council Member Maya Rose and Black.

24

00:01:53.350 --> 00:01:54.839

VITO LABELLA: My, Are you on?

25

00:01:58.310 --> 00:01:59.390

VITO LABELLA: Okay,

26

00:02:00.800 --> 00:02:04.839

VITO LABELLA: uh Council Member Kevin Zell. Hello,

27

00:02:06.130 --> 00:02:08.370

VITO LABELLA: Person Council, Member Joyce.

28

00:02:12.730 --> 00:02:17.739

VITO LABELLA: All six. We have six virtual and remote. So we do have a phone.

29

00:02:20.070 --> 00:02:21.540

VITO LABELLA: Are we set up?

30

00:02:27.070 --> 00:02:28.740

VITO LABELLA: Okay, Maya joined.

31

00:02:28.780 --> 00:02:31.730

VITO LABELLA: Okay, Hello, Maya.

32

00:02:34.510 --> 00:02:35.570

I'm on.

33

00:02:40.200 --> 00:02:43.039

Steve Stowe: Okay, Thank you. Vito. Um,

34

00:02:50.150 --> 00:02:55.949

Steve Stowe: Okay. The first announcement to make is just to remind everyone that this is a public meeting, and it is being recorded.

35

00:02:56.970 --> 00:03:05.010

Steve Stowe: We just like to announce that we are holding the meeting in hybrid format. We are here at Ps. Two hundred and five. The Clarion School

36

00:03:05.480 --> 00:03:09.050

Steve Stowe: um first. Um announcement is

37

00:03:09.370 --> 00:03:20.889

Steve Stowe: Um, our interpreters. We have interpreters, Arabic, Uh, Spanish, and Mandarin here tonight. We thank them for being here. Uh You should see video of these interpreters.

38

00:03:21.550 --> 00:03:30.889

Steve Stowe: We are going to have them announce instructions for any attendees who may wish to dial into the language lines at this time.

39

00:03:31.970 --> 00:03:36.679

Steve Stowe: Could our Arabic interpreters please introduce themselves.

40

00:03:37.310 --> 00:03:54.659

Arabic-Taghreed Darwish: Uh: good afternoon. This is the Arabic interpretation announcement,

41

00:04:09.650 --> 00:04:28.280

Arabic-Taghreed Darwish: Lang.

42

00:04:29.560 --> 00:04:34.439

Steve Stowe: Thank you. Could our Mandarin interpreters please make their announcement

43

00:04:34.880 --> 00:04:38.239

Mandarin Xiaochun: sure the following message:

44

00:05:20.540 --> 00:05:25.199

Steve Stowe: Thank you. And could our Spanish interpreters please introduce themselves?

45

00:05:26.990 --> 00:05:33.310

Spanish-Maricela Flores: Hi, I mean the following message will be said in Spanish: when I

46

00:05:33.340 --> 00:05:55.700

Spanish-Maricela Flores: lang

47

00:06:20.860 --> 00:06:21.939

Steve Stowe: thank you

48

00:06:22.720 --> 00:06:34.620

Steve Stowe: um as a reminder, Everyone, because we have interpretation in three languages. Please try to speak um slower than usual to allow the interpreters to.

49

00:06:34.710 --> 00:06:35.820

Steve Stowe: I keep up

50

00:06:37.750 --> 00:06:38.780

um

51

00:06:39.330 --> 00:06:41.270

Steve Stowe: during the public comment

52

00:06:41.320 --> 00:06:42.940

Steve Stowe: session Tonight

53

00:06:43.250 --> 00:06:44.710

Steve Stowe: we will have

54

00:06:45.090 --> 00:06:48.179

Steve Stowe: um time for members of the public to speak

55

00:06:48.560 --> 00:06:49.730

Steve Stowe: um

56

00:06:49.790 --> 00:06:51.340

Steve Stowe: if anyone

57

00:06:53.080 --> 00:07:01.970

Steve Stowe: would like to speak. I'm just enabling the speaker sign up sheet now, which should have been posted online. I believe it was Um,

58

00:07:02.800 --> 00:07:05.419

Steve Stowe: And I am just going to open up that sheet.

59

00:07:08.730 --> 00:07:21.399

Steve Stowe: Okay. So the speaker sign up, she. If you, If anyone would like to sign up to speak later tonight, they can use the online form which is posted on the Cec website. I will also um

60

00:07:21.460 --> 00:07:23.480

Steve Stowe: put the link in the chat.

61

00:07:27.660 --> 00:07:30.470

Steve Stowe: Um, bear with me, please.

62

00:07:32.640 --> 00:07:35.839

Steve Stowe: Okay, The link to the speaker Sign up sheet is in the chat.

63

00:07:40.230 --> 00:07:49.960

Steve Stowe: We will also take comments from individuals in the language lines, and we will also take comments from anyone who's dialed into the meeting on their phone.

64

00:07:51.200 --> 00:07:53.319

Steve Stowe: That's all for administrative items.

65

00:07:53.530 --> 00:07:56.060

Steve Stowe: I just want to share the agenda for tonight's meeting

66

00:07:57.040 --> 00:07:59.149

Steve Stowe: and bear with me here.

67

00:08:24.990 --> 00:08:42.099

Steve Stowe: Okay, the agenda for tonight's meeting. Um! Obviously the call to order and roll call. We will not next approve the calendar meeting minutes from last month we will have a Ps. Two hundred and five. If they would like to make any opening remarks, then we will have a presentation from the office of district planning.

68

00:08:42.600 --> 00:08:44.730

Steve Stowe: We have our Superintendent's report

69

00:08:44.750 --> 00:08:50.569

Steve Stowe: Council President's report discussion and vote on a Cc. Bylaw Amendment:

70

00:08:50.960 --> 00:09:03.810

Steve Stowe: Public speaking

71

00:09:04.200 --> 00:09:05.770

Steve Stowe: resolution

72

00:09:05.860 --> 00:09:11.539

Steve Stowe: requesting District twenty implement academic screen middle school Programs fifteen minutes.

73

00:09:15.210 --> 00:09:27.019

Steve Stowe: Okay. Um, there, there's two. There's two adjustments to the schedule I just want to make before we begin, and it will require a vote of Council members. Um. One is to

74

00:09:27.180 --> 00:09:28.420

Steve Stowe: um.

75

00:09:29.430 --> 00:09:36.679

Steve Stowe: It's going to be to remove the the discussion. Vote on Cec. Bylaw Amendment from the meeting agenda.

76

00:09:36.910 --> 00:09:38.090

Steve Stowe: Um.

77

00:09:39.000 --> 00:09:42.610

Steve Stowe: So I just want to make a motion to just take that off the agenda.

78

00:09:47.460 --> 00:09:58.030

Steve Stowe: What's that? Can we do it all in favor? Or do you want to? We should do a vote. Yeah, or actually, yeah, all in favor. So all in favor of taking that off the agenda, I

79

00:09:58.890 --> 00:10:01.120

Steve Stowe: aye any opposed.

80

00:10:02.720 --> 00:10:11.180

Steve Stowe: Okay, thanks. And then a second item I just want to introduce is, we're going to add, there's an updated version of the resolution

81

00:10:11.310 --> 00:10:20.940

Steve Stowe: um, and according to our bylaws, if we introduce it to the day of the meeting. We have to approve it to add it, and I sent it around earlier,

82

00:10:21.050 --> 00:10:33.719

Steve Stowe: and so um! Everyone should have seen it, and everyone at the meeting has a copy of it. So i'm just going to vote to add that version to the um.

83

00:10:34.010 --> 00:10:43.560

VITO LABELLA: So all in favor of adding the amended version of the resolution to the agenda.

84

00:10:43.620 --> 00:10:45.170

VITO LABELLA: Any opposed.

85

00:10:46.370 --> 00:10:50.519

Steve Stowe: Okay, thanks. So those are the two schedule changes.

86

00:10:51.600 --> 00:11:00.489

Steve Stowe: Um! And then, following the calendar meeting, we will have our business meeting, and there's currently nothing on the agenda other than approving the minutes, so that should be a very quick meeting.

87

00:11:03.720 --> 00:11:12.070

Steve Stowe: Okay, Um, I see we have Principal mandel in the room. Did you want to introduce and just make your comments about the school?

88

00:11:13.940 --> 00:11:18.659

Steve Stowe: Maybe Um, any one of these is fine, I think. Do you want to come up to mine in?

89

00:11:33.600 --> 00:11:39.610

Steve Stowe: Hey? Good evening! Welcome to Ps. Twenty-five So around my school from the K through day five,

90

00:11:40.020 --> 00:11:49.420

Steve Stowe: about one hundred and sixty students. Um are still comprised of a very wide variety of children. We have General Ed um get. They're in talented

91

00:11:49.750 --> 00:12:06.799

Steve Stowe: um swap to one of special education classes, Ict. As well as an asis program, The coffee shop. Um, The very part of the arts over hereps two o five. We have a chorus orchestra at a full time band, which you brought back now to Covid. These regulations have opened up.

92

00:12:06.820 --> 00:12:25.319

Steve Stowe: We also have um partnership with the monkey studio. We also work heavily with our organizations, like the Pca. On the association associated with our school. Uh, we have, uh, many wonderful enriching activities. Clubs. We have the school programs,

93

00:12:25.330 --> 00:12:29.180

Steve Stowe: and we're happy to have it host the Cc. Meeting tonight. If you have two of us,

94

00:12:29.200 --> 00:12:31.250

Steve Stowe: thank you for joining us.

95

00:12:36.170 --> 00:12:45.529

Steve Stowe: Thank you. I've always been very impressed every time I've spoken to Principal Mendel. I really um! Am I impressed with the work they're doing here at as I am at so many of our schools.

96

00:12:45.610 --> 00:12:46.620

Steve Stowe: Um!

97

00:12:47.330 --> 00:12:54.219

Steve Stowe: So first on the agenda. Um! I just want to actually take a moment and welcome

98

00:12:54.280 --> 00:13:07.509

Steve Stowe: some of our guests here tonight. Um! In in a minute. The office of district planning um. Jamie Dollinger and Perry Stein will be presenting, I believe. I also saw Donovan Swanson from the um for a President's office.

99

00:13:07.800 --> 00:13:17.229

Steve Stowe: Um, we have on behalf of Jane Capitanakas. We have um Lisa Fernandez, I believe Um representing the csa

100

00:13:18.010 --> 00:13:19.220

Steve Stowe: um,

101

00:13:20.120 --> 00:13:27.170

Steve Stowe: and i'm just scrolling through. We also have. We have Ellen Mchugh, the co-president of the Citywide Council on Special Education. Um

102

00:13:28.550 --> 00:13:34.569

Steve Stowe: and i'm just looking through the list, and I apologize. We have Tamara Stern, the president of the district, twenty President's Council,

103

00:13:38.520 --> 00:13:42.750

Steve Stowe: and numerous principles I see on the on the call, as well.

104

00:13:42.930 --> 00:13:48.060

Steve Stowe: So our first order, and of course, our District superintendent, David Credo and

105

00:13:48.370 --> 00:13:56.299

Steve Stowe: family leadership Coordinator Bill Chen and family support Coordinator Celia Jacinski, who have been incredibly helpful getting this meeting set up. So thank you.

106

00:13:56.650 --> 00:14:01.309

Steve Stowe: Let's get going with the presentation from office of district planning Jamie and Perry.

107

00:14:01.850 --> 00:14:05.380

Steve Stowe: Are you there? And are you able to share your screen,

108

00:14:07.590 --> 00:14:20.870

Steve Stowe: hey? Thanks, Steve. I appreciate it. Um great to be with you all tonight. I we are here, but I don't think i'm able to share my screen at the moment. So if I could be enabled as a host that would be great, Sylvia is enabling you right now.

109

00:14:21.790 --> 00:14:24.340

Perry Stein: Perfect? Thank you so much. Um

110

00:14:24.510 --> 00:14:43.619

Perry Stein: great to be here with you all again. Uh is agreed to have the chance to um speak with you all about a month ago, and to hear from the Council regarding um. You know what you all see as the you know, the biggest needs and priorities in District twenty um, and to learn more about uh, many of you.

111

00:14:43.630 --> 00:14:58.749

Perry Stein: Um, I know that there were some folks that weren't able to make that meeting so want to reintroduce myself. My name is Perry Stein, and I work on the Brooklyn team at the office of district planning um, and also want to give uh my colleague Jamie, a chance to introduce yourself as well.

112

00:14:59.290 --> 00:15:10.430

Jamie Dollinger: Thank you. Perry. Um, Hi! Everyone! My name is Jamie Dollinger. I'm. The senior director of Brooklyn planning in the office of district planning. Thank you, as Perry mentioned, for having us again.

113

00:15:10.440 --> 00:15:25.530

Jamie Dollinger: We were happy to hear um a little bit from you last month around, particularly Council members, journeys to finding Cc. Twenty priorities that they want to focus on, and some things that they

114

00:15:25.540 --> 00:15:38.530

Jamie Dollinger: um wanted us to highlight in the data, which is what we plan to do this evening. Um, If you are on the phone, you have questions feel free to let us know. Uh, but we're excited to continue this conversation.

115

00:15:41.630 --> 00:16:10.780

Perry Stein: Sure, thanks, Jamie. Um and um, just to kind of add some more context into piggyback tonight's presentation will be um, answering some questions that the Council had post for us um both at the last meeting as well as since then, and also dive into the district data summary um, which we sent to the Council and Um Council members should have access to um. Also want to note that we would have left who've been there with you all in person today, but we had, uh, you know, meetings back to back here. That

116

00:16:10.790 --> 00:16:15.310

made it so. We were attending virtually just a real experience to see my face

117

00:16:15.340 --> 00:16:27.560

Perry Stein: uh behind some of you all on the big screen. Um, but it's, an it's an honor um, so i'm going to share my screen. Um, and i'm going to be sharing the

118

00:16:27.590 --> 00:16:29.000

Perry Stein: data summary.

119

00:16:29.640 --> 00:16:31.110

Perry Stein: Um, There you go,

120

00:16:36.470 --> 00:16:37.480

Perry Stein: all right.

121

00:16:37.880 --> 00:16:49.779

Perry Stein: So you should all see the district. Twenty data summary on the screen right now. Um, As I mentioned earlier, this was shared with the Council at the end of this summer.

122

00:16:49.830 --> 00:17:12.349

Perry Stein: Um! And you know many of you have had the chance to unpack this data summary in detail, and you know we're very much looking forward to hearing any questions you have at the end of our presentation tonight. Um! Tonight we're going to go through sort of the highlights of this document. Um touch on some points that we think are relevant to many of the concerns you've or you know, needs and priorities. You all have voice to us

123

00:17:12.359 --> 00:17:19.360

Perry Stein: Um. As well as share some of the high level of data trends that we've noticed that we think are, you know, valuable to point to

124

00:17:19.440 --> 00:17:20.480

Perry Stein: um

125

00:17:20.869 --> 00:17:22.050

Perry Stein: um

126

00:17:22.210 --> 00:17:36.570

Perry Stein: also one another to select a document about thirty-two pages long. This table of contents is very helpful if you want to kind of go through this um item by item. But, as mentioned in that we're going to just do sort of the highlights given um the talking.

127

00:17:37.700 --> 00:17:54.389

Perry Stein: Um! So here, what we see is the city wide enrollment trend across all districts over the last decade or so. So I think, before we dive into any individual district's data, it's really helpful to understand the trend that's going on across the city.

128

00:17:54.400 --> 00:18:09.429

Perry Stein: Um, because it's valuable to see um. Are there differences in a specific district compared to what's going on at this in the city as a whole um or some trends more pronounced, or you know, maybe we see the opposite trend in a specific district.

129

00:18:09.440 --> 00:18:21.720

Perry Stein: Um, Obviously, you know, New York city is a really more school system. So what's going on across the city may be unique, or what what's going on in a specific district may be unique to what's going on in other districts or across the city.

130

00:18:21.820 --> 00:18:40.990

Perry Stein: Um. So when we look at this data, we see that enrollment across New York City schools was increasing up to around the two thousand and sixteen to seventeen school years. Um! So there was pretty steady, you know. Increase in enrollment. Um over that, uh, you know. Start of the last decade to around two thousand and seventeen

131

00:18:41.000 --> 00:18:59.989

Perry Stein: um, and then over the last five years or so. Um four to five school years, i'd say there's been um decline in enrollment across New

York City schools. Um! And when we look specifically at the last two school years which were twenty to twenty, one as well as twenty, one to twenty, two.

132

00:19:00.000 --> 00:19:19.849

Perry Stein: We see that the decline in enrollment across the city with expert, that is, Of course we know that. Um! These were the school years that were impacted by the Covid Nineteen pandemic. Um. So you know, we can definitely put that, as you know, a a factor, that sort of expedited enrollment decline that was already uh appearing in school

133

00:19:19.860 --> 00:19:23.619

Perry Stein: prior to the you know the onset of the the pandemic

134

00:19:24.720 --> 00:19:33.220

Perry Stein: moving on. We then, you know, can turn to district twenty specifically, and look to

135

00:19:33.230 --> 00:19:49.060

uh what is happening in District twenty, and we can then from there ascertain. Is it different from the city web trends, or is it um more similar? So we do see that over the last five years um in District twenty there is enrollment, decline.

136

00:19:49.070 --> 00:20:06.160

Um. But what's also really important to note is that District Twenty is one of the more crowded districts in New York City. It has quite high enrollment, and a lot of the buildings in the district were starting from a point of very high enrollment.

137

00:20:06.170 --> 00:20:25.030

Perry Stein: So you know, some decline that we've seen didn't necessarily mean that there was a lot of space uh opening up in school buildings. Um! But what would be more accurate to say would be that um, you know, enrollment was lost. But buildings remain quite uh crowded, or, you know, near their full utilization.

138

00:20:25.040 --> 00:20:42.139

Perry Stein: Um! So we see um happening in District twenty, which is actually quite similar to a lot of other districts, is that the earlier Uh grades of early childhood, as well as elementary school. Um had the steepest decline in enrollment of the different grade level.

139

00:20:42.150 --> 00:21:01.539

Perry Stein: Um, you know, one of our theories that we've been working through is an office that we're interested to see how it develops is that

families with the younger children that you know maybe didn't have roots as deep in their community or in their school. We're more comfortable weaving to other, You know cities, other States. Um. During the pandemic

140

00:21:01.550 --> 00:21:12.889

Perry Stein: um, and that resulted in enrollment decline that was more steep at those grade levels. But we do see that at the Middle School and high school greater level there was decline as well. And

141

00:21:13.150 --> 00:21:30.179

Perry Stein: what's also very important and interesting to look at is this bottom table here which shows the entrance points for the grade levels. Um. So we see that um Kindergarten sixth grade and ninth grade also declines in enrollment over the last, you know. Five to six school years.

142

00:21:30.290 --> 00:21:50.449

Perry Stein: Um! And interestingly, these entry points were felt, you know pretty comparably across, you know, Kindergarten Sixth and ninth grade over the last two years. Um! Which were those years impacted by the Covid nineteen pandemic. So those entry points can be sort of for voting, or, you know, foreshadowing of what is to come, as of course, the students that are in,

143

00:21:50.460 --> 00:22:07.289

Perry Stein: you know, entering kindergarten will then be articulate throughout elementary school. Um. The students that are enter in ninth grade, or this part of the grade level that will enter and articulate your high school. So, um, if you have a small entering class, that means that that class is the one that's going to be carried through at the grade level

144

00:22:07.300 --> 00:22:11.959

so important to look at those great levels of sort of a sign of what is to come

145

00:22:13.100 --> 00:22:19.870

Perry Stein: moving forward through the data. I think this is a really helpful table to look at in terms of

146

00:22:19.880 --> 00:22:37.849

Perry Stein: um. Where are residents of District Twenty going to school? Um, We're going to touch on this in just a bit, but it's important to note that District twenty is a school district that, particularly at the elementary school level, has the highest retention of its residents In all of Brooklyn

147

00:22:37.860 --> 00:22:53.489

Perry Stein: at the Middle school level. Retention is among the highest as well. It's quite high. So many of the residents of district twenty attend district schools in District twenty. Um! There are no charges. Schools in district twenty also, which is a contributing factor as well.

148

00:22:53.970 --> 00:23:06.970

Perry Stein: But um! When we look at the residents. So this is the residents that are school aged children, aged uh, you know, Kindergarten, through twelfth grade, we see that the number of residents was increasing. One hundred and fifty

149

00:23:06.980 --> 00:23:19.079

Perry Stein: um up to a point around that two thousand and nineteen twenty school year. And then, during the pandemic, we saw a pretty rapid decline in the number of school age residents of living in District twenty.

150

00:23:19.090 --> 00:23:47.749

Perry Stein: Um, what we're really interested in um, and you know, observing right now and over the coming years is, do we see this numbers start to trickle back up as family potentially return to district twenty um or that this trend continue? Um, you know, to decline, or you know, Does it stagnate? So really interested to see this as we talk about increasing enrollment? You know. One of the things that you need to understand is that there is a finite pool

151

00:23:47.760 --> 00:23:59.930

Perry Stein: of children to pull from to attend school. So if the number of school age children is declining. You can then assume that it might be quite likely it's the number of students enrolled in school decline as well.

152

00:24:00.000 --> 00:24:29.779

Perry Stein: So when we look at where you know this decline was being felt, we do see that there was a decline in um in district enrollment, so district twenty students that were enrolled in District twenty saw some decline over that same time period. We saw the number of children enrolled in schools, district schools outside of district. Twenty um was pretty stagnant, you know. Small increases year over year, of students enrolling outside of District twenty, and these are K. Through twelve students.

153

00:24:30.070 --> 00:24:34.100

Then, in terms of district seventy, five, and charter schools.

154

00:24:34.220 --> 00:24:45.689

Perry Stein: This is a fairly small percentage of the district. Twenty student population um of residents. Um, and there wasn't many big shifts in that student population over that time.

155

00:24:46.920 --> 00:25:04.689

Perry Stein: Um! And then this is another helpful uh, you know, tool, that we can look to to determine what the picture is in terms of students that are leaving district school. So this graph is discharges from public schools. So one thing that the Department of education tracks that district schools track

156

00:25:04.700 --> 00:25:11.880

Perry Stein: is. If a student leaves a district school, they track their reason, for which they they left that school.

157

00:25:11.890 --> 00:25:28.229

Perry Stein: So what we see here is that the number of discharges was pretty stable year to year. Um! In the three years that sort of went up to the pandemic um! And then we see this quite sharp increase in students leaving district schools during that time.

158

00:25:28.240 --> 00:25:56.609

Perry Stein: Um! And then, when we look to this bottom graph, here we see these different causes. So we have students leaving to schools outside of New York city students attending non public schools within New York City, charter, schools, home schools, et cetera. But when we look at this graph, what we see, as you know, the biggest spike, which is sort of mirrors. This spike in total discharges is families leaving to schools outside of New York City. So what we saw was,

159

00:25:56.620 --> 00:26:14.949

you know, a lot of families that were previously living within district. Twenty um we're leaving to either different cities or different states. Um! And then enrolling their child in school there during the pandemic, you know. Once again um. We did see schoolage residence decrease, which is sort of what's represented in this graph as well,

160

00:26:14.960 --> 00:26:24.400

Perry Stein: and you know very interested to see what this graph might look like next year, and in subsequent years to determine what that trend might look like going forward.

161

00:26:26.230 --> 00:26:31.739

Perry Stein: Um moving ahead like, I said. Going to do the highlights in tonight's presentation.

162

00:26:31.810 --> 00:26:54.990

Perry Stein: Um! This is sort of what I was getting at earlier, which is um where our district twenty residents enrolled so district twenty has among the highest retention rates in the borough at both the elementary and middle school level. So we see ninety-one of district. Twenty residents are attending district twenty district schools.

163

00:26:55.000 --> 00:27:13.110

Perry Stein: Um! And then we have five of students that are traveling to district outside of district, twenty for elementary school, and then three percent of students are attending um charter schools, which would mean that they're traveling outside of the district, as there are in elementary charter schools within district twenty one.

164

00:27:13.150 --> 00:27:26.030

Perry Stein: And When we look to middle school retention we see seventy. Eight percent of district, Twenty middle school students are attempting in district middle schools, and then twenty percent are attending

165

00:27:26.490 --> 00:27:30.330

Perry Stein: middle schools that are district schools outside of district. Twenty

166

00:27:31.120 --> 00:27:40.029

Perry Stein: um jumping ahead once more. Um! I think that when we talk about space

167

00:27:42.300 --> 00:27:43.280

Perry Stein: sorry

168

00:27:43.730 --> 00:27:49.660

Ellen McHugh: someone mute yourself, please. Someone's on.

169

00:27:52.130 --> 00:28:10.909

Steve Stowe: Thank you. So. Um! When we look at this, you know, when we talk about district, twenty, one of the main things that we talk about is space. As I mentioned earlier district, twenty is one of the more crowded districts in uh the city. It's uh, you know, a lot of students. Um, not a lot of excess space within the district.

170

00:28:10.920 --> 00:28:20.160

So this graph here represents demand verse capacity in District twenty. Um. So what we see here kind of just to talk through what we're looking at

171

00:28:20.170 --> 00:28:39.840

Perry Stein: is this lighter line here with these plotted points represents historical enrollment. So these are how many elementary school students were enrolled in district twenty elementary schools over the past couple of years. This is what actually happened when we look at this shaded area into the future.

172

00:28:39.850 --> 00:28:53.470

Perry Stein: Um! We see a projection of what we think enrollment will look like over the coming school years. Um! And as you can see here, there is sort of a pretty wide range of what we project in terms of enrollment going forward,

173

00:28:53.480 --> 00:29:04.769

Perry Stein: and this is the result of. Of course, you know, over the past couple of school years. We've had, you know, pretty abrupt and extreme events that have kind of hit us as a society which

174

00:29:04.780 --> 00:29:19.309

Perry Stein: drastically change the picture of enrollment within the district. So, going forward, it's difficult to pick uh predict with a lot of accuracy what a moment will look like. So we have this fairly wide range of outcomes. For what enrollment is so likely to

175

00:29:19.320 --> 00:29:36.969

Perry Stein: look like within district twenty elementary schools. This bottom line here represents um projected capacity in district, twenty elementary schools, or another way to think of this is just how many seats there will be in district twenty elementary schools, and, as you can see

176

00:29:37.260 --> 00:30:04.649

Perry Stein: in two thousand and twenty-four. Specifically, this slide is expected to increase, as we have. You know, many capacities that we're going to talk through in some detail later, but definitely in much more detail over the coming weeks and months with with you all um that are projected to go online in two thousand and twenty-four. So there's many um spaces in district twenty-four that will be added to this capacity starting in two thousand and twenty-four

177

00:30:04.660 --> 00:30:13.870

Perry Stein: um and what's important to note here is that right now there is more enrollment. So there is more demand in District twenty than there are available seats.

178

00:30:13.900 --> 00:30:33.069

Perry Stein: Um! But when we look into the future we do see those that projected enrollment, and that amount of capacity getting closer, as you know, the coming years go on, which means um, which is a good thing that essentially means that um students will be able to be served by You know their schools within capacity. Right Now there is,

179

00:30:33.120 --> 00:30:39.980

Perry Stein: you know, schools are still able to serve the students that are involved with their schools, but you know those schools, many of them are quite crowded.

180

00:30:40.070 --> 00:30:57.739

Perry Stein: Um. So in middle school similar picture um, you know. Same sort of markers here on the graph of historical enrollment projected enrollment into the future, and then capacity um. We also have some capacity projected to go online in two thousand and twenty-four a lot of that capacity is

181

00:30:57.750 --> 00:31:06.800

Tb: in terms of what exactly it will look like, but that's something that we're excited to, you know. Collaborate with the community,

182

00:31:07.000 --> 00:31:24.040

Perry Stein: you know, on um. But we do see that you know, enrollment has a pretty broad range of projections at the middle School level in District Twenty um, but capacity falls somewhere between that future projection. So there's a range of outcomes,

183

00:31:24.050 --> 00:31:33.169

Perry Stein: but with efficient programming. Um district. Twenty middle school students will, you know, definitely be accommodated at the capacity that exists.

184

00:31:34.830 --> 00:31:36.750

Perry Stein: Um, So moving forward.

185

00:31:37.110 --> 00:31:47.409

Perry Stein: Um wanted to talk through um this page here which discusses class sizes or average class sizes in District twenty

186

00:31:47.420 --> 00:32:00.479

um, So this information is helpful, you know, as i'm sure many of you are aware. Um! We did receive a question from the Council regarding um, the you know class Size Bill, that was recently signed by the Governor.

187

00:32:00.490 --> 00:32:20.319

Perry Stein: Um, Which sort of you know, the intention of that bill is to limit the the class sizes at particular markers. Um. So limits on class sizes actually quite similar to these Blue Book max capacities that you see here. Um, that's those are the capacity. The processes that are in the actual law itself.

188

00:32:20.330 --> 00:32:36.549

Perry Stein: But you know the update that we have to share with you today is that Um! We are still in a bit of a waiting period to see exactly how that bill will be uh implemented. Um, but you know, as soon as we hear something, we'll definitely be in touch

189

00:32:36.560 --> 00:32:54.160

Perry Stein: um, and you know we'll definitely uh work through that, as mentioned as you can see in these tables here. Um, we see the district twenty average class, as in this top graph or top, you know, like chart here and then below it we see the Brooklyn average class as, and what you'll notice is

190

00:32:54.170 --> 00:33:02.940

district. Twenty does, on average, you know, across the most grade levels have higher average class sizes than the borough average.

191

00:33:03.030 --> 00:33:18.009

Perry Stein: Um. So you know, that's just something to note there. Um! But, like I said, we'll definitely be in touch, as we do have more information regarding the implementation of the class as well, which right now we're still in a bit of a waiting period.

192

00:33:20.980 --> 00:33:33.050

Perry Stein: Um! Here I mean, this is an an important slide here, as what's really exciting is the new capacities that are selected to come online in district twenty

193

00:33:33.060 --> 00:33:47.009

Perry Stein: mit ctl. And over the coming years, as you can see, um two thousand and twenty-four is a big year for district twenty where there are many capacity isolated to come online. And with new space, you know, the hope is that one hundred and twenty-

194

00:33:47.020 --> 00:33:56.590

Perry Stein: um. We will be able to utilize that space to meet district needs and to work with you all to determine those needs determine the best utilization for this space.

195

00:33:56.990 --> 00:34:14.060

Perry Stein: Um, and you know, to alleviate some of the you know deficits that are occur. They currently exist within the district. Um, you know, as we identify them. So you know, among those deficits are, you know, district seventy-five capacity, particularly at the middle school at the high school level.

196

00:34:14.070 --> 00:34:17.220

Um, which we're going to speak on in just a moment.

197

00:34:17.530 --> 00:34:29.510

Perry Stein: Um, but also just you know space. You know, as I mentioned, space is such a resource for schools, and particularly in District twenty, where there is some, you know, over utilization of buildings.

198

00:34:29.520 --> 00:34:46.500

Perry Stein: Um. So with you know these new spaces that you see on the screen right now. You know we're really excited to, you know, collaborate and to determine best uses of these spaces going forward. Um! And to you know, like I said, Alleviate some of those needs uh that are so pressing in the district.

199

00:34:47.110 --> 00:35:12.519

Jamie Dollinger: Perry, can I jump in just really quickly with one note? Thank you. Um. You all note the uh section that says capital plan funded seats. This is important as well, and something we engage with constantly. Um in conversation with you all, and also with the school construction authority. There are three individual sub districts that comprise district twenty as a community school district.

200

00:35:12.530 --> 00:35:22.729

Jamie Dollinger: Um, based on available need and overcrowding and ways that we can increase capacity. The capital plan is funded by sub district.

201

00:35:22.950 --> 00:35:52.539

Jamie Dollinger: The biggest takeaway here is that all three of your sub districts still have identified and funded need. You'll see seats completed or in progress if we have some of those capacities coming online. Um, whereas in one of the sub districts. We don't have an identified new capacity yet. But the takeaway here again is that you know we want to continue our uh exploration with the school construction authority around, where we can either find parochial schools or buildings that are

202

00:35:52.600 --> 00:36:11.140

Jamie Dollinger: available to become doe spaces where we can add additions or annexes to existing school buildings, particularly at the elementary or middle school level, and where we can just build new buildings which is challenging because of just a physical available space in the district. That's limited, regardless. So

203

00:36:11.150 --> 00:36:23.140

Jamie Dollinger: you know good news that they're still funded and identified need. But this is the driver behind our conversations around where we can also add to this list of new capacity and hopefully see more school buildings as well

204

00:36:26.190 --> 00:36:28.529

Perry Stein: for sure. Yeah, thank you so much, Jamie.

205

00:36:28.590 --> 00:36:49.019

Perry Stein: Um. So moving forward, Um just wanted to touch on a few more points in the data summary before jumping on to um, getting into some other data request that we received from the council. Um. So this is the district. Seventy-five need in District twenty. So what we're looking at here is

206

00:36:49.030 --> 00:37:02.749

Perry Stein: um this uh in the bars to the left represent district seventy-five residents, or, in other words, residents uh students that live within district twenty that qualify for a district seventy-five.

207

00:37:02.760 --> 00:37:18.450

Perry Stein: And then the bar to the right represents capacity to serve their students in district. Seventy-five programming within the district. So what we see is that at the elementary school level. There is not currently a deficit of district seventy five seats, but it's quite close.

208

00:37:18.460 --> 00:37:33.569

Perry Stein: Um, and it's sort of you know. That sort of varies year by year. So definitely something we want to monitor to see how that trend progresses. Um at the middle school and high school uh, there's quite few district seventy-five suits within the district.

209

00:37:33.580 --> 00:37:51.630

Perry Stein: Um, and there are many students that qualify for district seventy-five programming. Um. So you know, for those of you that you know, Aren't. Aware of district seventy-five programming serve um students with special needs. Some of the highest needs students Um, in the Department of Education. Um, And

210

00:37:51.640 --> 00:38:15.260

Perry Stein: you know these programs are, you know, very important. You know, priority of our office is to um open district seventy-five programming that is, um, you know, within a reasonable distance from the students that qualify for that programming so definitely looking out for opportunities to meet that need. But, as mentioned, space is such a resource within district Twenty uh

211

00:38:15.500 --> 00:38:22.399

that we do look towards those capacities that are opening up, going forward to potentially meet some of that need.

212

00:38:22.960 --> 00:38:32.899

Perry Stein: Um! And with that I want to stop sharing this window. Um, And I'm going to actually share a different screen, really quick

213

00:38:35.710 --> 00:38:36.939

Perry Stein: finding it.

214

00:38:43.100 --> 00:38:47.650

Perry Stein: Okay. So you all should see a screen. Now it can excel

215

00:38:47.780 --> 00:38:48.850

Perry Stein: file

216

00:38:48.860 --> 00:39:13.430

Perry Stein: um, so wanted to talk through some additional data. Um! At our last meeting with the Council, where we heard from you all about sort of your journey, as well as some of your biggest identified needs and priorities. Um for planning um as well as since then we can see some email from the Council as well as the Cec President with some questions. So we wanted to

217

00:39:13.450 --> 00:39:30.759

Perry Stein: kind of follow up on some of those requests. Um, as well as you know, answer any additional questions you might have. Um regarding some questions that we received. So among those questions we did receive one question regarding um programming for um multilateral learners.

218

00:39:30.770 --> 00:39:44.969

Perry Stein: Um! So those come in the in the form of dual language programming as well as some other um programming that me to the students needs. Um. So this on this screen are district schools with bilingual programs.

219

00:39:44.980 --> 00:39:54.650

Perry Stein: Um, And it has some information regarding, you know, demographics as well as utilization at those programs. We're happy to share this information with you all.

220

00:39:54.660 --> 00:40:12.529

Perry Stein: Um! After you know this, you know this call tonight. We send this you away. Um! But this is sort of just this is um more of a, you know. Just a list of programs. Um, that provide this type of programming. And then towards the right, you see the utilization at those organizations

221

00:40:12.540 --> 00:40:17.749

Perry Stein: so kind of the level of capacity that they've reached at each of those programs.

222

00:40:17.990 --> 00:40:34.419

Perry Stein: Um, this next tab here. Um, that's a little bit deeper into those programs. Um! So what we see in this first table here is English language runners enrolled in district twenty by level um so

223

00:40:34.430 --> 00:40:47.469

Perry Stein: mit ctl. And what we see is that, uh, you know, this is also kind of just more crude, you know numeric representation of that um where we see, you know, English language learners compared to not English language learners in district twenty, one, one

224

00:40:47.660 --> 00:40:49.549

Perry Stein: um, and then

225

00:40:50.010 --> 00:40:54.349

Perry Stein: English language learners based on retention. So um!

226

00:40:54.590 --> 00:41:13.609

Perry Stein: What is the retention rate for English language learners by grade level? Um. So we see in K to five uh ninety percent of English language learners that are in role that will reside in district. Twenty remain in the district. Um, ten, ten schools in other districts. This is pretty comparable to the overall trend for students.

227

00:41:13.620 --> 00:41:29.479

Um. In middle school we see about three quarters of English language workers remain in District twenty that reside there. Um also comparable to the trend in retention, you know, for students overall in District twenty

228

00:41:29.490 --> 00:41:48.759

Perry Stein: um, and then at the high School level. It's more of an even split in terms of students that reside in District twenty that are English language workers that attend school within the district. But we do know that students, their high school students. As students get older they're more likely to travel to school um outside of the district than they are at at younger ages.

229

00:41:49.570 --> 00:41:52.810

Perry Stein: This table at the bottom here um

230

00:41:53.010 --> 00:42:04.949

Perry Stein: tackles um English language learners by level, and the district that they're enrolled in um. So we see that for residents in K to five. Um. You know this to services

231

00:42:05.360 --> 00:42:14.650

Perry Stein: uh calies out the number of students that are enrolled in district twenty compared to different districts as well as charter schools. Um and district seventy five programs.

232

00:42:14.700 --> 00:42:20.919

Perry Stein: So you know this is, you know, like I said, happy to share this with you all after this meeting but this sort of ties out

233

00:42:21.090 --> 00:42:31.020

Perry Stein: for those students. They might leave District twenty that are, uh, no English language learners. Where which districts. Are they attending school within?

234

00:42:31.640 --> 00:42:42.519

Jamie Dollinger: Uh. And then lastly, sorry. Yeah, I was just gonna add superintendent predo if you had any additional thoughts. I know we've started conversations about

235

00:42:42.530 --> 00:42:57.220

Jamie Dollinger: um, the ll data that Perry is presenting, as well as additional programs in the district, whether that's bilingual programs to language, programming, et cetera. If there's anything you wanted to add. Um, you know, at this time, otherwise we can

236

00:42:57.230 --> 00:43:03.460

Jamie Dollinger: um kind of update this group as we have homework plans for additional uh programs.

237

00:43:04.450 --> 00:43:05.640

Dr. David Pretto: You

238

00:43:13.240 --> 00:43:14.540

Dr. David Pretto: Thanks, Jamie.

239

00:43:14.680 --> 00:43:20.390

Dr. David Pretto: I mean, this data continues to reinforce the need for us at the district to explore.

240

00:43:20.400 --> 00:43:36.879

Dr. David Pretto: Ah, the establishment of additional bilingual programs. We are constantly in communication with ah division of multilingual learners, and we do have on my new expanded district team the director for multilingual learners, Dr. Perez Medina,

241

00:43:36.890 --> 00:43:45.269

Dr. David Pretto: and so part of the work that we've been doing, and which we'll carry over since I came on, as the superintendent will be to explore

242

00:43:45.280 --> 00:44:04.310

Dr. David Pretto: where there are sites that exist that have the potential to establish new programs. Ah, ah! Both transitional bilingual or dual language. Um, In the in the languages where it makes sense as feasible for students, and also look at new capacities and see the the potential

243

00:44:04.320 --> 00:44:18.880

Dr. David Pretto: and possibility to provide um bilingual programming in grades that we currently do not. You know one of the one of the deficit areas in the district around programming is middle school and bilingual programs. We currently Don't have

244

00:44:18.890 --> 00:44:33.629

Dr. David Pretto: the the offerings in middle school. So that's something that we're looking closely at, where we can look at existing schools and sites that have potential for establishing programs where it makes sense as well as looking at that potential in new capacities.

245

00:44:35.360 --> 00:44:36.390

Jamie Dollinger: Thank you.

246

00:44:38.640 --> 00:44:41.719

Perry Stein: Except for nothing. Um. And

247

00:44:41.900 --> 00:44:57.190

Perry Stein: one more request that we received That I wanted to touch on was a request to give, provide some information and to do a bit of an analysis on travel distance. So this distance of students at the Middle School level are traveling to attend school.

248

00:44:57.200 --> 00:45:08.359

Um. So first I want to just sort of offer a word of caution and analyzing this data that um, you know, this is a pretty expensive task. Um, that you know we wanted to,

249

00:45:08.370 --> 00:45:36.059

Perry Stein: you know, to track, to kind of determine the distance of students travel. Um, there is. There's a lot that goes into that. But um! The determination of this, you know, is, you know, or the conclusions that are drawn from this. Um. There is a bit of a risk in, you know, making any broad um conclusions from this type of data which i'll get at in just a second. Um. But so what I want to kind of discuss here is the way that we

250

00:45:36.070 --> 00:45:44.240

Perry Stein: kind of went through this data, and you know our analytics team at our office. Um, you know, to be the time to determine the

251

00:45:44.530 --> 00:46:08.600

Perry Stein: students that are living within a certain zone. Um! How far are they traveling to get to their zone school? So in at the middle School level there are both zoned, and, you know, open admission options, or you know, unzocal level that are shaded. Um represent zoom where there are students that are traveling over a mile to get to school uh to their zone school, I should say.

252

00:46:08.610 --> 00:46:27.029

Perry Stein: Now, what's important to note is, you know, as you can see, just visually, District twenty is quite large, and there are some zones within within district twenty that are quite expansive. So what this might actually be measuring is, there are some fairly large zones within district twenty at the middle School level.

253

00:46:27.040 --> 00:46:30.469

And what's also important to note is,

254

00:46:30.560 --> 00:46:42.449

Perry Stein: there may be additional students that are attending unzoned middle schools that might be, you know, close to home that might not be captured in this type of analysis. Um. So what's kind of

255

00:46:42.540 --> 00:46:54.309

Perry Stein: picked out, piece by piece up here is um, you know, travel a distance to school. And then what uh, you know, this tries to get. It is retention for create six

256

00:46:54.320 --> 00:47:09.660

Perry Stein: uh for those schools. So um, you know an analysis that you can, you know, try to drop on. This is um, You know there are some schools where students do travel greater than a mile to get to school. Um, as you can see here. Um! And

257

00:47:09.780 --> 00:47:22.279

Perry Stein: if there's not necessarily a clean trend in terms of those schools where students are traveling over a mile always have global retention than others. It's sort of a mixed bag. Um,

258

00:47:22.290 --> 00:47:39.760

Perry Stein: but um, you know, obviously you all are sort of living that experience on the ground you might have different insights that we might be missing in this data, which is definitely something we'd be interested in. Um. But I think this is helpful to look at, but not necessarily a complete picture.

259

00:47:39.770 --> 00:47:51.649

Perry Stein: But you know it does get at for those middle school students that are, you know, living within a zone? Um, are they? I think that zone school? And are they traveling? You know, more than a mile to get to that. So in school?

260

00:47:51.730 --> 00:48:11.320

Perry Stein: Um. So hope this is helpful, but also want to open the floor for questions, either about this data that I just discussed here either the you know ell data or the travel distance data, and also open up for questions regarding the data summary and trends that we discussed earlier.

261

00:48:11.330 --> 00:48:22.380

Steve Stowe: So I will stop sharing my screen and happy to jump back to sharing. If anyone has any specific questions about data,

262

00:48:23.170 --> 00:48:27.279

Steve Stowe: I think there was some feedback on the microphone.

263

00:48:32.120 --> 00:48:47.179

Steve Stowe: Um, Perry, under this this is really interesting. Thank you, and the whole presentation is is great, and I always enjoy when you guys come uh present. What is the in the column?

264

00:48:47.510 --> 00:48:50.139

Steve Stowe: I guess. Column J. The.

265

00:48:50.920 --> 00:49:00.570

Steve Stowe: Or for Klm. The pan with this? Um! Why is it an A. For some of those columns like for the retention or

266

00:49:00.710 --> 00:49:03.790

Steve Stowe: so in a

267

00:49:03.890 --> 00:49:06.520

Perry Stein: sorry about that didn't mean to cut you off.

268

00:49:07.400 --> 00:49:12.939

Perry Stein: So if there's an na and a column, my understanding is that that represents the

269

00:49:13.340 --> 00:49:33.200

Perry Stein: a school where the admissions method for middle school is open rather than zoned. Um. So what our data here is getting? It is kind of whether students are, you know. So if you were going to look at something like zoned retention, it wouldn't. It would necessarily have to be a zoned

270

00:49:33.230 --> 00:49:55.690

Perry Stein: admissions method school. Um! But there are some schools here that are, you know. For example, this is a six to eight school uh one hundred and eighty uh Seal Academy, which has the Es grades, has zoned admission, but the middle school grades are open admission. Um. So, for example, Na. Here just means that the Middle school grades don't have zoned admissions method.

271

00:49:57.580 --> 00:49:58.759

Okay,

272

00:49:58.940 --> 00:50:17.650

Steve Stowe: um. And then you have. I mean, I think it's just to sort of reiterate and sort of stay. The obvious and maybe um is, you know, the

common great six zone attention. That is the percentage of someone's students in Grade six that actually attend the school, and so lower means

273

00:50:17.770 --> 00:50:19.399

Steve Stowe: they're going somewhere else.

274

00:50:26.640 --> 00:50:40.709

Jamie Dollinger: Yeah, I want to call out, though, I think, for middle school when we see schools with a lot of different admissions programs, particularly at the middle school level. We can be thinking about students that

275

00:50:40.720 --> 00:51:08.859

Jamie Dollinger: it could be zoned to a school, but perhaps they're in like a superintendent's program that has a different admissions method. When we're focused kind of exclusively on zone retention, we're really looking at elementary schools, because it shows us that students living in that geographical zone that have priority to that school through that zone are choosing that option. So you know definitely important to focus on here, but I want to also

276

00:51:08.870 --> 00:51:21.910

Jamie Dollinger: reiterate that A. There's other methods in which students can kind of attend these schools, but also be, we see sometimes greater travel distance at middle school, whereas someone in elementary school might not,

277

00:51:22.040 --> 00:51:30.910

Jamie Dollinger: you know, be able to travel across the different district for a different option. But in middle school this is pretty. This is pretty typical. Um. We also have

278

00:51:30.960 --> 00:51:53.150

Jamie Dollinger: many districts across the city, and particularly in Brooklyn, that don't have middle school zones anymore, or don't operate with them. So you know, this is a little bit of a unique case here where we're having some students like still zoned at middle school, attend their own school. But the nuance there is that, you know, it looks very differently for elementary school students.

279

00:52:02.240 --> 00:52:03.339

Um,

280

00:52:04.260 --> 00:52:06.379

Steve Stowe: Okay, Got it? Very interesting.

281

00:52:13.770 --> 00:52:31.370

Steve Stowe: See if anyone else has any questions. And all right. Um. Just some questions on the Elo that maybe this is your superintendent. Um. You know I've since I've started doing this. We've every time I sort of think about our G all programs. Um,

282

00:52:40.040 --> 00:52:53.679

Steve Stowe: and what you were talking about is kind of right up right along the lines of the stuff. I always wondered about, like Gregory detention establish programs. How close are we to actually getting something on proper and getting some,

283

00:52:54.230 --> 00:52:56.389

Steve Stowe: you know, some kind of analysis going on.

284

00:52:57.470 --> 00:52:58.839

Yes,

285

00:53:59.260 --> 00:54:01.750

Steve Stowe: the

286

00:54:07.630 --> 00:54:15.399

Steve Stowe: is this dynamic That play here is with my little going to see that there's more for more children.

287

00:54:18.820 --> 00:54:22.400

Steve Stowe: One of the

288

00:55:36.600 --> 00:55:39.099

Steve Stowe: we're not, as

289

00:55:41.750 --> 00:55:54.149

Steve Stowe: I was just reminded that when when one of us is speaking to the mic at your computer unmute for the best. Can you just see,

290

00:55:58.650 --> 00:55:59.810

Okay,

291

00:56:10.800 --> 00:56:12.269

Steve Stowe: we just hold it lower

292

00:56:13.960 --> 00:56:15.109

to see if they can. Here.

293

00:56:16.530 --> 00:56:17.470

Okay,

294

00:56:17.580 --> 00:56:29.599

Steve Stowe: So for the data that perry is showing right here that this i'm picking one style by for no particular reason, English language learners enrolled create six, through eight, one thousand nine hundred and thirty-three.

295

00:56:30.140 --> 00:56:37.110

Steve Stowe: Are there other students who are not enrolled because they can't find a program in their school?

296

00:56:37.500 --> 00:56:39.530

Steve Stowe: And if so what's that number?

297

00:56:40.190 --> 00:56:47.219

Steve Stowe: So any child that enrolls or just unmute.

298

00:56:49.790 --> 00:56:50.629

Dr. David Pretto: Okay

299

00:56:50.640 --> 00:57:12.210

Dr. David Pretto: mit Ctl: And okay. So no. So the answer is, no. Any child who enrolls in a Dewey school is mandated by law to be provided. The services so at minimum children will receive English as a new language services by a certified E Andl teacher that's at minimum. So any school that doesn't have a bilingual program, meaning that children are receiving instruction in both one hundred and fifty

300

00:57:12.220 --> 00:57:27.320

Dr. David Pretto: English and their native language are still receiving English as a new language services, meaning that there's still like That's That's the minimum requirement. So any school that doesn't offer the bilingual program offers Yeah, andl services,

301

00:57:27.340 --> 00:57:50.009

Dr. David Pretto: and are the E. And L. Teachers. Is it a lower threshold for certification than No, no, not at all. It's. It's just a different approach. Bilingual bilingual education supports the development to some degree of both English and the native language, whereas email services are purely focused on the development of English language. So you just said we had problem finding qualified staff.

302

00:57:50.940 --> 00:57:51.830

Oh,

303

00:57:52.130 --> 00:57:54.520

Steve Stowe: you're only talking about expanding.

304

00:57:55.640 --> 00:58:06.299

Dr. David Pretto: The only problem is finding qualified staff isn't expanding. Are you saying we're fully staffed on all these classes at this point in in and in and in bilingual programs, we are staffed.

305

00:58:06.320 --> 00:58:08.450

Dr. David Pretto: It's,

306

00:58:09.870 --> 00:58:24.640

Dr. David Pretto: I would say that staffing, especially since the pandemic has been a, you know. Yeah, tremendous issue. Finding bilingual, certified staff has always been a unique challenge above and beyond um

307

00:58:24.940 --> 00:58:46.939

Dr. David Pretto: staffing for common branch or for Ela. Social studies. You know the your more traditional subjects, and we are always looking for ways to partner with universities, to recruit and retain staff who are certified bilingual. We do not have a deaf staffing deficit where you mentioned Yeah. And and bilingual,

308

00:58:47.190 --> 00:58:48.919

Steve Stowe: also transitional,

309

00:58:49.320 --> 00:59:02.229

Dr. David Pretto: so so transitional, bilingual and and dual language. Classes are both taught by bilingual certified teachers. Transitional bilingual, and dual language are just are two different approaches to bilingual education.

310

00:59:02.520 --> 00:59:08.099

Steve Stowe: And again, I just keep coming back to this because you mentioned at the start of conversation how hard it is to find good staff. But then

311

00:59:08.590 --> 00:59:12.760

Steve Stowe: the to challenge in middle school is

312

00:59:12.860 --> 00:59:27.869

Dr. David Pretto: so for for a an elementary school teacher. The the common branch is the license that the grand majority of our elementary classroom teachers have. So for a common branch teacher to earn an extension to their

313

00:59:27.950 --> 00:59:46.299

Dr. David Pretto: license, a bilingual extension is fairly um. There's a lot of programs and support from the doe to support common branch teachers who were fluent in another language than English, to become bilingual, certified in common branch.

314

00:59:46.310 --> 01:00:04.009

Dr. David Pretto: Um. So the majority of bilingual staff that we do have, and this is this has been my experience citywide, but in District twenty the grand majority are bilingual common branch teachers. Ah, bilingual teachers who who teach elementary school classes

315

01:00:04.440 --> 01:00:16.980

Steve Stowe: Are these classes? Do we have, like class size, average class size on these? Because it just strikes me, as i'm, guessing some of these classes are pretty large. I just I can't help but think that if these teachers are so hard to find,

316

01:00:17.460 --> 01:00:31.220

Dr. David Pretto: and um, you know, we have a lot of English language learners in the district do. The classes tend to be larger in size,

317

01:00:31.230 --> 01:00:43.769

Dr. David Pretto: and it depends on the school and the enrollment patterns, but I wouldn't be able to speak knowledgeable about the numbers. Beyond that,

318

01:00:44.150 --> 01:01:02.370

Dr. David Pretto: Do we publish data? English has a second language achievement test. Do we publish? Yes, we do.

319

01:01:02.590 --> 01:01:03.700

Steve Stowe: Um.

320

01:01:06.010 --> 01:01:23.209

Steve Stowe: Just a quick question back to Jamie and Perry. Um! Any update on the site? There was a site that the sca purchased of probably over a year ago at this point. It's a former bank in Bay Ridge, Santander Bank on fifth app. I didn't see that on your list of

321

01:01:23.220 --> 01:01:26.190

Steve Stowe: potential sites. Was it in the

322

01:01:26.220 --> 01:01:32.359

Steve Stowe: Was it in the sub district site where it's, you know, a potential longer-term project

323

01:01:33.220 --> 01:01:49.940

Jamie Dollinger: Yeah, so I don't. I don't actually know if it's calculated as seats in progress in that funded sub district, we would need to check with the Ca: But typically the acquisition process leading into their public review process is quite lengthy.

324

01:01:49.950 --> 01:02:10.749

Jamie Dollinger: Um, we don't see the uh building on what we call our building Completions Report, which is that list you saw on the screen until there's like a projected opening date. They've passed the Public Review, so it would probably still be, you know, captured as like a Tbd. They're working through that process. Um. So

325

01:02:10.760 --> 01:02:26.740

Steve Stowe: the first answer I guess, is yes, we're working with them to go through those steps. But no, we don't have it finalized enough to kind of capture with an opening date.

326

01:02:26.750 --> 01:02:49.509

Jamie Dollinger: Yeah. So then they'll hire um designers and architects to work um on like the physical plans of the building. And then we typically see once that's underway, we typically I mean It's different in every building based on what kind of work they need to do if it's existing or not. But it could be a four to six year runway of when we see that building open and we typically get

327

01:02:49.520 --> 01:03:07.860

Jamie Dollinger: It's a four to five years of runway on the building. Completions Report, when we know, like a confirmed date and number of seats which we're not at that place, yet

328

01:03:07.870 --> 01:03:19.639

Steve Stowe: not mistaken. It's it can be amended, correct up until implementation next fall. Is that your understanding, the actual bill? The language can be amended, and if there's going to be a process in place to do that.

329

01:03:20.190 --> 01:03:35.060

Jamie Dollinger: Um, I i'm not familiar with the process for amendments. We can check with our legal team, Harry or Dr. Preto. If you all know something else. I i'm not familiar, though, with what happens next in terms of

330

01:03:35.240 --> 01:03:40.150

Jamie Dollinger: roll out amendments, you know properties for different districts. But

331

01:03:40.380 --> 01:03:42.579

Dr. David Preto: yeah, my understanding,

332

01:03:45.060 --> 01:03:51.719

Dr. David Preto: my understanding is that the Department of Education as a system will first

333

01:03:52.210 --> 01:04:00.399

Dr. David Preto: create a plan for addressing the class-sized bill. That would be the the next step.

334

01:04:00.680 --> 01:04:01.709

Okay,

335

01:04:02.560 --> 01:04:08.939

Jamie Dollinger: And I do see that um Representative Swanson from the bp's offices

336

01:04:08.960 --> 01:04:21.339

Donavan Swanson (Brooklyn Borough Presidents Office): has his hand up, perhaps in Yes, yes, I was just going to flag that my understanding of the read of the actual legislative text

337

01:04:21.350 --> 01:04:39.140

Donavan Swanson (Brooklyn Borough Presidents Office): is that you know similar to what the superintendent's mentioned that each um. And really again, the languages school district of a million more or more right? So just specifically, New York City. Uh, we has to propose set plan um for the legislature, or the entity, you know, to over um.

338

01:04:39.150 --> 01:04:58.040

Donavan Swanson (Brooklyn Borough Presidents Office): So review, and then based off of that if it's um in alignment with meeting their goal in their target. Then funds will be allocated. Um! The only thing that's

kind of left up to the discretion is really for um is some components.
We're really for the uft. And do we to have South

339

01:04:58.050 --> 01:05:00.380

Donavan Swanson (Brooklyn Borough Presidents Office): so more specifically? Um

340

01:05:00.510 --> 01:05:19.920

Donavan Swanson (Brooklyn Borough Presidents Office): like special education classes, is actually kind of carved out in that legislation. There's no specific number. Rather again for it to be decided through collective bargaining and some other pieces. Um, I can also, uh, you know, share You guys out some notes. Just so. You can also understand the legislative reading of the text. Um, But there's really,

341

01:05:19.930 --> 01:05:30.500

Donavan Swanson (Brooklyn Borough Presidents Office): if amendments are to be made which highly doubt again, that would have to happen at the State level. So we're gonna probably assume that this is what it is, and rather

342

01:05:30.560 --> 01:05:50.529

Donavan Swanson (Brooklyn Borough Presidents Office): New York city has to just show again in good faith effort, and then that the State can amend funding right to kind of match that target and um make sure that they're in alignment. There is also some punitive measures. If the district is not um meeting its goal or the plan is not sufficient, which then they have to create like a remediation plan.

343

01:05:50.540 --> 01:06:02.620

Donavan Swanson (Brooklyn Borough Presidents Office): Funding can be held, and things like that. So the text is pretty lengthy, but that's just my general read. I do not have my notes in front of me, so I do apologize with this any, you know. But I again I can. I can call up with you all.

344

01:06:02.730 --> 01:06:06.270

Steve Stowe: No worries. Thanks, uh Donovan. But again the um,

345

01:06:06.410 --> 01:06:11.700

Steve Stowe: and and I guess the question Um, as far as planning goes, i'm. I'm just curious.

346

01:06:12.070 --> 01:06:27.380

Steve Stowe: This might be a conversation for another time, but we've got five years to phase it in, but it applies to the city as a single

district. It's not every district has to be in compliance twenty each year with the class size. Is that

347

01:06:27.540 --> 01:06:29.050

Steve Stowe: your understanding?

348

01:06:29.140 --> 01:06:48.230

Donavan Swanson (Brooklyn Borough Presidents Office): That is my understanding that it's the can. That's it's the entire district. Um! So it's really up to do we on how they want to go about doing that. And again, we won't know more. There is supposed to be also a public period. Um within that text that's already outlined, so do we does have to have some kind of public engagement

349

01:06:48.240 --> 01:07:12.060

Steve Stowe: on that. But again, it's. The language is broad enough that deal. We. It has some flexibility there, but there has to be a public engagement period. I want to see the Texas thirty days. But again I did not have my notes right in for me. Thanks. Okay, um. Just thank you so much, Donovan, for chiming in there. Um! Just moving on quickly on the Nathan site. Um! What? What is the timing now for?

350

01:07:12.110 --> 01:07:18.889

Steve Stowe: Um programming that for? To determining sort of you know. What are the next steps on Nathan's? I guess i'm wondering

351

01:07:21.940 --> 01:07:26.529

Jamie Dollinger: i'm gonna turn it to Superintendent Credo to talk a little bit about.

352

01:07:26.710 --> 01:07:32.730

Jamie Dollinger: You know new capacities, when we have something opening in two thousand and twenty-four, as we do at nathan's,

353

01:07:32.740 --> 01:07:55.979

Jamie Dollinger: we are approaching the time where we would want to start having some community conversations and thinking, you know collaboratively about admissions and programming. Um, certainly, you know, Don't want to overstep, so i'll turn it to the superintendent. But we're coming up, I would say, in the next six months, where it becomes appropriate to start making some more concrete kind of decisions around the school.

354

01:07:58.170 --> 01:08:00.319

Dr. David Pretto: Yeah, no, absolutely

355

01:08:00.420 --> 01:08:09.559

Dr. David Pretto: no. Yeah, absolutely. I would expect in my presentation we're going to be talking about admissions. So I know that the admission cycle was

356

01:08:09.570 --> 01:08:30.209

Dr. David Pretto: a a topic that we had to engage in some processes and make some ah decisions on. So we're looking at as soon as that is settled for middle school and our work, we would start the process of engaging around the visioning for the upcoming ah capacities, including Nathan's

357

01:08:35.020 --> 01:08:54.529

Steve Stowe: Thanks. And then last question. I think right now for um. Well, two more questions for Odp: um um just always been talked about in in District twenty, and I've been told different things by some individuals in the room, and I just i'm kind of curious with all of us here, you know charters and district twenty. We don't have any.

358

01:08:54.859 --> 01:08:56.480

Steve Stowe: What's the exact reason.

359

01:08:56.580 --> 01:09:02.090

Steve Stowe: Um, because I've heard different things, and I've been questioned about this, and i'm just want to get the story straight once and for all.

360

01:09:04.029 --> 01:09:21.250

Jamie Dollinger: I can share kind of broadly. There are two ways in which, and I don't want to speak to the process of how charter schools are authorized, because that's absolutely not my work. I can talk about citing um charter schools for a State law can request co-located public space

361

01:09:21.260 --> 01:09:40.380

Jamie Dollinger: um, which kind of answers your question right around the lack of available access space in the district. So if they were looking to be co-located in a doe building, then they would go through that process. There are districts that have available access space in the existing buildings sufficient enough to house a new school

362

01:09:40.390 --> 01:09:56.779

Jamie Dollinger: that has not been the avenue in District twenty. So um we haven't seen any requests for that the Second Avenue would be, is is for the school to um acquire private space, and to lease their own space outside of daily buildings.

363

01:09:56.790 --> 01:10:09.950

Jamie Dollinger: I think for the same reason as you can also imagine, Space is a premium, whether it's a private space, a parochial school or a daily building. So we just haven't had those requests as feasible just given

364

01:10:10.120 --> 01:10:20.439

Steve Stowe: Erez agmoni space and lack of space. Yeah, And How about David? Maybe, or as far as getting approval at the State level? I've heard we don't get approval here because we're a performing school district two hundred and fifty.

365

01:10:20.560 --> 01:10:21.639

Steve Stowe: Is that true?

366

01:10:24.940 --> 01:10:34.819

Steve Stowe: If if if you were a district that's classified as performing this is just what I've been told. You can't get approval for charters. Um, correct. Okay,

367

01:10:34.940 --> 01:10:35.950

Steve Stowe: All right.

368

01:10:36.610 --> 01:10:37.620

Steve Stowe: Thanks.

369

01:10:38.190 --> 01:10:39.700

Steve Stowe: Yeah. Go for it

370

01:10:43.030 --> 01:10:50.590

Kevin Zhao: in the past two years. Let's say, do we have anybody applied for? I mean, asking to set up a private charter school in this district

371

01:10:51.140 --> 01:10:58.099

Dr. David Pretto: that i'm aware of. I've not been made well aware of any requests to start a charter school in District twenty.

372

01:10:58.980 --> 01:11:00.199

Thank you.

373

01:11:02.640 --> 01:11:03.780

VITO LABELLA: You just.

374

01:11:05.020 --> 01:11:16.670

VITO LABELLA: I believe we had um a charter school applied to me two terms ago. Uh, it was a Greek school, and there was speaking about, possibly using the Angel Guardian site,

375

01:11:16.680 --> 01:11:28.709

VITO LABELLA: and um, I think that they pulled there. They pulled their request and decided to go to Staten Island, because there was, uh, I think, more community and political opposition than they were prepared to deal with.

376

01:11:29.450 --> 01:11:45.599

Jamie Dollinger: Yeah, because that's a good point. And just to point out. You know some charter schools that are requesting specifically public co-located space will preference seven or ten different districts, right? So they can see where available space exists, and so

377

01:11:45.610 --> 01:12:02.600

Jamie Dollinger: nothing is stopping them from saying, I want to open a school in co-located space in district twenty it just It's never able to advance beyond that kind of initial uh request for space, because there just simply isn't a building that has um available space like that.

378

01:12:03.650 --> 01:12:08.910

Steve Stowe: And last question, Jamie and Perry, you know one of my questions was

379

01:12:09.230 --> 01:12:25.540

Steve Stowe: in our district. Obviously there's Um and and David definitely. I'm sure we'll weigh in here, but we have a number of g and gift and talented programs throughout the district, and there's some parts of the district that are not served by gift and talented programs. Um. I was sort of

380

01:12:25.550 --> 01:12:38.419

Steve Stowe: openly just kind of musing about whether we could set up a sort of a kind of a mapping where we have a number of areas, maybe a few different elementary schools, and one would host a program that could sort of

381

01:12:38.430 --> 01:12:57.749

Steve Stowe: pull kids from from around that area. Maybe the you. You don't have enough support for one program in the in the in every school in a particular area, but maybe you could pull together and get enough for a program in in one area, and that was kind of a planning question I

had as well. Um, Are there any? Is there any kind of any kind of thoughts you guys have on that.

382

01:13:01.840 --> 01:13:21.349

Perry Stein: So you know definitely definitely want to let you know Superintendent Credo weigh in as well. Um. But I think that, as I mentioned over the coming months, when we think about these new sites as well as current, said, we definitely want to, you know. Hear from you all um on the Cec. And in the broader community around um

383

01:13:21.450 --> 01:13:36.840

Perry Stein: programming that you're looking for, that you might not be available to you. You know whether it's because of distance um, or you know other factors. Um! And you know, beating. This needs where we can. Um. But regarding the specific request you want to let Superintendent put over in to see if it's

384

01:13:36.990 --> 01:13:38.059

anything more specific

385

01:13:38.100 --> 01:13:39.080

we can offer.

386

01:13:43.560 --> 01:13:46.559

Steve Stowe: I think it's.

387

01:13:47.100 --> 01:14:02.509

Dr. David Pretto: I mean, I would say that since I've come on a superintendent, one of the defining features of District twenty has been, how over utilized the the spaces are, and how there is demand for both elementary and middle school seats. So I think, from

388

01:14:02.520 --> 01:14:31.269

Dr. David Pretto: ah new capacity standpoint, and looking to establish programs, I think the the first thing has been, where? Where is there a seat need for all children in elementary or middle school than where in within that area we've spoken a lot about. So special education. We've spoken a lot about the needs to provide mandated services for English language learners. We want to make sure that capacities that we bring on are also addressing the needs of students who

389

01:14:31.280 --> 01:14:38.190

Dr. David Pretto: that we are required by law to provide services for,

390

01:14:38.200 --> 01:15:03.440

Dr. David Pretto: and I so I think that would, with regard to the question of Ah, gifted and talented programs existing in these spaces. That's something that we can definitely, you know, have a conversation about. It's not something that I feel like from a numbers, mandates, and requirement standpoint. That is something that we have ah thought about in terms of how these capacities would be. Ah utilized!

391

01:15:04.240 --> 01:15:10.389

Steve Stowe: It's strong. I encourage you to think about it from that perspective as well. I think we can serve all types of students.

392

01:15:13.200 --> 01:15:14.230

Steve Stowe: Um,

393

01:15:16.160 --> 01:15:19.500

Steve Stowe: Jamie Perry, I think we are.

394

01:15:19.830 --> 01:15:22.359

Steve Stowe: Is that any more questions?

395

01:15:23.120 --> 01:15:42.680

Perry Stein: Yeah, I do see, Steve. I see, Ellen. The queue has her hand up, and also just wanna you know, post to anyone else in the Council that any questions or thoughts from the day today. Curious um anyone has any thoughts. Or if, after hearing the data presentation today. If there's any, you know new Ds that you've identified that you may be

396

01:15:42.690 --> 01:15:52.660

Perry Stein: if you're not aware of, or if there's any, these that you've previously kind of spoken about that, you, you know. Maybe self represented in the data. Curious to just hear any cloud from folks on the Council.

397

01:15:52.760 --> 01:15:56.270

Steve Stowe: Yeah, I'm: so sorry. Ellen I I do see your hand up. Um

398

01:15:56.880 --> 01:15:58.599

Steve Stowe: go ahead if you can unmute.

399

01:16:07.020 --> 01:16:10.930

Ellen McHugh: There are three hundred and fifty-seven

400

01:16:11.550 --> 01:16:13.679

Ellen McHugh: residents of the district

401

01:16:13.720 --> 01:16:18.949

Ellen McHugh: at the elementary school level, and there are three hundred and sixty-eight seats,

402

01:16:19.650 --> 01:16:21.000

Ellen McHugh: more or less,

403

01:16:21.580 --> 01:16:27.870

Ellen McHugh: at the Middle School level. There's, one hundred and twenty-five residents. But there's only twenty seats available,

404

01:16:28.770 --> 01:16:37.510

Ellen McHugh: Has there been any? It is Nathan's going to provide any seats for district seventy-five or Are there any other

405

01:16:38.230 --> 01:16:47.429

Ellen McHugh: um schools uh being cited or planned for the district that we help balance out this anomaly and numbers

406

01:16:48.110 --> 01:16:50.219

Ellen McHugh: um. It seems kind of

407

01:16:50.600 --> 01:16:52.010

Ellen McHugh: unfortunate

408

01:16:52.630 --> 01:16:53.910

Ellen McHugh: that uh

409

01:16:54.740 --> 01:16:59.340

Ellen McHugh: it is so few numbers. Um! I've been around a long time, so

410

01:16:59.510 --> 01:17:02.199

Ellen McHugh: i'm just going to repeat um

411

01:17:02.870 --> 01:17:18.220

Ellen McHugh: to twenty-seven lost its d seventy-five program two or four lost. It's the seventy-five program without any notification to families or parents, or,

412

01:17:18.390 --> 01:17:21.470

Ellen McHugh: you know, caregivers; and

413

01:17:21.910 --> 01:17:33.429

Ellen McHugh: it seems like this might be the result of that disparity, and including families and caregivers, and deciding where the district wants to go

414

01:17:33.680 --> 01:17:40.150

Ellen McHugh: with people, you know, Like myself, I had a child in a district seventy-five program. But I had two other children.

415

01:17:40.280 --> 01:17:59.490

Ellen McHugh: It was a battle royal to keep my oldest son in the district, so that at least the three kids would be in one district, and I didn't have to go from pillar to post to pick it up, drop off, be involved in, or otherwise participate in, parent activities at schools, so

416

01:17:59.500 --> 01:18:10.710

Ellen McHugh: it's there, which is the long way around, and i'll get off my show box. But it's a long way around the asking. Has anybody surveyed the three hundred and fifty-seven.

417

01:18:10.770 --> 01:18:18.779

Ellen McHugh: Well, the parents of the three hundred and fifty-seven residents were being served in the district to see if they would prefer to stay in the district,

418

01:18:20.770 --> 01:18:29.700

Dr. David Pretto: I mean. So I can. So, Ellen, We we did announce last spring how in the

419

01:18:29.760 --> 01:18:58.540

Dr. David Pretto: the Nathan site, as well as in the least space at our Lady of Guadalupe would both ah hold D. Seventy-five seats for middle school students. I want to say seventy two seats at Nathan's, and approximately capacity for one hundred and twenty at at at at the Our Lady Guadalupe side. So we're projecting that in two thousand and twenty-four the combination of the D, seventy five seats that are located at these two sites are going to satisfy

420

01:18:58.550 --> 01:19:02.000

Dr. David Pretto: the seat, deficit and demand for D seventy five

421

01:19:02.040 --> 01:19:15.749

Dr. David Pretto: ah seats for middle school students who are residents of District twenty, and we were happy to see. We were happy to see that there were going to be seats on both the

422

01:19:16.300 --> 01:19:28.939

Dr. David Pretto: kind of western portion of the district, as well as kind of the eastern southeastern portion of the district we're also going to have ninety six additional. So Ah sites i'm sorry,

423

01:19:29.420 --> 01:19:41.310

Dr. David Pretto: ninety-six, d. Seventy-five seats in the Angel Guardian Home Site, which is for elementary school students, so in two thousand and twenty four, we will be opening a capacity for potentially

424

01:19:41.740 --> 01:19:53.359

Ellen McHugh: a several, a few hundred uh d seventy-five seats in the district. I'm gonna beat it then horse. I don't believe in having the kids separate and segregated. But that's okay.

425

01:19:57.940 --> 01:20:00.360

Dr. David Pretto: I i'm sorry I didn't get it.

426

01:20:02.760 --> 01:20:05.849

Ellen McHugh: Dressing The need is terrific, and thank you.

427

01:20:06.040 --> 01:20:12.780

Ellen McHugh: But if you if they're in segregated and separated sites in angel guardian or in um.

428

01:20:14.030 --> 01:20:16.040

Ellen McHugh: I'll need you a guadal loop,

429

01:20:16.430 --> 01:20:25.990

Ellen McHugh: you know they're separate. They're segregated. That's three hundred kids more or less two hundred kids. My math is not great. Two hundred kids

430

01:20:26.340 --> 01:20:37.680

Ellen McHugh: segregated from the community. It it's a different philosophy. I'm glad that you have said that there would be an increase in seats. It's a philosophical approach

431

01:20:37.840 --> 01:20:41.770

Dr. David Pretto: cigarettes. I just want to make sure I understand segregated how

432

01:20:42.290 --> 01:20:44.430

Ellen McHugh: they are in self-contained buildings

433

01:20:45.370 --> 01:20:55.769

Jamie Dollinger: that the Angel Guardian Building is not a self-contained site. It's not a self-contained site. No our Lady of Guadalupe is a self-contained site, and we had

434

01:20:56.280 --> 01:21:10.169

Jamie Dollinger: several years of conversation around how to use that space to meet all of the district needs, we absolutely hear that providing inclusive spaces is a priority, but also serving students in the district, and not having

435

01:21:10.180 --> 01:21:36.620

Jamie Dollinger: students on a bus for hours and hours each day, was a bigger priority. So for that kind of purpose, and and to meet that very urgent need, it did not make sense to turn that capacity over for any other use uh by the district other than to serve district seventy-five students. But with that said the Angel Guardian site and the Nathan site are inclusive um and that remains a goal, I think, overall as well for future sites.

436

01:21:36.750 --> 01:21:47.139

Dr. David Pretto: That's right. When we first looked at our Lady Guadalupe site we first looked at it with the lens of how it could

437

01:21:47.150 --> 01:22:09.849

Dr. David Pretto: site an inclusive program that supported both district, seventy-five and community school students. But the size was restrictive, and being able to create a program to offer to students that both were in district seventy-five as well as in a community school setting, and also satisfy the need for middle school seats, which was the overwhelming need,

438

01:22:14.830 --> 01:22:16.070

Steve Stowe: thanks to you,

439

01:22:17.300 --> 01:22:28.729

Steve Stowe: and we had two. We We'll take two two more questions for the office of district planning. We have our Deepac chair, polyt healy, and then our President's Council, President Tamara Stern. Both have their hands up, Paulette. I think you were. First.

440

01:22:30.020 --> 01:22:53.300

Paullette Healy: Hi, Jamie! Hi, Perry! It's good to see you guys. Sorry I don't have my camera on I'm facilitating fair student funding, listening sessions at the same time. So um! So I just wanted to kind of pig you back on what Ellen was saying. I mean, you know it's great that we have these buildings opening up in two thousand and twenty-four. But the need is already been established, and we're our children are now waiting, you know.

441

01:22:53.310 --> 01:22:55.079

Paullette Healy: Sorry with somebody else talking.

442

01:22:56.400 --> 01:23:20.629

Paullette Healy: Okay, Sorry about that. So? Um. So you know, I just wanted to elevate. You know we have an amazing Asis program at two zero five where you guys are, and they're they're only gonna graduate on to middle school, and we don't have a middle school site for Asis programs. So you know, take that into consideration when we're looking at the programming of the of the new sites that we're looking at at at the Nathan side and at the

443

01:23:20.810 --> 01:23:21.790

Paullette Healy: um.

444

01:23:21.970 --> 01:23:51.290

Paullette Healy: Sorry um at the uh in the Angel Guardian side, and then um also, you know. Let's look also at the other specialized programs that are over. Um, uh populated right now within our our school system we have only one nest program at the touts location. That is over capacity. Um, and those are that's only K through five. So again they will need to go into district fifteen district, seventeen or district twenty-one in order to continue their middle school education. Same thing with our horizon site over at one hundred and sixty-four.

445

01:23:51.300 --> 01:24:11.579

Paullette Healy: Um! Those kids are going to graduate out at fifth grade, and they'll have nowhere to go but district fifteen, or seventeen, and so on. If they continue to need a horizon site. Um, We have Asis programs in in our high schools, which is fantastic. We have Ames programs in our um elementary school. Let's think about how we can provide more capacity with these specialized programs, because the need is there,

446

01:24:11.590 --> 01:24:13.840

Paullette Healy: and you know, with their our three K.

447

01:24:13.990 --> 01:24:41.949

Paullette Healy: We know that the three K's. Have not gotten their related services. Special education seats for three K. Is still deficit, I think. Last count was eight hundred seats across the city. I don't know what the actual number is in our district, because when we have these um meetings, and fortunately three K. Um. You know, enrollment numbers are not available, and that does help us figure out. You know um enrollment projections, because they eventually have to go to kindergarten. Um. So um! With that being, said I, just, you know, like

448

01:24:41.960 --> 01:24:59.870

Paullette Healy: Jamie, you and I talk all the time, you know, and I think it's time that we need to check in. So, after all, this fair student funding stuff kind of slow down a bit. Let's uh let's get together, and and you know um game. Plan out what what it needs to look like going forward. I'd love that. Thank you. Good to see you good to see you, too,

449

01:25:00.200 --> 01:25:19.460

Dr. David Pretto: Paula. I really I really appreciate the ah, the feedback, and on the on asd nest and horizon offerings for middle school students is definitely an area in the district where we need to ah be looking to consider for the addition of these programs. We do offer

450

01:25:20.430 --> 01:25:38.310

Dr. David Pretto: Ah Aces program for middle school students. It's co-located and housed in the Krista McCall, of school at is one hundred and eighty seven, So we do have middle school students who ah start in elementary school in the district at two hundred and five, and can articulate up to middle school at one hundred and eighty seven.

451

01:25:41.190 --> 01:25:59.529

Paullette Healy: Okay? Well, then, that needs to be advertised to um, Our our families, and the Ip teams that are helping guide with the transition needs to be able to have that information as well, because I've lived in this district for fifteen years. First, I'm ever hearing that there's an Asis program at McCullough.

452

01:26:06.160 --> 01:26:11.709

Steve Stowe: Thanks. Next speaker, our next questioner for Tamara.

453

01:26:12.840 --> 01:26:25.479

Tamara Stern: Hi Um, uh, actually thanks for that information. I had no idea this is probably there. Um, thank you. Um, Jamie Perry. Jamie is good to see you again. It's been a few years. Um,

454

01:26:26.180 --> 01:26:35.409

Tamara Stern: I will be um. If you guys could put your information, your emails in the chat I would like to reach out to you, you know. Um in regards up for President's Council.

455

01:26:35.560 --> 01:26:40.099

Tamara Stern: Um. One of the questions that I have is um regarding the

456

01:26:40.180 --> 01:26:57.010

Tamara Stern: How do you? How does the enrollment get this specific number targeted number that you guys have for each school, because the number that you give it to the schools that i'm um part of the Pta. For we exceeded those numbers, And what happened is we

457

01:26:57.160 --> 01:27:05.740

Tamara Stern: we like. We like hundreds of students over. So because of that, and because of the the loss and funding. We now have to,

458

01:27:05.750 --> 01:27:25.209

Tamara Stern: you know. Help those those kids. You know what I mean, and we don't have to to fund the capacity for that, and it's it's really been an issue. So how do you get the exact number and it and it's not just the schools that that i'm a part of. I've been hearing this, you know, from other schools in the city, so like, I think one of the the concerns that many of us have is, how do you

459

01:27:25.220 --> 01:27:43.859

Tamara Stern: gauge the numbers? Because, and then what do you do when the numbers don't match up to what you know the the students that are actually in the coming to the school, because, as you said before, like District twenty, all our schools have been over utilized, and they've been overcrowded for years, and they continue to get

460

01:27:43.870 --> 01:28:01.849

Tamara Stern: overcrowded because we have a number of um people moving into into here into our district because of the amazing programs that all of our schools have from kindergarten. Well, from you know, four K. All the way to um high schools so like. How do we? Because I know the numbers are going to go up,

461

01:28:01.860 --> 01:28:11.059

Tamara Stern: because now everybody's officially back in the building, you know everybody that moved out coming back. You know everybody that took the kids out of private schools, you know,

462

01:28:11.950 --> 01:28:20.940

Tamara Stern: you know. Unfortunately they didn't like it, but now they coming back so like, How do you really gauge those numbers like, What is is your formula like what you guys do?

463

01:28:21.380 --> 01:28:49.310

Jamie Dollinger: Yeah, that's a great question, and i'll preface it by saying, i'll turn it to the superintendent to talk about like any uh budgeting um kind of nuance there, because I I don't work directly with principals around budgeting, particularly as it relates to enrollment. But I can share for our data. We look at enrollment in a few different ways. Um, So what you're probably mentioning, maybe at the top of that conversation was budget projections, which

464

01:28:49.320 --> 01:28:58.010

Jamie Dollinger: uses historical information To understand how many students we effectively predict to show up from the summer into the fall.

465

01:28:58.020 --> 01:29:22.989

Jamie Dollinger: We're now into the fall. So we're using, and we, as in you know, the do we? We're using um live enrollment numbers um through a system We can see exactly how many students are captured in each school, in each class, and each grade of each of those schools. Um! That changes, as you mentioned pretty significantly when we see kids coming over the counter, or maybe they're just re-registering for school

466

01:29:23.000 --> 01:29:36.349

Jamie Dollinger: that usually shakes out and solidifies pretty firmly by the end of this month. So we pull something called an audited register in October typically comes out on Halloween or right after. So

467

01:29:36.420 --> 01:30:05.320

Jamie Dollinger: by early November we have a snapshot of what we anticipate, like firm numbers, to look like at each school, because that over the counter fluctuation has kind of subsided, and then we publish that um more officially in what we call audited register in the spring, and then those cycles start over. But we at any time can see, like the exact number of students in live ats, which is that system we use to check um current, you know, moment of enrollment.

468

01:30:05.330 --> 01:30:21.369

Jamie Dollinger: So you know, for our planning purposes we're using all of those different resources we're making sure to focus on live enrollment, or that an audited enrollment. If we notice there's a huge shift from what we budgeted to what we are seeing in schools.

469

01:30:21.380 --> 01:30:28.600

Jamie Dollinger: Um! But David would love for you to weigh in on like budgeting challenges or things you're seeing when that number is is quite different,

470

01:30:30.660 --> 01:30:39.030

Dr. David Pretto: sure. So overall with fair student funding formula, schools are budgeted along two windows.

471

01:30:39.040 --> 01:31:04.800

Dr. David Pretto: One is the October, thirty, first overall register, and then the second is end of January, where our special populations are Um, and the the funding that is appropriate to the weights for our special population. So as English language learners, students with special needs are factored in as well. So the the budgeting process is a

472

01:31:04.810 --> 01:31:23.410

Dr. David Pretto: is a a a year long one, and goes along with the projections of of enrollment that are provided across a a three year span of historical data that we've spoken about. Ah, you know, in in in Cc. Meetings prior to so overall like that's the process.

473

01:31:23.420 --> 01:31:38.749

Dr. David Pretto: We're not yet at that first window for our schools currently, so I can't speak on how that has impacted our schools yet, but that is something that I can provide an update on, you know, as the as the year progresses.

474

01:31:42.090 --> 01:31:43.449

Great thanks.

475

01:31:43.700 --> 01:31:48.869

Steve Stowe: Um, Jamie Perry, I think. Um, we thank you for being here as always.

476

01:31:49.030 --> 01:31:53.599

Steve Stowe: Um, and we'll obviously continue these a number of these conversations so

477

01:31:53.760 --> 01:31:55.709

Steve Stowe: very, very good to have you guys.

478

01:31:56.020 --> 01:32:06.799

Jamie Dollinger: Thank you. And we dropped our information in the chat. So Tamara or otherwise. If you want to shoot us an email, or you know. Give us a ring there. We can certainly connect offline.

479

01:32:07.870 --> 01:32:08.849

We have it.

480

01:32:09.100 --> 01:32:11.370

Steve Stowe: Thank you. Great thanks, Jamie.

481

01:32:11.760 --> 01:32:24.830

Steve Stowe: Um, i'll just take it. Yeah, thanks, Perry, and before we go to um Superintendent predos presentation I just want to put into the chat one more time. Um the speaker sign up for

482

01:32:25.720 --> 01:32:28.449

Steve Stowe: for public speaking.

483

01:32:37.390 --> 01:32:44.609

Steve Stowe: That's the form you can use the Google form you can use if you'd like to sign up for public speaking, which will come after um

484

01:32:44.680 --> 01:32:47.740

Steve Stowe: superintendent predos presentation

485

01:32:48.020 --> 01:32:49.449

Steve Stowe: in my comments.

486

01:32:49.890 --> 01:32:52.299

Steve Stowe: So, David, do you want to go

487

01:33:03.170 --> 01:33:06.330

your co-host?

488

01:33:30.220 --> 01:33:46.700

Dr. David Pretto: Okay, Can we see my screen? Great So Good Evening Council President Stowe Council members uh Principal Mandel, my team and and families and constituents around the district. It's good to be with you all hybridly.

489

01:33:46.710 --> 01:34:00.980

Dr. David Pretto: So I' i'm going to share an overview of our New York State exam results from two thousand and twenty-two, which were released recently as well as an overview of regions results from

490

01:34:00.990 --> 01:34:18.649

Dr. David Pretto: ah middle schoolers in the district. I'm going to share some ah, some key findings and a quick summary of my ah listing tour, and then finally give ah an update on the Chancellor's announcement around the middle School screen Admissions process, and how we're operating that in District twenty,

491

01:34:22.650 --> 01:34:24.280

Dr. David Pretto: and I want to go

492

01:34:24.740 --> 01:34:29.300

Dr. David Pretto: there. We go. So I just want to just revisit our district-wide priorities and initiatives,

493

01:34:29.710 --> 01:34:35.660

Dr. David Pretto: and i'll be touching on a couple of those today. One accelerated and specialized programs

494

01:34:35.980 --> 01:34:54.639

Dr. David Pretto: as well as the work that we're doing within the seal theory of action. The New York State Exam. Is our primary accountability mechanism to the State, and So we use those results as a starting point to make determinations around need areas and priorities so specifically within

495

01:34:54.650 --> 01:35:17.699

Dr. David Pretto: um early childhood literacy, but definitely within ah improvement in math. We're going to see some um, some data points that are going to inform some of the priorities that we have for ah, for our students, and I share the reach State as well as part of like an ongoing conversation around the state of accelerated programming, the district and the opportunities that students across the district are offered in middle school.

496

01:35:17.710 --> 01:35:28.830

Dr. David Pretto: So what I've done is, I've prepared a three-year overview of our students district-wide

497

01:35:28.840 --> 01:35:39.659

Dr. David Pretto: in three categories. So I've selected the all students category our students with disabilities and their progress, and then our English language learners

498

01:35:43.450 --> 01:35:46.380

Dr. David Pretto: and I've I've identified the years of

499

01:35:46.490 --> 01:35:47.610

Dr. David Pretto: Excuse me,

500

01:35:47.950 --> 01:36:02.139

Dr. David Pretto: two thousand and eighteen two thousand and nineteen and two thousand and twenty-two. As the comparison. Years prior to two thousand and eighteen the New York State exam was administered over a three day period, so results aren't comparable to each other

501

01:36:02.150 --> 01:36:20.829

Dr. David Pretto: from years previous to two thousand and eighteen, and we did not uh administered the exam in two thousand and twenty, and due to very low participation, rates in twenty-one. The The results Aren't comparable so that's why we have these three years. So you'll see for the All students category. We had a one hundred and fifty

502

01:36:20.840 --> 01:36:35.029

Dr. David Pretto: a success in Ela. Our proficiency rates for students who achieved a level. Three or four went up about four point seven percent, and that is the highest increase in New York City.

503

01:36:35.170 --> 01:36:37.909

Dr. David Pretto: So we're really happy about that increase.

504

01:36:38.300 --> 01:36:54.630

Dr. David Pretto: Ah, we dropped in math approximately seven, which is a drop that is proportionate to the drop in the city. We were not the district with the lowest drop,

505

01:36:54.640 --> 01:37:04.000

Dr. David Pretto: but we did have a a drop in percentage comparable to many other districts, and definitely not the the biggest drop in the city.

506

01:37:04.010 --> 01:37:33.560

Dr. David Pretto: One thing that definitely But obviously this is a data point that we're looking at in terms of a focus for our efforts in the district for improvement in math Math Math instruction has not been a focal point of the district for the last several years has been a heavy focus on literacy and the Ah. And advanced literary advance literacy's framework and really supporting the literacy development across all content areas. So we're continuing that focus, but also revisiting and prioritizing mathematics construction.

507

01:37:33.660 --> 01:37:51.599

Dr. David Pretto: And one of the key. Ah Levers, that we are utilizing to advance the ah improvement in math is a professional development series across the entire district for the Year Training assistant principals in both elementary and middle school

508

01:37:51.610 --> 01:38:06.019

Dr. David Pretto: in mathematical practices, inventoring observation and supporting teachers with both high leverage, feedback, and identifying professional learning opportunities that match to research-based mathematical practices.

509

01:38:06.030 --> 01:38:25.569

Dr. David Pretto: We are really looking to allocate available resources in the district, one of which is a strength of content area. In mathematics we have a a few math coaches who are very proficient in both elementary and middle school math instructions. So we're leveraging them to support, not just mathematics, instruction,

510

01:38:25.580 --> 01:38:36.490

Dr. David Pretto: observation, and feedback support and development of professional learning plans, but also leadership, development capacity. Our students with disabilities had similar.

511

01:38:36.500 --> 01:38:46.180

Dr. David Pretto: Ah, i'm sorry our students, with disabilities in literacy actually outgained the all students categories. So we had a an almost seven percent increase in

512

01:38:46.190 --> 01:39:03.470

Dr. David Pretto: in literacy or in Ela for our students with disabilities. There's still a a significant gap between the all students category and students with disabilities. But the gain of almost seven percent is an incredible achievement. And we're looking to capitalize that and increase on that.

513

01:39:03.480 --> 01:39:13.069

Dr. David Pretto: We have a similar dip in mathematics. That's about proportionate or comparable to the dip in the all students category about seven percent.

514

01:39:13.320 --> 01:39:28.870

Dr. David Pretto: And then, with our English language learners, we had an almost eight percent increase in Ela, which again, we're really excited about. That's a like a large increase of our English language learners being proficient in Ela.

515

01:39:28.900 --> 01:39:37.589

Dr. David Pretto: So we're really attributing that to the district's focus on implementing the hallmarks for advanced literacies research-based

516

01:39:37.940 --> 01:39:40.019

Dr. David Pretto: framework and approach to

517

01:39:40.030 --> 01:39:59.619

Dr. David Pretto: the in literacy instruction. We're continuing that focus and approach to refining it this year with our our mantra of all meeting all in the classroom, ensuring that we're teachers, are utilizing classroom protocols and standards, aligned instruction to ensure that all students, including English language, learners and students with disabilities, but all students are one hundred and fifty

518

01:39:59.630 --> 01:40:07.220

Dr. David Pretto: daily, and period by period and learning test by learning tasks engaged meaningfully in rigorous standards, line instruction.

519

01:40:08.300 --> 01:40:14.770

Dr. David Pretto: So and finally, I just want to like District Twenty had been ranked

520

01:40:15.220 --> 01:40:32.750

Dr. David Pretto: fifth in the city in Ela, in twenty, nineteen, and we moved up one spot with this with this gain. So now in District twenty is ranked fourth overall in the city in Ela, and we continue to be ranked fourth in mathematics, same ranking as we had in twenty, nineteen.

521

01:40:40.970 --> 01:40:44.499

Dr. David Pretto: So here I've just superimposed

522

01:40:44.790 --> 01:40:59.589

Dr. David Pretto: to graphs that track the performance of students from comparing from twenty twenty-two to twenty, nineteen. So the graph at the top is twenty, twenty, two. The graph at the bottom is twenty, nineteen,

523

01:40:59.600 --> 01:41:08.719

Dr. David Pretto: and the bars going across are the performance levels of students in each grade level, starting with third grade at the bottom,

524

01:41:08.850 --> 01:41:11.289

Dr. David Pretto: eighth grade at the top,

525

01:41:12.130 --> 01:41:22.669

Dr. David Pretto: and the colors refer to the levels. So on the far left is the dark blue category is the percentage of students scoring level one.

526

01:41:22.910 --> 01:41:27.369

Dr. David Pretto: The orange bar is the percentage of students scoring level two.

527

01:41:27.710 --> 01:41:31.760

Dr. David Pretto: The gray bar is the percentage of students scoring level three.

528

01:41:32.040 --> 01:41:49.339

Dr. David Pretto: The yellow bar is the percentage of students scoring level four, and then the light blue bar on the right side is the combination of students scoring level three and level four combined together. And this is the percentage that we use to define the overall percentage of students who are proficient.

529

01:41:49.350 --> 01:42:07.019

Dr. David Pretto: So we just want to be able to demonstrate that at the at the grade level, and what we've noted is that fifth grade in in both categories was This was the grade that had the the lowest levels of performance.

530

01:42:07.180 --> 01:42:18.949

Dr. David Pretto: We have been, you know, discussing around theories around. Why the fifth grade was the group that was challenged. The most one contextual point is that

531

01:42:19.090 --> 01:42:35.909

Dr. David Pretto: students who were in fifth grade last year, who our current sixth grade students were in third grade when the pandemic hit. So they went remote and had a large percentage of third grade, which is a critical year for reading and for math

532

01:42:35.920 --> 01:43:05.510

Dr. David Pretto: and all of the fourth grade year in a in a remote or or hybrid, or some in-person instruction, so that's something that we're not. We're not discounting at all. But in addition to that, we're really looking at, How can we look at contextual features that are within our spheric control and influence that we can use to address and be as proactive as possible to support these students. So, for example, in our Ap Institutes we're really focusing in on grades three

533

01:43:05.520 --> 01:43:19.479

Dr. David Pretto: and grade six to support. Ah, our our assistant principals and our teachers in the highest leveraged mathematics practices that also is hopefully aligning with the students who are in the greatest need for support.

534

01:43:21.960 --> 01:43:23.080

Dr. David Pretto: A.

535

01:43:25.440 --> 01:43:30.639

Dr. David Pretto: And similarly with that idea in mind thinking about the impact of the pandemic.

536

01:43:30.650 --> 01:43:59.389

Dr. David Pretto: Our third graders in Ela are a group that we're really taking a close, close look at. Our third graders. Were in kindergarten when the pandemic hit, and we went remote and starting in the second half of kindergarten, and going through first grade, is some of the most important foundational literacy instruction that happens for students. This is where the all of the foundational skills around a letter sound phoning some phonemic awareness all happen at this. At this grade level one hundred and fifty.

537

01:43:59.400 --> 01:44:08.259

Dr. David Pretto: So we found that our second graders last year really needed a tremendous amount of support in in ramping up those skills. So we

538

01:44:08.270 --> 01:44:26.889

Dr. David Pretto: are looking very closely at our third graders, as well as our fourth graders, with this light. And similarly for our students in math math starting at the second half of third grade, is really where we start digging deep into fractions and fourth grade and fifth grade as well. So

539

01:44:26.920 --> 01:44:34.660

Dr. David Pretto: we're really trying to make sure that we have our thumb on the pulse of the standards and the

540

01:44:34.670 --> 01:44:47.309

Dr. David Pretto: ah skills that students are really testing on required of in those in those years, and making sure that um we're applying resources and support proportionally to make sure that we're supporting ah students in these key areas.

541

01:44:48.460 --> 01:44:53.719

Dr. David Pretto: This graph is the same graph for math.

542

01:44:53.790 --> 01:45:06.890

Dr. David Pretto: So you'll see again that our students in the top one is for two thousand and twenty two, and the bottom is for two thousand and nineteen for comparison.

543

01:45:10.090 --> 01:45:22.530

Dr. David Pretto: So again you'll see in fifth grade. We had the highest increase of students scoring ah level one on on the math exam, and so we're really looking at very closely. Sixth grade was a

544

01:45:22.540 --> 01:45:36.759

Dr. David Pretto: close second. But we're looking at those grades in terms of looking at how our core instruction, as well as any intervention surface, any intervention. Services that would be warranted and required are being targeted for students who um

545

01:45:36.880 --> 01:45:44.720

Dr. David Pretto: are going to need support in order to to close that gap with students who are performing below or far below standards.

546

01:45:47.620 --> 01:45:54.759

Dr. David Pretto: What are the two ears? Here? Top, one top, one is two thousand and twenty two, and the bottom is two thousand and nineteen.

547

01:45:56.690 --> 01:45:57.670

Dr. David Pretto: So

548

01:45:58.180 --> 01:46:08.860

Dr. David Pretto: so in twenty, nineteen we had eighteen eighteen point, seven of students going level one this year we had twenty, six point three five students going level, one in in fifth grade

549

01:46:17.880 --> 01:46:21.459

Dr. David Pretto: I wanted to share. Do you want me to go back, or were you good?

550

01:46:21.490 --> 01:46:37.050

Dr. David Pretto: Should we wait for questions till the end, or go as the different subjects. This was the the State data I was going to share. So if you want to ask questions about the state

551

01:46:38.450 --> 01:46:41.199

Dr. David Pretto: I got to let me.

552

01:46:41.330 --> 01:46:43.699

Dr. David Pretto: You know. I just wanted to ask about,

553

01:46:50.000 --> 01:46:54.689

Steve Stowe: you know. I just want to ask about the math data. I mean, that's pretty concerning, you know. If it

554

01:46:55.420 --> 01:47:01.980

Steve Stowe: is simplistically, we should be able to do both right, we should be able to see the improvements, and I know that there was the pandemic. It was tougher on

555

01:47:01.990 --> 01:47:30.610

Steve Stowe: math instruction, I think. Nationwide. You read that it's, it's clear. Can you just talk about? You know you've used a number of terms that are not immediately intuitive to myself. You talk about a professional Development series for the principals. You know. What are they going to be learning? And you talk about strength of content area? What does that mean? You know the math coaches? What are they doing? Um, the um. And then I think you mentioned an Ap Institute leveraging that you know the best mathematics practices.

556

01:47:30.620 --> 01:47:41.830

Steve Stowe: Can you just sort of maybe take that down to sort of the level where we can understand it as sort of, you know, lay people and not uh. So i'm going to go back to the uh just to to provide like a visual.

557

01:47:50.080 --> 01:47:53.169

Dr. David Pretto: So you're absolutely right.

558

01:47:53.440 --> 01:48:00.529

Dr. David Pretto: Do need to be able to do both like support literacy and math at the same time historically in District twenty.

559

01:48:00.700 --> 01:48:09.899

Dr. David Pretto: The need around support for getting kind of better at instruction has always led in literacy. Historically the district

560

01:48:10.270 --> 01:48:21.390

Dr. David Pretto: had strong ah growth and overall performance of math. This is the first year of the last several years, where the district demonstrated at any kind of drop in math.

561

01:48:23.650 --> 01:48:35.790

Dr. David Pretto: So with regard to the literacy instruction. If you look at the ah, the top one here, the use of protocols to ensure all means. All the advanced literacy is an Hrl framework.

562

01:48:35.800 --> 01:48:43.990

Dr. David Pretto: So this term advanced literacies refers to a framework and approach to support literacy development,

563

01:48:44.750 --> 01:48:57.080

Dr. David Pretto: and it's A. It's an approach that incorporates. You know the the classroom teacher without any supports or interventions. It also refers to how we approach

564

01:48:57.090 --> 01:49:11.130

Dr. David Pretto: mit ctl, and supporting children who are falling a little bit behind it. It refers to how we support children who are English language learners, students with disabilities. So we, the district has been, and will continue to have, an approach to supporting one hundred and fifty,

565

01:49:11.140 --> 01:49:20.959

Dr. David Pretto: the development and improvement for principals, assistant principals, teachers everybody. This is It's central to how we go about professional development in the district

566

01:49:22.170 --> 01:49:26.060

Dr. David Pretto: with regard to math and improvement in math.

567

01:49:28.690 --> 01:49:47.539

Dr. David Pretto: What we've done to support this need has been to identify, because we've also had a a similar need to support the development of assistant principles in the district as well. Last year we really focused on principles and their teams, which included assistant principles, but not in every case.

568

01:49:47.550 --> 01:50:01.800

Dr. David Pretto: So So what we wanted to do was be able to not just address the need to support directly the development of assistant principles, but also address the need to support um improvement in math.

569

01:50:02.350 --> 01:50:09.690

Dr. David Pretto: So we organized a structure where our two of our math coaches on the district level

570

01:50:10.010 --> 01:50:11.160

Dr. David Pretto: um

571

01:50:11.490 --> 01:50:19.389

Dr. David Pretto: have designed and are leading a professional Development series where groups of assistant principles

572

01:50:20.080 --> 01:50:22.890

Dr. David Pretto: going to visit each other's, schools

573

01:50:23.210 --> 01:50:29.619

Dr. David Pretto: and learn about mathematical practices like research-based ways to teach math.

574

01:50:31.620 --> 01:50:35.540

Dr. David Pretto: I'm: just suggesting, Do we get closer? Get get to? Okay, Sorry.

575

01:50:35.560 --> 01:50:38.780

Dr. David Pretto: Thank you. Research based

576

01:50:38.790 --> 01:51:01.000

Dr. David Pretto: um practices for how to teach math that are proven to support all students getting better at math. So we're training assistant principles in what those practices are, how to observe them in the classroom, and then how to go into each other's, schools, and support the teachers and each other in being able to identify and

577

01:51:01.170 --> 01:51:14.970

Dr. David Pretto: based off; of how teachers are implementing those practices of math, how to decide what type of professional development or support teachers in that school could use in order to get better at one or another practice for teaching math.

578

01:51:15.230 --> 01:51:23.029

Dr. David Pretto: It's not an area where the district has had to historically focus, but because of the need. We've decided to create this structure.

579

01:51:23.810 --> 01:51:31.199

Dr. David Pretto: It kind of in a nutshell, and that's what That's our primary focus. With regard to improvement in math.

580

01:51:31.240 --> 01:51:35.590

Dr. David Pretto: Then, with regard to early childhood literacy,

581

01:51:36.000 --> 01:51:42.260

Dr. David Pretto: what we've won. The doe has required all schools across the system

582

01:51:42.270 --> 01:51:56.500

Dr. David Pretto: to put in place an early childhood foundational literacy program. This is the font. This is the push for phonics that you've been hearing about. So every school in the city, including district twenty, has to have had has to have a

583

01:51:56.510 --> 01:52:03.760

Dr. David Pretto: an approved research-based phonics program instituted in their school and all of our district. Twenty schools do have that

584

01:52:03.770 --> 01:52:23.120

Dr. David Pretto: um. And so that's something that we're supporting with our um our ais coordinators as well. So we have as coordinators who are going to support ah specific schools that can use support in the number of children who are,

585

01:52:23.130 --> 01:52:35.919

Dr. David Pretto: uh showing cause for concern, for need, for growth, using the academic screeners using Acadians and I ready as the as the primary tools for identifying who those students are.

586

01:52:37.370 --> 01:52:39.069

Dr. David Pretto: This is a

587

01:52:39.450 --> 01:52:51.899

Dr. David Pretto: I've heard you over the year and a half that I've known you. You've talked a lot about the sort of advanced literature that you've identified for

588

01:52:52.890 --> 01:53:06.659

Dr. David Pretto: so our So our So our team will be using um a book called Principals and Action, which is published by the National Council of teachers for mathematics or Nctm.

589

01:53:06.770 --> 01:53:36.749

Dr. David Pretto: And principles in action is the text that they'll use to ground in those mathematical practices, and the mathematical practices correct me. If I'm. Wrong are listed out in the next generation learning standards, framework, which was previously common core. So they, those mathematical practices

590

01:53:36.760 --> 01:53:41.040

Dr. David Pretto: are, and you know, give it like a presentation on them. Yeah, yeah, for sure.

591

01:53:44.530 --> 01:53:46.670

Dr. David Pretto: My question on that, I'm going to

592

01:53:50.350 --> 01:53:51.860

Steve Stowe: go ahead.

593

01:53:54.570 --> 01:53:55.809

Dr. David Pretto: Just make a note

594

01:54:01.090 --> 01:54:03.219

Dr. David Pretto: that's making enough for next meeting.

595

01:54:06.320 --> 01:54:07.280

Dr. David Pretto: Okay.

596

01:54:07.310 --> 01:54:11.389

Dr. David Pretto: So next is

597

01:54:11.660 --> 01:54:30.019

Dr. David Pretto: Regents data. So we've we've been speaking about an accelerated program and offerings in the district. And one thing that came up was, You know performance of students and number of students who have been offered to take the regions in middle schools across the district twenty so in District twenty ah,

598

01:54:31.100 --> 01:54:46.710

Dr. David Pretto: almost all, if not all, of our middle schools, offer to some extent an opportunity for students to participate in the Regents, and in order to participate in the Regents, which is the high School level proficiency test in Math

599

01:54:46.720 --> 01:54:55.619

Dr. David Pretto: Sciences, or two Science Exams and Us. History and government. There's also an English exam at the Regents level, but we don't offer it in middle school

600

01:54:57.490 --> 01:55:13.329

Dr. David Pretto: in order for a middle schooler to be able to earn Regents credit by taking the test. They not only have to be able to sit for the test, but they also have to have a year's worth of instruction in a class that is, Regent's level.

601

01:55:15.910 --> 01:55:18.840

Dr. David Pretto: And so what I did was I.

602

01:55:18.850 --> 01:55:39.229

Dr. David Pretto: I have organized the numbers, the total number of students in the district who sat for a region's class and sat for the regions, and compared two thousand and nineteen to two thousand and twenty-two. One thing that we did do in the district last year, when we started the conversation around. Opportunities for acceleration,

603

01:55:39.240 --> 01:55:45.489

Dr. David Pretto: for students in our middle schools was support principles in identifying

604

01:55:45.500 --> 01:56:03.119

Dr. David Pretto: Ah, additional ways to ah expand these opportunities for students. So we are able to see Ah, the impact of their efforts to expand those offerings. So typically the algebra, one regions and the living environment regions are the two most commonly offered regents in middle school,

605

01:56:04.120 --> 01:56:22.109

Dr. David Pretto: and we had an increase of students. Ah! From a one thousand one hundred and sixty, five to one thousand, so almost over one hundred more students were able to take the regions. Ah! Last year, then, in two thousand and nineteen, and similarly in living environment we had almost

606

01:56:22.120 --> 01:56:36.419

Dr. David Pretto: we had. My math is not great right now, thank you. Sixty-eight more students take the living environment regions than than in two thousand and nineteen, so we were happy to see that students we were able to offer to more students.

607

01:56:36.450 --> 01:56:56.090

Dr. David Pretto: Earth science is a ah regents, that is, ah given very rarely in middle school. It's it's ah something that happens a little bit later in high school typically, and then the Us. History and government regions as Well, however, there's no data from ah last year, because it wasn't offered last year,

608

01:56:58.430 --> 01:57:13.159

Dr. David Pretto: and then I also prepare just for context, the the performance overall in the district for students on the regents. So these are the overall percentages of how students performed. So in

609

01:57:13.220 --> 01:57:23.520

Dr. David Pretto: in two thousand and nineteen for the algebra regions, the the district average was eighty, six point, nine percent, and last year was eighty, three percent.

610

01:57:24.470 --> 01:57:45.390

Dr. David Pretto: And similarly so living environment, we had eighty five percent average in two thousand and nineteen eighty, one percent average in ah twenty, twenty-two. There was no averaging year's history in government and then Earth science. We had a a larger dip. But I just want, just for context. The sample size of students in the Earth Science regions was significantly smaller than

611

01:57:45.900 --> 01:57:47.210

Dr. David Pretto: the other two.

612

01:57:47.530 --> 01:57:52.359

Dr. David Pretto: Far less schools offer Earth science than than algebra one or the living environment.

613

01:57:56.500 --> 01:57:58.190

Dr. David Pretto: And I think that

614

01:57:58.380 --> 01:58:04.610

Dr. David Pretto: if if you have any questions about regions before I go to the next movement. That would be. This would be a good

615

01:58:06.140 --> 01:58:07.960

Steve Stowe: Maya. Can you hear me?

616

01:58:08.070 --> 01:58:10.409

Maya Rozenblat: Yes, um! Can you guys hear me?

617

01:58:11.370 --> 01:58:16.940

Steve Stowe: Yes, my hold on one second i'm just gonna put on the microphone. Okay, Um, go ahead. Maya.

618

01:58:17.230 --> 01:58:27.390

Maya Rozenblat: Hi, everyone. Hi, David, I think it's a great statistics that you put together. I just wonder, because what we would we actually came across is that

619

01:58:27.400 --> 01:58:46.970

Maya Rozenblat: um, you know teachers and and you know, in in at least in our school and principal, a very cautious about offering region level classes to children, and they they were trying to select kids who are not eligible to take regions. So Um! Are you encouraging like,

620

01:58:46.980 --> 01:59:03.249

Maya Rozenblat: you know? Do do you communicate with the principals in in encouraging them to let kids to take region exams? Um, or they they are like trying to. I just wanted to, you know. Are they punished for? Is anyone punished

621

01:59:03.260 --> 01:59:20.530

Maya Rozenblat: uh for for allowing kids to take region exams and not doing well. What would you rather have kids trying to take regions and doing, you know, Not doing really well, but trying or just. You know, Banning kids who you think are not pretty.

622

01:59:21.760 --> 01:59:23.120

Dr. David Pretto: You

623

01:59:25.540 --> 01:59:39.280

Dr. David Pretto: so thanks for the question. I I gotta be honest with you. I've never thought about it that way. No, definitely not do schools or principals get punished, or in any way for this. This is a high number of students,

624

01:59:39.290 --> 02:00:07.709

Dr. David Pretto: you know, sitting for and passing. The regents, you know, comparably across the city, even for the number of students that we have in District twenty. This is a pretty high number, so no, my approach is to like. I I mentioned in previous meetings, and with the work with middle school principals this year was to look for the opportunities to expand this opportunity for children wherever possible. We want to offer the opportunity for children to

625

02:00:07.720 --> 02:00:26.539

Dr. David Pretto: ah to be able to have access to this. Ah, the the the conversation around the impact of regions. Credit on a student when they go into high school, is another conversation. I think that that those experiences are different, but from our perspective. You know, we really encourage,

626

02:00:26.650 --> 02:00:31.339

Dr. David Pretto: wherever possible, for students who are who can

627

02:00:31.700 --> 02:00:55.670

Dr. David Pretto: sit for them to be able to sit for them, and the issue has never been in my experience around children who are capable. It's been around our it's. It's been around being able to program it and be able to have teachers who can teach it because the regents are when it comes down to it. Regents is high school level courses and have high school level requirements,

628

02:00:56.040 --> 02:01:02.489

Dr. David Pretto: so that typically ends up. And at middle school we are required to

629

02:01:02.510 --> 02:01:21.899

Dr. David Pretto: mit ctl and ensure that students have grade, level instruction or a are meeting grade level standards. So the he, the regents, is something uh in addition to it. So that's one thing that we definitely take into account. Uh, and would account for the fact. Why, you know more, children, Don't. I think that something else to think about is that the regions are offered in eighth grade. Only one.

630

02:01:21.910 --> 02:01:29.589

Dr. David Pretto: Ah, the and and the middle school experience starts in the sixth grade. So I think that that's something else. That is just a factor in

631

02:01:29.930 --> 02:01:32.320

Dr. David Pretto: determining

632

02:01:32.930 --> 02:01:42.499

VITO LABELLA: what children end up taking it, but from a from a discreet

633

02:01:43.160 --> 02:01:59.260

VITO LABELLA: concerned before that, if a child takes a regents in eighth grade and he gets uh, or she gets a low score, quote unquote: How will that impact them on their High School Transcript five years later. And so that's why some

634

02:01:59.270 --> 02:02:17.870

VITO LABELLA: I think Some students may be principals or reticent, or some parents are reticent of having their children take a regents. If they're they're not going to do well, but I don't think it matters to be honest with you. I think it's eighty-five in a regions I think that's a that's a that's a good grade for uh, Kate Great.

635

02:02:17.900 --> 02:02:31.359

Dr. David Pretto: It is the the averages definitely reflect that the children who are taking and passing their regions are passing them at levels that you know, constitute at or near the full.

636

02:02:31.530 --> 02:02:51.200

Dr. David Pretto: You know the full ah, credit and experience and kind of, you know, at a district level warrants it happening. But at the end of the day. It is a choice right? So it is the the choice of a parent to you know. Have their child participate or not participate in the regions, and that's something that I would. Ah always leave and honor the decision of a parent.

637

02:02:51.960 --> 02:03:21.050

Maya Rozenblat: Thank you. Uh Dave. Last question. I'm so sorry it's a just an interesting topic for for uh, for schools that are not all. For For example, if the child is ready and and you know, starting um after school, whatever tutor, whatever uh on his own or her own, is ready to take a region. But school did not offer a course for his example. I know for a fact that that some advanced schools are over in geometry uh region. But, um,

638

02:03:21.090 --> 02:03:29.259

Maya Rozenblat: you know, if the school does not provide it. Is there any chance for a child to do that? Um on his or her own?

639

02:03:30.780 --> 02:03:39.479

Dr. David Pretto: No. In order to be able to earn regions, credit, the regions

640

02:03:39.490 --> 02:03:54.559

Dr. David Pretto: structure set up by the New York State Board of Regents. So, in order to earn a New York State regions diploma, you have to earn a certain number of Regents credits, and in order to earn the credits, you have to sit for the course and pass the exam,

641

02:03:54.690 --> 02:04:09.110

Dr. David Pretto: so a child couldn't on their own, to my knowledge, independently study. Ah! For the regions on their own, and pass the

regions without being enrolled in the course and passing the regions. And then, you know, I want to say that

642

02:04:09.490 --> 02:04:26.579

Dr. David Pretto: the the two most commonly administered regions in eighth grade are algebra one and living environment, because those are the two regions that students in high school first take at the youngest years the other regions which include our science. Ah, history and government. Ah, Ela!

643

02:04:26.590 --> 02:04:35.420

Steve Stowe: And those are given in years past freshman year or sophomore year. Historically So those are going to be the more advanced

644

02:04:35.550 --> 02:04:54.420

Dr. David Pretto: high school courses. So those aren't going to be the ones that we would typically offer Ah! To students, and we can only offer so many in a in a in one year. So I think that that would kind of explain why certain regions are offered versus others.

645

02:04:54.590 --> 02:05:06.959

Steve Stowe: Thank you. Thank you, David. I'm not going to unmute, but just um you mentioned. It's offered at almost all middle schools. How many we have we have? I have the time to double check, but i'm pretty. I want to say that i'm

646

02:05:06.980 --> 02:05:16.420

Steve Stowe: pretty sure that every single one of our schools offers the regions. Um, but I have to. I have to get back to you because I I want to say that there's

647

02:05:16.630 --> 02:05:32.070

Steve Stowe: I think there's one that doesn't. But I want to double check and make sure before I see that. And again the the constraint would be. One thing I heard to think you say is, you have to have teachers who are who can teach the regions coursework? Is there any other constraints on, why school couldn't offer it.

648

02:05:33.580 --> 02:05:41.539

Steve Stowe: I mean by constraints reasons that we couldn't offer it at every school. I I I think I think, could. It also would have to be uh

649

02:05:41.760 --> 02:05:59.690

Steve Stowe: matched up with what it it's also a choice that school can make. They can also just choose not to offer the region for uh

programming reasons for vision and philosophy reasons that that there's no demand for it or the demand for it is small.

650

02:05:59.700 --> 02:06:04.759

Steve Stowe: There's a lot of Israel and reasons why they couldn't work with it. Okay, thanks.

651

02:06:06.750 --> 02:06:08.579

Could you? Could you hear that?

652

02:06:12.060 --> 02:06:13.409

Okay, And then

653

02:06:14.380 --> 02:06:16.429

Dr. David Pretto: so i'll go. I'll move on.

654

02:06:17.640 --> 02:06:36.799

Dr. David Pretto: Ah, I just want to give a brief presentation about the the listening tour. So I conducted a listening tour across the district. I Held three in-person events in September and October. So we started at the Ps. Five hundred and three, five hundred and six campus. We held a listing tour event at Psi s one hundred and eighty,

655

02:06:36.810 --> 02:06:40.039

Steve Stowe: and the final event at Ps. Two hundred and four,

656

02:06:40.330 --> 02:06:58.989

Dr. David Pretto: and I want to thank Ah, my team for supporting and coordinating it. I want to thank all all three principals and their parent coordinators and their entire staffs for welcoming me in. It was a It was a great experience, and I definitely look forward to continuing to have similar events.

657

02:06:59.000 --> 02:07:08.269

Dr. David Pretto: I want to share some of the key findings at all of the listening tour I heard concerns. I kind of ranked these in the order of how often I was hearing them.

658

02:07:08.280 --> 02:07:31.739

Dr. David Pretto: Ah! At the school! So at every single ah tour of it, I heard about safety concerns in the community. I did share how we at the beginning of the year, met with every precinct commander from all of the precincts that serve? Ah district twenty to, you know. Open up the conversation and make sure that we had. Ah, you know communication and connection between Ah, the

659

02:07:31.800 --> 02:07:37.769

Dr. David Pretto: the precinct officers and principals to make sure that you know schools were a place that

660

02:07:37.780 --> 02:07:52.880

Dr. David Pretto: ah community members knew that in the absence or in need, that their schools were connected to the the Nypd in the case that they needed to make that outreaching connection where nine hundred and eleven or three hundred and one or

661

02:07:52.890 --> 02:08:00.030

Dr. David Pretto: outreach to a neighborhood community officer was challenging that we had those we had those connections, and we have

662

02:08:00.310 --> 02:08:27.190

Dr. David Pretto: ah been responsive so far in our work in the district, and will continue to be so around concerns that are brought to. Ah, my attention, that that are either need for a partnership with the Nypd, or something that I need to bring in the Bro. Safety director or my team to to observe. So anything from dismissal and arrival patterns to the the occur, the the

663

02:08:27.410 --> 02:08:30.639

Dr. David Pretto: be a rise, you know some.

664

02:08:30.900 --> 02:08:48.289

Dr. David Pretto: There have been different communities that have cited some external factors that have raised concerns from the community, but overall the safety concerns have been external outside the schools, traveling to and from school arrival and dismissal and general external patterns in the community.

665

02:08:48.330 --> 02:08:53.530

Dr. David Pretto: So far there have not been any safety concerns inside the schools.

666

02:08:53.820 --> 02:09:10.660

Dr. David Pretto: The second big one was access to after school programs. Every single ah school community that we visited Ah, communicating concerns around increase and need for more after school programs. So that's something that we definitely continue to communicate to

667

02:09:11.320 --> 02:09:40.160

Dr. David Pretto: the the Department of Youth and community development. I want to thank Donovan for coming to one of the listening tour events, and you know, sharing his ah expertise. And ah for the Bro. President's ah office, and and that lens around. How? Ah, how elected officials and capital funds and and the like can support um after school programs. But in general. That's been a big concern of the community that we'll continue to see how we can. Um, you know, Communicate that up, and make connections wherever possible.

668

02:09:40.410 --> 02:09:50.330

Dr. David Pretto: Ah! The third one was around the quality of instruction and the opportunities for accelerated instruction in the school so rigorous instruction, making sure that

669

02:09:50.340 --> 02:10:19.539

Dr. David Pretto: the teaching and learning in the classroom was aligned to standards that Ah! And that was going across English math science, social studies, all the content areas and then access to accelerated programs. So you know, we shared the the data around the regents as kind of like a starting point. But there's other opportunities to be able to highlight programs in the district that offer accelerated opportunities for students. So that's something that I will continue to bring to light and

670

02:10:19.550 --> 02:10:22.310

Dr. David Pretto: focus our attention energies around,

671

02:10:22.860 --> 02:10:45.740

Dr. David Pretto: honoring the chances pillar around, scaling and sustaining things at work, looking at accelerated programs that exists in the district, and seeing where we can. You know expand those to other schools. Um admissions, policies which i'm going to talk on today. Ah, Middle School and High School admissions has been a huge topic of conversation. Ah! In the entire city and ah! In the nation, so out. But I will definitely speak

672

02:10:45.750 --> 02:10:50.049

Dr. David Pretto: specifically about middle School admissions, and how that's being

673

02:10:50.060 --> 02:11:18.260

Dr. David Pretto: ah in District twenty. And then finally, there was a concern around Ah, access to online learning applications. Ah, there have been some apps that were available during the pandemic. Ah! That may have been ah supported either district wide or citywide. Ah! As well as um. You know the way in which Ah, ah! Families can navigate to those apps. So that's something that i'm really thinking about with my team and the establishment of the district twenty website which

674

02:11:18.270 --> 02:11:34.739

Dr. David Pretto: we're at the final stage before it goes live. We're just. We're just deciding on the Url title, so we're down to two, either Cs. D. Twenty, Brooklyn or Csd twenty. But as soon as that's done. We're going to be launching that, and

675

02:11:34.750 --> 02:11:40.930

Dr. David Pretto: you know, making connections to all of our school-based websites, and also providing guidance on

676

02:11:41.390 --> 02:11:53.069

Dr. David Pretto: topics that come up in general in the district, including how to access the applications online that are available to all district, twenty families, as well as those that are available specifically at school.

677

02:11:53.340 --> 02:12:02.310

Dr. David Pretto: Um, next steps. One thing that I was I, you know, grappling with was a format, so we held all of the

678

02:12:02.400 --> 02:12:19.740

Dr. David Pretto: listening to our events in person. So something i'm definitely interested in getting feedback on for future events which I anticipate having. Ah another string of events in the winter time or on January February. Ah! You know whether to hold them virtual or in person or something,

679

02:12:19.750 --> 02:12:32.430

Dr. David Pretto: and and definitely topics. So we're really looking in to how the the fall in the winter go for topics for discussion. But definitely, these are ones that we want to monitor,

680

02:12:32.740 --> 02:12:42.749

Dr. David Pretto: and obviously with admissions, policies. We're going to be, you know, potentially making some changes from the last two years, so that'll be something that we likely monitor

681

02:12:43.940 --> 02:12:50.599

Dr. David Pretto: all right. And then, finally, I want to speak specifically on the Middle School group.

682

02:12:51.180 --> 02:12:54.659

Steve Stowe: You have your hand up. Did you want to ask a question before

683

02:12:54.930 --> 02:12:57.710

Steve Stowe: David moved on

684

02:12:57.730 --> 02:13:02.469

Jen Hu: general question on the online applications. Can you hear me?

685

02:13:02.970 --> 02:13:22.919

Jen Hu: We can let me just get you on the microphone, and then we'll hear you even better. Go ahead. Jen.

686

02:13:25.480 --> 02:13:26.639

Dr. David Pretto: Hi, Jack!

687

02:13:26.860 --> 02:13:35.360

Dr. David Pretto: Hi, Jen! Thanks for the question. There wasn't enough feedback to get specific. It was more about general access kind of where to go

688

02:13:35.460 --> 02:13:54.059

Dr. David Pretto: to get it. And what my school has that was. Those are. That was the general takeaway. There wasn't any specific ah application, or dig into ones that families felt like worked better than others. It was more a general like access, and which ones were available.

689

02:13:54.510 --> 02:14:02.080

Jen Hu: Are there any plans to gather some of that data as to like which online learning applications

690

02:14:02.110 --> 02:14:21.529

Jen Hu: would be good for our particular district. For perhaps, you know, uh remote learning applications, or just supplemental, you know, uh instruction, because I think that would be really helpful in some cases, and it wouldn't be tied to like a person's location or school. They can just access

691

02:14:21.540 --> 02:14:40.090

Jen Hu: a specific application, and be able to do some kind of advanced work or um get some more support um for reading and math if they needed it. Um, there's just so much potential if we can find applications that actually work

692

02:14:42.020 --> 02:14:42.940

she.

693

02:14:44.320 --> 02:14:55.330

Dr. David Pretto: So what I can definitely do for the next meeting is, I can provide a report on all of the online applications that are available to all students district-wide via the do we teach Hub

694

02:14:56.010 --> 02:15:12.230

Dr. David Pretto: and I can also say that one application that many of our schools utilize is the I ready application because all of our schools administer the I ready diagnostic screener three times a year,

695

02:15:12.240 --> 02:15:20.809

Dr. David Pretto: and all have access to supplemental resources that are connected to I ready. Whether or not that school has the additional

696

02:15:21.150 --> 02:15:50.619

Dr. David Pretto: ah online learning instructional component. Every school has access to resources that can support. Ah, students based off that's informed on the I ready results. So that's something that so? Ah, parents, can, um, you know, can ask their teachers about parents can ask their child's teacher about as well as their child's parent coordinator, principal, and that's also some information that we will, you know. Continue to provide information. I'll. I'll definitely prepare more detailed

697

02:15:50.630 --> 02:15:52.190

Dr. David Pretto: for the next meeting.

698

02:15:52.370 --> 02:15:53.400

Jen Hu: Thank you.

699

02:15:53.530 --> 02:15:54.700

Dr. David Pretto: You're welcome,

700

02:16:03.000 --> 02:16:04.099

students.

701

02:16:06.610 --> 02:16:07.530

Dr. David Pretto: There we go.

702

02:16:09.320 --> 02:16:13.319

Dr. David Pretto: Okay. And then finally, I want to be able to, you know.

703

02:16:13.500 --> 02:16:23.069

Dr. David Pretto: Describe the process for ah, the process and timeline for the decision around middle school screen admissions. So

704

02:16:23.080 --> 02:16:43.499

Dr. David Pretto: a couple of weeks ago now. Not more than that. But a couple of weeks ago Chancellor Banks and the Dewey announced that Ah! With regard to the decision of whether Ah, a school will have a academically screened admissions process for the upcoming school year that the district superintendent will, you know,

705

02:16:44.070 --> 02:16:52.500

Dr. David Pretto: be making that decision. So the process that schools are going through all schools, All middle schools in District Twenty

706

02:16:53.209 --> 02:16:59.229

Dr. David Pretto: were to go through a process when considering whether to

707

02:16:59.440 --> 02:17:01.920

Dr. David Pretto: implement screened admissions

708

02:17:02.000 --> 02:17:18.960

Dr. David Pretto: at the middle school level for incoming sixth graders for next year. So ah! The process included the need and the requirement for the principal to engage their entire school community, which included at minimum the Slt and the Pta.

709

02:17:19.420 --> 02:17:39.659

Dr. David Pretto: After Ah. Initial consultation with Ah Cc. On this process we also added the requirement for ah principals to reach out to and include elementary school families in those ah in that engagement, and I know that that has been happening. There was an engagement last night. There's an engagement going on, I think, today,

710

02:17:39.670 --> 02:17:48.160

Dr. David Pretto: and and a few others in schools that are are considering implementing an academically screen program for

711

02:17:48.940 --> 02:18:18.180

Dr. David Pretto: Ah! For next year. I also required that this school community ah provide to me a description of the program that the that students that incoming students would be offered, and the description of this program would include an overall description of what students would experience. Starting in sixth grade and ending in eighth grade. I also asked for within that description of the program the the rationale for screening admissions into that program. Ah, so

712

02:18:18.190 --> 02:18:22.449

Dr. David Pretto: long story short, that the program did not just include, like an eighth grade component,

713

02:18:22.459 --> 02:18:47.249

Dr. David Pretto: that ah, that students who were experiencing this program, that the program would be initiated in sixth grade, and that that program also was distinct, accelerated, more rigorous and more challenging and specialized than the offerings at the for the non-screened admissions process

714

02:18:47.260 --> 02:18:56.010

Dr. David Pretto: Um, the screening tool so citywide the default is a composite of fourth grade core course. Outcomes of the report card grades

715

02:18:56.910 --> 02:19:01.309

Dr. David Pretto: and schools are

716

02:19:01.330 --> 02:19:27.840

Dr. David Pretto: considering in their proposals potentially adding in an additional screening tool that would be school based. So if the school, if the program that they are proposing was highly specialized, So, for example, I've been using the example of if it If this program that students would experience included like a a computer software engineering component, that perhaps there would be some additional assessment that included. Um,

717

02:19:27.850 --> 02:19:48.699

Dr. David Pretto: you know, computer programming expertise of the child. Uh, but any additional assessment would have to be administered by the school. So I haven't seen any of the proposals yet. So it's something, but it's something that I definitely wanted to put out there for consideration. I wasn't uh going to shut off the the possibility for that. Um! And then principals and schools are proposing the plan to me.

718

02:19:48.710 --> 02:19:49.970

Dr. David Pretto: And then

719

02:19:49.980 --> 02:20:10.360

Dr. David Pretto: ah! And in conjunction with that, we are finalizing the district twenty grading policy for this process, as well as for informing the entry point for the third grade. Gifted and talented program. The third grade, gifted and talented program that has been established at Ps. One hundred and twenty-seven.

720

02:20:10.570 --> 02:20:23.330

Dr. David Pretto: The entry for that is based off of the second the top ten percent of second grade grades of all students across district twenty schools. So,

721

02:20:23.340 --> 02:20:48.609

Dr. David Pretto: because of the need for ah potential cohesion across the district for these variety of potential of screened admissions. The third grade gets an intelligent program at one twenty, seven and then potential middle school sites. We're going to need to have our grading policy finalized prior to first quarter for semester first marking period report card. So we've been consulting with um

722

02:20:48.620 --> 02:21:00.969

Dr. David Pretto: District leadership team and Cc. And I'll be consulting and finalizing with all principals, elementary middle school principals, to be finalized by October the eighteenth, and then,

723

02:21:00.980 --> 02:21:14.200

Dr. David Pretto: in conjunction with the final ah Dewey admissions announcement which will be October twenty, sixth. So the decision around what schools, if any, will Ah admit, have a screen Admissions program for next year will be announced. Um.

724

02:21:14.390 --> 02:21:16.739

Dr. David Pretto: October Twenty six, and obviously

725

02:21:16.760 --> 02:21:25.579

Dr. David Pretto: at our next meeting you can quickly share it. I'm dependent, obviously on the dlt meetings, so I know it. Can you quickly share the

726

02:21:29.320 --> 02:21:46.070

Dr. David Pretto: so the grading policy changes that we're looking at. Ah! Previously the grading policy had for it, it would. The grading policy did two things: one. It provided alignment for elementary schools, primarily,

727

02:21:46.080 --> 02:21:53.349

Dr. David Pretto: uh, who historically would provide a grade of one, two, three, or four, for how children would perform, and would

728

02:21:54.690 --> 02:22:13.869

Dr. David Pretto: create a numerical alignment, so that, like so that a more specific grade could be given to elementary school students to kind

of like a middle school student would get a a ninety, two percent in a course, instead of getting a level four we would. The The elementary schools were also all

729

02:22:13.930 --> 02:22:24.569

Dr. David Pretto: offer a similar type of numerical score, so you could get more specific about how children were performing in the class. So that was one component of the grading policy which we will maintain

730

02:22:25.210 --> 02:22:42.830

Dr. David Pretto: a numerical component. The other component was the Uh course weights. So the percentage of assignments, tests, homework, and how much those things were were weighted in the the great in the in the great, so

731

02:22:42.840 --> 02:22:49.689

Dr. David Pretto: previously the there were previously forty. Five percent of

732

02:22:49.760 --> 02:22:53.179

Dr. David Pretto: a child's grade in a class was

733

02:22:53.260 --> 02:23:09.160

Dr. David Pretto: constituted of like the exams the tests, the quizzes that a childhood ah assessments that children would have that was forty, five. Then thirty percent went to a category called

734

02:23:09.840 --> 02:23:14.340

Dr. David Pretto: participation. That was thirty percent,

735

02:23:15.900 --> 02:23:21.889

Dr. David Pretto: and then there was twenty five percent that was assigned to projects and homework.

736

02:23:23.740 --> 02:23:40.479

Dr. David Pretto: So on the district leadership team Uh had discussions around specifically around the impact of the waiting on homework and the waiting on the category of class participation, which was, which was very general

737

02:23:40.490 --> 02:23:56.930

Dr. David Pretto: and what I propose, and I was really concerned with and proposed the Dl. T. Around the the the percentage that was applied to homework potentially, and we had a discussion, and around how

738

02:23:56.980 --> 02:24:08.880

Dr. David Pretto: the percentage of homework was compared against the time that children were spending in school, and, you know, trying to really factor in how

739

02:24:10.080 --> 02:24:25.610

Dr. David Pretto: factors beyond children's control frequently impacts their ability to ah complete homework or complete it at a high level. And we wanted to think about how that level of control that children have on life outside of school

740

02:24:25.620 --> 02:24:43.470

Dr. David Pretto: could be potentially factored into like how they were performing in their grade in school. We wanted to make sure that we were providing the highest lever for a child's grade, based on the time that they were spending in school where there was that we were not. They weren't concerned about. Ah, you know, life factors that were beyond their control.

741

02:24:43.480 --> 02:24:52.330

Dr. David Pretto: So we wanted. I was really seeking, and the district leadership team was an agreement around, seeking to reduce that percentage of impact of homework,

742

02:24:52.380 --> 02:25:11.480

Dr. David Pretto: as well as be very clear about what we meant by classroom participation. There was an example in the in the previous policy around how children volunteering to participate in class. Ah! A child getting rewarded with a higher grade,

743

02:25:11.490 --> 02:25:31.129

Dr. David Pretto: and I had some concerns around that a a big focus on our work this year and last year, and a fundamental component of Ah, the hallmarks of advanced literacies is intentionally designing experiences for students, so that all children are meant to engage in the task.

744

02:25:31.140 --> 02:25:50.830

Dr. David Pretto: And it went that concept and approach of ensuring that of strategically and intentionally designing tasks, so that all children participate and learn, went counter to the the policy where there was an assumption that not all children were intended to participate.

745

02:25:50.840 --> 02:25:53.059

Dr. David Pretto: So we wanted to

746

02:25:53.190 --> 02:26:08.920

Dr. David Pretto: kind of move away from that, but still really honor the component in the grading policy that the spirit and intention was around, which was around the assignments that children are given in class. So the work that's assigned in class is,

747

02:26:09.200 --> 02:26:14.980

Dr. David Pretto: you know, carrying a significant weight as well as projects. I think there was a lot of

748

02:26:15.390 --> 02:26:34.469

Dr. David Pretto: a lot of assumption around how projects are assigned, how projects are completed, and where projects are completed. And there was a there was a discussion around how frequently projects are assigned to children. So a project is like just basically an assignment that's completed over more than one day.

749

02:26:34.480 --> 02:26:42.760

Dr. David Pretto: And I think that there was the assumption that frequently projects were taken home and were kind of completed as part of homework,

750

02:26:42.770 --> 02:26:55.519

Dr. David Pretto: and that was again something that I was really concerned with. There was this assumption that you know resources or access, or, frankly, time space carved out for children was going to be dedicated

751

02:26:55.530 --> 02:27:06.859

Dr. David Pretto: equally across all households and homes, so that you know this significant weight was going to either work or not work for a student in terms of their great.

752

02:27:07.130 --> 02:27:09.469

Dr. David Pretto: We've proposed a

753

02:27:10.210 --> 02:27:23.899

Dr. David Pretto: We've proposed category weights that are maintain the forty, five percent for the exams, quizzes, assessments that that will remain unchanged. We're proposing a twenty, five percent wait for classroom assignments.

754

02:27:23.910 --> 02:27:32.689

Dr. David Pretto: A twenty five percent wait for projects. That's classroom assignments that occur over more than one day and then a five percent wait for homework

755

02:27:33.580 --> 02:27:48.949

Dr. David Pretto: at the dlt meeting. You said you were going to increase the rate for assessments which i'm just saying, Well, we were looking at that category around projects, and frequently projects. Or these multi-day assessments are things that

756

02:27:48.960 --> 02:28:18.639

Dr. David Pretto: are not assigned all the time, So, for example. Ah! An essay that a a child would complete over several days a process or a piece where they have to write a draft and get it revised and do the final piece. Ah, if they're going to engage in a a group project that it goes over several days. That could be something that would still carry the same heavy weight, but just wouldn't incorporate or enable a child to be negatively impacted, because maybe the it wasn't designed in a way that all children were in

757

02:28:18.810 --> 02:28:31.300

Dr. David Pretto: to participate, but also give teachers frankly the leeway and the the discretion to assign, because the teacher at the end of the day is going to know best

758

02:28:31.550 --> 02:28:47.049

Dr. David Pretto: that that that that that that assessment, that project is going to lie. So the teacher is going to ultimately make the decision along with the principal and the the the school-based structures for assigning tasks to particular category weights

759

02:28:47.100 --> 02:28:50.590

Dr. David Pretto: they, you know, at the end of the day There's

760

02:28:50.770 --> 02:29:08.429

Dr. David Pretto: a project that could be considered an assessment, and a teacher could put it in the forty five percent category uh, or there's a project that they could assign on its own that could fall in the twenty-five percent category either one is possible

761

02:29:08.870 --> 02:29:38.840

Dr. David Pretto: class assignments. I would typically organize as a as a as an assignment that's being given that period that day that's being given in classrooms being turned in that day. That's right, and also could potentially incorporate um other partners so working alongside your peers as in this, whereas class assignments kind of the you know, in general class assignments are going to be those that are completed by an by an individual student superintendent. I just jump in there

762

02:29:38.850 --> 02:30:08.840

VITO LABELLA: quick. Question. I don't see any other hands. Well, I have concerns with I I great. I think you want to try a level of playing field, and I have similar concerns about group projects specifically, because I think that with group projects um, everyone gets the same in in my experience the kids in the group will get the same grades, and I think we need to maybe explore ways, for for teachers can to really draw down a little deeper and see how each kid participated in that group and what they brought to the project. And maybe we consider grading each kid individually

763

02:30:08.850 --> 02:30:10.670

in that group. Project. Project.

764

02:30:10.820 --> 02:30:22.270

Dr. David Pretto: Part of exactly what you're describing is ah like kind of fundamental to our approach this year around the intentional structuring and the use of protocols to ensure that there is a

765

02:30:22.280 --> 02:30:45.449

Dr. David Pretto: um a specific and intentional thing for every single child to be doing every single learning task. And there's always. And in group projects it's always the most challenging. So we're really doing a lot of work. And this is something that I observed in schools multiple schools across the district in my business last year, and really informed the need to focus on this in the at the district level. So

766

02:30:51.800 --> 02:30:56.319

Dr. David Pretto: so this is the

767

02:30:56.370 --> 02:31:00.030

Dr. David Pretto: There's one request from the chat. Can you? Just?

768

02:31:00.920 --> 02:31:18.030

Dr. David Pretto: Yeah, I'm gonna stop. I'm: Just this is my last slide. So i'm gonna stop sharing my screen. That's okay, sure. So the So the

769

02:31:18.040 --> 02:31:30.589

Dr. David Pretto: previous grading policy, forty five percent for tests, quizzes, assessments, thirty percent for class participation,

770

02:31:31.460 --> 02:31:48.639

Dr. David Pretto: twenty five percent for projects homework. That was the previous grading policy. The proposed policy will be forty, five percent for exams, quizzes, assessments,

771

02:31:49.400 --> 02:31:59.469

Dr. David Pretto: twenty, five percent, twenty, five percent for classroom assignments, twenty, five percent for projects, five percent for homework.

772

02:32:04.750 --> 02:32:14.989

Steve Stowe: That's your last side. That concludes my report from Council members. Are there any questions for superintendent

773

02:32:16.280 --> 02:32:18.539

just looking through the hands

774

02:32:18.640 --> 02:32:38.519

Maya Rozenblat: I am. I didn't know how to raise a hand. Go ahead. I see my name behind you. Um! I I was It was. It's really impressive uh presentation. Thank you so much, David. Um! I just wanted to raise one more thing. I did not see the reflection of it in the presentation, but you know it's

775

02:32:38.570 --> 02:33:00.999

Maya Rozenblat: definitely something that um many parents would. Um. I don't know what the word confirmed that kids stopped reading, and I have two children. One children was a reader, and is a reader, and she's in college by now and another child. You know same family, same values, not reading, only on the if assigned,

776

02:33:01.010 --> 02:33:05.150

Maya Rozenblat: and I do not see schools emphasizing they need

777

02:33:05.160 --> 02:33:34.330

Maya Rozenblat: to read, even though they say you have to read thirty minutes a day. Yes, right. Nobody reads, and they used to have like with my older one. They had reading logs, and teachers were very focused on parents populating, reading logs, and kids had to write book reports, and I remember, you know it was painful, but it was encouragement. Sometimes it was hard, sometimes it was easier, but kids were told, and that they need to read. And teachers are, you know, on their case

778

02:33:34.650 --> 02:33:51.880

Maya Rozenblat: right now. It's very loosey goosey, as we say, and I don't see schools kind of pushing it, because they think you know we should not push, because kids will hate it. But as a result I feel like the rest. Last cramps of the control of school

779

02:33:51.890 --> 02:34:00.689

Maya Rozenblat: are gone, and and it, you know, as a parent, i'm very concerned. And, as I said, I have two children. One is a reader, what not,

780

02:34:00.700 --> 02:34:11.890

Maya Rozenblat: and one was reading by herself. This one needs encouragement and control, and I was looking for school to help, and I do not see that kind of support i'm looking for.

781

02:34:17.720 --> 02:34:21.380

Dr. David Pretto: So I just want to make sure that i'm hearing you correctly.

782

02:34:21.460 --> 02:34:24.800

Dr. David Pretto: You're saying that you're not seeing

783

02:34:25.090 --> 02:34:30.270

Dr. David Pretto: support and an emphasis on reading in schools right now.

784

02:34:30.960 --> 02:34:34.579

Maya Rozenblat: That's correct. So the the soft

785

02:34:34.630 --> 02:35:04.609

Maya Rozenblat: kind of approach, the self touch of you know. You need to read thirty minutes. You need to read forty minutes a day. It's not checked, and um, you know It's it's just told. You know children are told they need to read. And i'm talking about middle school, or here uh kids are told to to read, and they know they should read. They do not read like book a month, or you know they read, they they read for the literacy for the Ela, but they read, you know, very particular things like they.

786

02:35:04.620 --> 02:35:22.750

Maya Rozenblat: So we Romeo and Juliet for three months. Um. And and it's okay. They go to do close reading in the class, but I do not see that schools are pushing the independent reading um as as assignments, and I feel like, if we, you know, if we return this in some form,

787

02:35:22.760 --> 02:35:30.950

Maya Rozenblat: it will help parents and i'm talking about fairly advanced middle schooler. Um, so it's it's, you know.

788

02:35:32.430 --> 02:35:37.759

Maya Rozenblat: I I didn't know what other parents think about it, but something I wanted to bring up.

789

02:35:38.440 --> 02:35:51.709

Dr. David Pretto: So you So you're looking for. So you're looking for like success. Here would be more assigning of independent reading as homework

790

02:35:51.910 --> 02:35:54.039

Maya Rozenblat: and checking it,

791

02:35:54.050 --> 02:36:22.210

Maya Rozenblat: and some some form of a responsibility. So you know, kids are kids, you know. Uh some love reading, Some did not, and they need some little push here and there, so you know it could be part of the grade. It could be some sort of re report they need to write, or some sort of a, you know, maybe book club or not a book club, but book club form of discussion. Then teacher can see who was reading it and who was not

792

02:36:22.520 --> 02:36:40.629

Maya Rozenblat: so. Um, something that that will, you know, show the child, you know, child, would know that, you know, if he or she is cheating and not reading. They will, you know they will be, I don't want to say punished. But yes, they're going to be a price to pay in terms of the grades

793

02:36:40.640 --> 02:36:50.259

Maya Rozenblat: for not reading something that will, you know. I'm sure there are lots of fancy and more, you know, graceful strategies. But I just feel like,

794

02:36:50.270 --> 02:37:09.019

Maya Rozenblat: you know. If if you could put it back somewhere in your presentation and start maybe brainstorming. Um, I I hear a lot of parents, you know, complaining about lack of reading and school being very soft on pushing children to read. At least, you know. And those parents I spoke to.

795

02:37:16.300 --> 02:37:19.330

Dr. David Pretto: Thanks. Thank you. Yeah, no, thanks for the feedback.

796

02:37:21.590 --> 02:37:24.570

Steve Stowe: Okay. So I think that

797

02:37:26.840 --> 02:37:29.929

Steve Stowe: so? No more questions from Council members for Superintendent credo

798

02:37:30.080 --> 02:37:34.100

Steve Stowe: comment for superintendent. Sorry.

799

02:37:34.870 --> 02:37:35.880

VITO LABELLA: I just

800

02:37:36.090 --> 02:37:38.110

VITO LABELLA: I I make any observation

801

02:37:38.170 --> 02:37:55.840

VITO LABELLA: from looking at the data that you shared about the State test scores. I kind of tried to calculate in my head, but about thirty-three to thirty-nine of all of the kids in our district scored four or more on those state exams Is that an accurate um representation?

802

02:37:56.120 --> 02:37:57.410

VITO LABELLA: Yes,

803

02:38:11.840 --> 02:38:16.139

VITO LABELLA: I mean we just found round numbers.

804

02:38:43.160 --> 02:38:48.430

VITO LABELLA: So when you talk about a differentiated program of I love it.

805

02:38:48.740 --> 02:38:51.500

VITO LABELLA: Is it possible to look at these

806

02:38:51.540 --> 02:39:06.440

VITO LABELLA: thirty-five of the population as a group of kids who parents and families who would want a specific, differentiated program that is substantially different from that. I know they don't call it mosaic anymore, right? They've made it.

807

02:39:06.450 --> 02:39:13.809

VITO LABELLA: I don't mean, does it have any other name, or we do? We have a standardized? Uh, I mean, No, no.

808

02:39:14.110 --> 02:39:32.899

VITO LABELLA: A special program aside from a community uh community based program, I i'm thinking of an international baccalaurea program type program, and and we have maybe thirty thousand kids in this district who scored for a better. Who might? We were talking about a different program for your your

809

02:39:32.910 --> 02:39:46.909

VITO LABELLA: gifted, not your your your screen programs, something that would be specific. And what would that look like to you? I mean, i'm sure you're familiar with the Iv program that's not regions based, but is broader and deeper than

810

02:39:46.920 --> 02:40:02.909

VITO LABELLA: um the regular curriculum. And is that something that you, as a superintendent, can standardize across the district? And what would that look like to you in in light of the fact we may have thirty-three. That would be. It may have ten thousand kids who who might want or appreciate a program like that.

811

02:40:04.630 --> 02:40:13.730

Dr. David Pretto: So kind of what you're describing is exactly what I've tasked um and principles to do. I think. What is

812

02:40:14.470 --> 02:40:31.500

Dr. David Pretto: none of our schools currently offer international baccalaureate. Um! What What a lot of the schools have done, including one hundred and eighty-seven is what they have done as they've established and created and nurtured

813

02:40:31.510 --> 02:40:41.679

Dr. David Pretto: programs that they've gotten really good at implementing, and in some cases are really highly specialized, unique, different, and incredibly rigorous.

814

02:40:42.130 --> 02:40:43.100

Dr. David Pretto: And

815

02:40:43.460 --> 02:40:46.199

Dr. David Pretto: you know, this

816

02:40:46.290 --> 02:40:58.840

Dr. David Pretto: discussion around screened admissions and using academic academics to to screen children into is an opportunity for schools to really one explore the the school community's

817

02:40:59.110 --> 02:41:15.309

Dr. David Pretto: feelings, desires around what they're offering, and what the experience has been in the school, but also like what are the programs that they offer? And in one thing that's really amazing about District twenty is that they are different schools who do different things really, really, really well.

818

02:41:15.320 --> 02:41:25.009

Dr. David Pretto: And you know, we're really looking for this to be a way to highlight those things, and you know, expand them wherever possible, and do a better job of

819

02:41:25.020 --> 02:41:52.179

Dr. David Pretto: you know. Kind of linking those programs to um to kids in demand. And so so, and and I I guess I b could be thought of as a similar type of approach. It's just. Ib is a very specific structured approach. That is because it's one that would be very new. I haven't seen any schools so far. Ah! Talk about incorporating it. I haven't gotten any final proposals, so I haven't seen any of. So i'm not saying that it's impossible.

820

02:41:52.190 --> 02:42:21.539

VITO LABELLA: But um, I guess what i'm saying is, is Is it something that would be your curb? It was something that you have a desire, you think, would be productive to kind of like. Take all of these proposals, or coming in and create a standardized district twenty proposal based on all of the different feedback, because my feeling is that if one one school has one program. One school has another program. You still have kids fighting over. Well, I didn't get in this program, And this was my second choice. I got into this program, which is okay. But I really wanted that program in this rule. And if you, as a superintendent, could guide

821

02:42:21.610 --> 02:42:33.870

VITO LABELLA: the principles or the school. I mean to recreate whatever you decide at that certain level and make it standardized to to support all of the kids and all of the possible ten thousand kids who are getting forced.

822

02:42:33.880 --> 02:42:42.170

Dr. David Pretto: It's a good question. I'll be honest with you. I haven't really thought about a standardized district program to kind of meet this

823

02:42:42.260 --> 02:42:43.550

Dr. David Pretto: um,

824

02:42:44.810 --> 02:43:01.819

Dr. David Pretto: this, this, this demand you speak of, I haven't really seen the demand for a district-wide program kind of what you're describing, and what I'm really looking to do is to support schools in providing and expanding what they're already like, really good at

825

02:43:01.970 --> 02:43:04.039

Dr. David Pretto: the the

826

02:43:04.050 --> 02:43:25.240

Dr. David Pretto: The performance of students in the district is reflective of a few things. But one of the things that's reflective of is like the high quality of programs that are being offered across all of our schools. So you know, I I would like again, with the Chancellor's idea of like scaling and sustaining what works, you know. We have schools that offer like really, truly amazing

827

02:43:25.250 --> 02:43:35.140

Dr. David Pretto: curricular programs and experiences for kids in schools that are aligned to content areas, and that are more experiential and could almost be considered like

828

02:43:35.310 --> 02:43:36.869

Dr. David Pretto: career

829

02:43:37.180 --> 02:43:54.759

Dr. David Pretto: oriented. Um. So if if the as the I imagine this conversation to continue going on like, I imagine that this conversation will be something that after decisions are made around this cycle. We'll revisit it, you know. Cut probably in the spring to to continue discussing. I'm happy to do so. Um! And

830

02:43:54.770 --> 02:44:16.780

VITO LABELLA: I don't think one way to divine uh to to figure out what the demand is is by seeing how many kids apply to the schools that we already have. I know we have way way. More people, more kids apply to schools like Tiger and Mckinley, and when a seven, and we have, you know, capacity for. And I think that's one way to see what our demand is for these types of programs.

831

02:44:18.860 --> 02:44:25.450

Dr. David Pretto: Yeah, I mean, I hear you. I feel like that I I've been hearing the concept of demand.

832

02:44:25.460 --> 02:44:52.199

Dr. David Pretto: Ah, across a lot of the conversations that are tied to accelerated programs. Get them talented. Uh, yeah, The screen admissions.

And so one reason why I really wanted to make sure that families and communities were engaged in this process of citing was to, you know, kind of support the school leaders in being able to ascertain demand, you know, considering the the framework and timeline that we were provided, That's something that's kind of like, not in our control.

833

02:44:52.210 --> 02:44:53.220
Dr. David Pretto: Um,

834

02:44:53.390 --> 02:44:54.449
Dr. David Pretto: so.

835

02:44:54.610 --> 02:44:59.860
Dr. David Pretto: But we could definitely to be continued around the discussion around. Demand for sure. Thank you, sir. Yeah,

836

02:45:02.200 --> 02:45:03.220
um.

837

02:45:04.900 --> 02:45:06.830
Dr. David Pretto: David.

838

02:45:07.300 --> 02:45:19.190
Steve Stowe: Conversation could go on, and I don't want to go on. It's almost closing on a nine o'clock. We gotta get to public speaking. But um, you know I sort of echo some of veto's thoughts. You'll you'll hear it more, and the resolution we have, and um,

839

02:45:19.670 --> 02:45:25.639
Steve Stowe: if if you're not considering you know i'm curious what you said about the elementary school engagements going?

840

02:45:25.730 --> 02:45:44.430
Steve Stowe: Um! Is there any update on those specifically elementary school parents and what they're saying they want? Because I've heard from many um that would indicate a very strong demand, for I i'm just going to use the term, but it to to for simplicity sake. So we know what we're talking about. But to go back to the old superintendent program.

841

02:45:44.440 --> 02:46:03.269
Steve Stowe: Um, which was a district wide fairly. I I don't want to say it was standardized. I know it varied a lot, and it was a little bit opaque, but it was a district wide understanding that you could go across the district, and you look at these schools and apply to them. Um and um again. I I guess I just want you to sort of, you know,

842

02:46:03.710 --> 02:46:22.009

Steve Stowe: share your thoughts on whether that does indicate demand, and sort of your thoughts on that as a as a model to return to. In addition, in addition to all the other programs you mentioned, which I think are great. I think the I am program. Kinley is great. I think the the Academy tracks that are certain schools proposing are great.

843

02:46:22.020 --> 02:46:24.680

Steve Stowe: Um, but also adding in that option.

844

02:46:26.230 --> 02:46:43.500

Dr. David Pretto: So so to the to the point around what elementary school families are doing, I I are saying, i'm not sure yet, like I what I did task All the principals who are as schools who are considering um establishing a screen program at their school was to

845

02:46:43.510 --> 02:46:54.500

Dr. David Pretto: outreach to all elementary school families. So we did that by um, you know, having all middle school principals who are considering programs,

846

02:46:54.580 --> 02:47:14.369

Dr. David Pretto: and and part of that was to they had to hold community engagements was to um, you know, provide the information for when those are happening, so that all of our elementary school principals and parent coordinators could blast that out to families. So that's how we that was kind of our approach to make sure that everyone heard about it as quickly as possible.

847

02:47:14.910 --> 02:47:24.409

Dr. David Pretto: And so and we'll hear we'll hear what it's happening. It's a short timeline. So i'm going to probably here by Friday and over the weekend definitely. By the next meeting i'll be able to provide a report, and we'll have decisions

848

02:47:24.420 --> 02:47:35.430

Dr. David Pretto: um as far as the I don't see like. And this is, I think, conceptually, the idea of the screened program,

849

02:47:37.130 --> 02:47:54.030

Dr. David Pretto: and the kind of what you're calling like the old kind of quote Unquote Superintendent Gifton program, I'm. I'm not. I'll be honest with you like i'm not seeing a huge difference at all between like the establishment of these screen programs now, and what the Superintendent gifted program was in the past, with the exception that

850

02:47:54.040 --> 02:48:13.980

Dr. David Pretto: Mit. Ctl and I'm. Requiring schools that are establishing one of these programs to clearly articulate what the program actually is, whereas in the past that was not clearly articulated a superintendent's gifted program. What children experienced in six, seventh and eighth grade was not clarified or defined, and in my experience in that superintendent gifted program, one hundred and fifty,

851

02:48:13.990 --> 02:48:20.000

Dr. David Pretto: there was very little distinction or clarity between what the experience that the

852

02:48:20.090 --> 02:48:41.360

Dr. David Pretto: superintendent's class had, and the Cl. The the zoned class, or ah, you know not. Superintendent's program class was next door, and because of that I was highly concerned around the rationale for screening, in the first place, so the primary reason for my requirement for schools to describe. The program was to

853

02:48:41.900 --> 02:48:50.920

Dr. David Pretto: to like kind of provide some clarity to families around what their children were being offered, and what they were going to experience

854

02:48:51.170 --> 02:49:09.380

Steve Stowe: and provide a rational for screening them. In the first place, that, like that's really at the core of it. The The reason for any of this process could be as ascertaining a child's learning level, and if their learning level is higher than their current grade, one hundred and fifty,

855

02:49:09.390 --> 02:49:17.970

Steve Stowe: we place them into a screens program like core Screens program with other students at a similar learning. Isn't: that the reason for a screening process.

856

02:49:22.500 --> 02:49:23.460

Dr. David Pretto: Sorry.

857

02:49:23.500 --> 02:49:28.810

Dr. David Pretto: I mean, we could definitely get into a longer conversation about it. But the short answer is that

858

02:49:28.860 --> 02:49:39.950

Dr. David Pretto: children I have different. I mean I I I don't like using the term levels when we're talking about a student, but, like the short answer is, one student doesn't

859

02:49:39.960 --> 02:49:49.629

Dr. David Pretto: constitute one level. Children are really good at certain things, and they're challenging other things. And and and because of that,

860

02:49:49.760 --> 02:50:02.690

Dr. David Pretto: you know, we we, we really want to see how we can use resources that do exist, to take an approach that enables children to really have the opportunity to not just

861

02:50:02.820 --> 02:50:04.630

Dr. David Pretto: receive a

862

02:50:04.640 --> 02:50:28.380

Dr. David Pretto: ah, an accelerated, rigorous experience. But to somebody that's really kind of tapping into also what they're you know, really good at, and what they're really interested in. So, and I think that I think that children deserve it, and I think that families deserve it. I think they deserve to kind of know what it is that their child is getting beyond just the idea that it's

863

02:50:28.390 --> 02:50:44.660

Dr. David Pretto: kind of a a level above or below, because one, I don't think that describing it in those terms accurately represents what the child is receiving, and I don't think that it gives. I don't think that it gives credence or clarity to

864

02:50:44.670 --> 02:50:58.260

Dr. David Pretto: the the specializing, amazing things that the kids are experiencing in the school. So you know, at the end of the day. I really see this as an opportunity for some of our schools to really highlight and

865

02:50:58.320 --> 02:51:17.299

Dr. David Pretto: and expand on those um on some of those, you know, really amazing experiences, and I want to add the caveat that it's going to be clear what's going to support that child from sixth to eighth grade. It's not just going to be a a program that is designed to

866

02:51:17.310 --> 02:51:26.359

Dr. David Pretto: forecast who's going to take the Regents in eighth grade, which has, you know, historically been kind of a quote default approach to this, and

867

02:51:26.370 --> 02:51:54.840

Dr. David Pretto: I don't think that a child's grades in fourth grade is an accurate, You know, predictor of whether or not they're going to take the regions in eighth grade. A lot of time passes between between. Ah, the that the you know the fifth grade grades and the eighth grade. So I think that students families ah deserve a clarity around the experience that starts in eighth grade. So i'm sorry. It starts in sixth grade and ends in eighth grade, and I think that our schools ah, you know that.

868

02:51:54.850 --> 02:52:03.620

Dr. David Pretto: And I think that our schools that are considering. Instituting programs are up to the task in defining what that is.

869

02:52:07.500 --> 02:52:21.960

Steve Stowe: Um, thanks uh superintendent for a great report. And um i'm now gonna go directly to. I don't have any comments I would like to make. I think it's more important that we move to the

870

02:52:22.050 --> 02:52:41.139

Steve Stowe: um public speaking portion of our meeting. Um for anyone who joined late. We have um. I will make one comment for anyone who joined late. We opted to remove a bylaw amendment from the agenda. Um. We did this uh after a thirty day uh feedback period from the community, from various members of the

871

02:52:41.150 --> 02:52:54.979

Steve Stowe: um, you know frankly in this case from the um, the disability community. Um. And so we've removed that from the agenda. Um, So you might have seen that on the agenda you might be here because of that. But we're not gonna um. That that amendment is essentially dead.

872

02:52:55.270 --> 02:52:56.369

Steve Stowe: Um!

873

02:52:56.870 --> 02:53:02.860

Steve Stowe: I am now going to let's get the public comment Session lined up.

874

02:53:04.320 --> 02:53:06.529

Steve Stowe: Is that the sheet, Sylvia?

875

02:53:06.800 --> 02:53:12.890

Steve Stowe: Oh, but that's just There's no one here, and I I will put the um.

876

02:53:14.220 --> 02:53:15.690

Steve Stowe: Yes. So yeah,

877

02:53:16.200 --> 02:53:17.039

okay,

878

02:53:18.680 --> 02:53:20.240

Steve Stowe: I can. What's that?

879

02:53:26.790 --> 02:53:28.250

Steve Stowe: Oh, okay,

880

02:53:30.270 --> 02:53:34.769

Steve Stowe: I'm going to drop the one more time. I'm going to drop the

881

02:53:35.310 --> 02:53:36.520

Steve Stowe: um

882

02:53:38.240 --> 02:53:41.270

Steve Stowe: link in the chat.

883

02:53:44.330 --> 02:53:51.029

Steve Stowe: Um, that's the side. Just put the link to the public speaking. Sign up sheet in the chat again.

884

02:53:51.050 --> 02:53:52.819

Steve Stowe: It's also on the website,

885

02:53:53.010 --> 02:53:54.410

Steve Stowe: and I see it.

886

02:53:54.930 --> 02:53:57.649

Steve Stowe: Fifteen people signed up

887

02:53:58.400 --> 02:53:59.770

Steve Stowe: um,

888

02:54:00.970 --> 02:54:02.550
Steve Stowe: and I. Just

889
02:54:11.270 --> 02:54:12.449
this is

890
02:54:14.710 --> 02:54:20.630
Steve Stowe: okay. Is Eileen Chen still on? I I I.

891
02:54:29.300 --> 02:54:32.709
Steve Stowe: And then, if you can hear me, can you please unmute yourself?

892
02:54:35.830 --> 02:54:40.140
Steve Stowe: And while we wait. I'll just remind people we have three minutes for public speaking.

893
02:54:40.770 --> 02:54:41.970
Steve Stowe: Um,

894
02:54:41.990 --> 02:54:48.210
Steve Stowe: as always. Standard rules of um. Open meetings apply. Address the

895
02:54:48.410 --> 02:54:50.560
Steve Stowe: address ideas, not individuals.

896
02:54:51.380 --> 02:54:52.320
Um.

897
02:54:53.050 --> 02:55:01.889
Steve Stowe: I am going to move on now. Eileen Chan is not here. I see a name in here um fatal f A. T. I

898
02:55:02.200 --> 02:55:03.490
Steve Stowe: el

899
02:55:06.560 --> 02:55:11.780
Steve Stowe: if you can hear me, and you're still on. Yep. Oh, I see you're still on there

900
02:55:22.640 --> 02:55:24.460

Steve Stowe: at the L.

901

02:55:26.780 --> 02:55:28.100

Steve Stowe: Can you hear me

902

02:55:29.890 --> 02:55:31.909

Steve Stowe: if you would like to speak? You can,

903

02:55:41.580 --> 02:55:45.340

Steve Stowe: Michelle, Can you hear me? And are you able to unmute yourself?

904

02:55:52.990 --> 02:55:55.940

Michelle Magnus: Um, Okay. So can you hear me?

905

02:55:56.030 --> 02:56:03.099

Michelle Magnus: Alright, perfect? So um, First, I just want to in regards to the State scores. Um.

906

02:56:03.230 --> 02:56:29.440

Michelle Magnus: They give us an idea of the children's understanding of these subjects. Then why are the solutions focus on support of the teachers and administration, and not of the students. We have at least thirty to forty students, who aren't proficient. This is a huge number of students on a bigger scale. Why are the solutions not including support, like tutoring for these students? And I don't mean virtual support, like I ready. I mean like actual people. Um,

907

02:56:30.300 --> 02:56:34.739

Michelle Magnus: In regards to the universal curriculum that was just discussed. Um

908

02:56:35.730 --> 02:56:59.880

Michelle Magnus: on a district level, I feel like it serves a little. Our district serves a little above a half of accelerated learners, and then almost other. The other half are struggling learners. Um, to implement a universal et cetera accelerated program is it addressing the needs of all that being said, I still believe we should provide rigor, but also provide support for struggling learners like tutors?

909

02:56:59.960 --> 02:57:01.230

Michelle Magnus: Um,

910

02:57:02.210 --> 02:57:13.670

Michelle Magnus: uh, let me see, in regards to enrollment projections that was discussed earlier. Um! How are they planning for smaller class sizes? I think some of this might have been discussed, but these were my notes.

911

02:57:13.680 --> 02:57:29.050

Michelle Magnus: Either way. Most of schools are either at capacity or crowded, so the projection is relevant in regards to enrollment projections. There's a need for more schools in our district. So what are they going to do for and for it now, instead of waiting for laws to possibly be put into effect.

912

02:57:29.300 --> 02:57:34.939

Michelle Magnus: How do we have the funds? Do we have them? Um, I feel like these honest answers would be great.

913

02:57:34.970 --> 02:57:48.940

Michelle Magnus: Um! And then I always here district seventy-five needing more. Um. You know our our our district is highly sought out, and there is a lot of need of D. Seventy-five. So i'd like to see more of that done for them.

914

02:57:49.000 --> 02:58:04.420

Michelle Magnus: Um! Still, what's going on with dyslexia? But from the Chancellor and the doe level, how our schools be uh getting any kind of curriculum to be to address kids with dyslexia and screen for it. Um,

915

02:58:05.120 --> 02:58:23.500

Michelle Magnus: I think I wrote, how are we? How are we as a district helping struggle, we learn learners, those thirty percent who uh thirty to forty percent who aren't hitting the proficiency. What support does the district are looking to provide, or do they provide like, maybe after school tutoring programs?

916

02:58:23.750 --> 02:58:25.130

Michelle Magnus: Um,

917

02:58:26.280 --> 02:58:43.920

Michelle Magnus: I know. Uh Superintendent Prado mentioned about instructional support at a district level? Um! When schools, How is that being done when schools have different curriculums based on their their population needs? How does that look like for this, like the map support

918

02:58:43.930 --> 02:58:48.339

Michelle Magnus: um for our schools. I'm: just curious on that level. Um,

919

02:58:48.940 --> 02:58:53.650
Steve Stowe: it's three.

920

02:58:57.440 --> 02:58:58.680
Okay,

921

02:59:00.370 --> 02:59:01.400
Yes,

922

02:59:05.530 --> 02:59:06.430
Steve Stowe: okay.

923

02:59:07.080 --> 02:59:12.329
Steve Stowe: I'll get to Yeah, we'll get to. I'm going to go through the Google Form right now. Thanks, Sylvia.

924

02:59:12.570 --> 02:59:13.619
Steve Stowe: Um!

925

02:59:13.650 --> 02:59:17.729
Steve Stowe: Is there moo ying zhang on the line

926

02:59:19.510 --> 02:59:20.960
Steve Stowe: m you

927

02:59:26.720 --> 02:59:28.410
Steve Stowe: last name? John

928

02:59:35.770 --> 02:59:36.990
Steve Stowe: don't see her

929

02:59:38.550 --> 02:59:42.260
Steve Stowe: um next up is Paula Heeley, Paul, that

930

02:59:52.350 --> 03:00:01.470
Paullette Healy: Hi! Can you hear me? Okay. So I just want to utilize this space, not to talk about screens at all, but to talk about how

931

03:00:01.920 --> 03:00:17.459
Paullette Healy: come the next term on the Cec. There will be a mandatory D. Seventy-five member. So we can finally uplift the voices of our

children who have been bust out of this district for over thirty years and prioritize.

932

03:00:17.470 --> 03:00:47.220

Paullette Healy: Maybe it, you know, expanding the equity within our d seventy-five inclusion programs, because in the thirty years this program has been implemented out of twenty-four thousand d seventy-five students, only one thousand five hundred are enrolled in inclusion programs. I want to use this space to elevate talks about how our children are still waiting for. Ict. Teachers and speech therapists and ot's within our district, because we Don't. Our schools just don't have the funding

933

03:00:47.230 --> 03:00:54.009

Paullette Healy: to get the staff in for the students that they need to serve, and our children every day that they lose their services.

934

03:00:54.020 --> 03:01:22.420

Paullette Healy: That is another day that they are falling behind. Let's talk about that because I've spent three hours on this meeting and other than the district planning meeting, and you know the the the reports from of Superintendent predo. I have not heard a single parent member talk about how we're going to service. Those children who are still our children who live in our backyard, who live in in the houses that line the streets of our district from Kensington all the way down to Sunset Park,

935

03:01:22.430 --> 03:01:42.319

Paullette Healy: and let's prioritize them, because, as my colleague, Ellen Mq. Has already said, we've seen our specialized program disappear every day without even a acknowledgment to the parents who have the children going to them. So why don't we take this opportunity and pivot where the attention needs to go, which is our most marginalized students.

936

03:01:42.330 --> 03:01:43.090

Paullette Healy: Thank you.

937

03:01:44.680 --> 03:01:45.680

Steve Stowe: Thank you.

938

03:01:49.480 --> 03:01:51.980

Steve Stowe: Next speaker is uh

939

03:01:52.000 --> 03:01:54.019

Steve Stowe: Ching Lin

940

03:01:54.730 --> 03:01:56.820
Steve Stowe: last name is

941
03:01:57.990 --> 03:02:00.019
Steve Stowe: Ching. Then are you there?

942
03:02:09.490 --> 03:02:10.320
Okay?

943
03:02:11.910 --> 03:02:14.230
Steve Stowe: Next speaker is Susan

944
03:02:14.930 --> 03:02:17.089
Steve Stowe: Susan? Are you still on

945
03:02:19.340 --> 03:02:20.180
Yeah,

946
03:02:27.300 --> 03:02:30.339
Steve Stowe: next speaker, Tam

947
03:02:32.460 --> 03:02:39.889
Tamaira Reid: Kam. Hi, hi! Can you hear me?

948
03:02:40.110 --> 03:02:49.779
Tamaira Reid: I just want to say, Thank you for having this meeting. I'm actually part of district two Um, My son goes to school there, and just went through the middle school process,

949
03:02:49.790 --> 03:03:02.489
Tamaira Reid: and I have a deep interest in and d twenty. I know a lot of people who have done some really great work with students, with disabilities, with inclusion, and I know that you're behind um

950
03:03:02.500 --> 03:03:20.260
Tamaira Reid: us behind us or two in the middle school, I guess. Screening debate versus the lottery. Um, We've had these discussions, and we're wrapping up, I believe, on the nineteenth of this month, with the decision Um, or a recommendation from Superintendent Kelly Mcguire.

951
03:03:20.290 --> 03:03:39.110
Tamaira Reid: I just want to say that please include all voices. I love the students in District twenty. I work with a lot of students in

District twenty. I am working with a family right now who is Spanish? Speaking only, has not had their turning five yet, and their student is now placed in a general Ed

952

03:03:39.120 --> 03:03:54.239

Tamaira Reid: program and has very high um needs, and in had a para and a twelve one before, and they don't understand why this is happening. So I just want to echo what what Pellet said. She is

953

03:03:54.250 --> 03:04:20.349

Tamaira Reid: fierce, and her love of all children, and I just, I hope that your district can be equally as fierce and advocating for all students, and try to consider using advanced courses and innovative curriculum, and schools that support and elevate all students in a rigorous for all students, because that is a thing that I care a lot at all of these meetings across the district that i'm trying to go to

954

03:04:20.360 --> 03:04:37.220

Tamaira Reid: Mit Ctl. And just to be more informed and helpful is that lottery places a student into a school, and they drown because they shouldn't be there because they're not. They're not good enough. They're not high achieving enough based on a really outdated metric um standardized testing one hundred and fifty,

955

03:04:37.230 --> 03:04:51.899

Tamaira Reid: and I can just say, and then i'll close that my son was one of those students. Um! He's had a heavy heavy iep since he was three years old. He's worked as butt off um hard work doesn't always show up in test scores,

956

03:04:51.910 --> 03:05:00.360

Tamaira Reid: and he is at Clinton now, which is an Ib program. I was told to my face that he didn't deserve to be there;

957

03:05:00.370 --> 03:05:15.220

Tamaira Reid: that if there wasn't a lottery he wouldn't have been there, and that he was taking a seat away from a more deserving student. He is flourishing. He is thriving. He is so excited he has so much intellectual curiosity, and the potential is like

958

03:05:15.340 --> 03:05:34.180

Tamaira Reid: out of the world. So Don't underestimate putting a child in a really challenging program that really peaks their interest. There's a lot to be said for that versus segregating kids into different schools. Um! So I just wanted to make that pitch. Thank you for having me and letting me speak tonight. I really appreciate it.

959

03:05:35.820 --> 03:05:36.880

Steve Stowe: Thank you.

960

03:05:57.390 --> 03:05:59.320

Steve Stowe: Okay. Is there another parent?

961

03:05:59.390 --> 03:06:02.189

Steve Stowe: Is there another parent? Um,

962

03:06:03.020 --> 03:06:04.410

Steve Stowe: here

963

03:06:04.490 --> 03:06:09.099

Steve Stowe: with just Tam. So we we just heard Tamara read,

964

03:06:09.150 --> 03:06:13.950

Steve Stowe: and then there's another parent here that's signed up to speak. That is just

965

03:06:14.410 --> 03:06:18.720

Steve Stowe: Tam Tam, and your it's your time If you would like to speak.

966

03:06:30.300 --> 03:06:34.320

Steve Stowe: Okay, we'll move along um Tamara stern.

967

03:06:35.820 --> 03:06:46.220

Tamara Stern: Okay, Um, I'm: i'm gonna have to agree with the previous speakers, because, like I really sat here from the beginning when this meeting started,

968

03:06:46.230 --> 03:06:57.929

Tamara Stern: and besides the presentation from the um, Jamie and Perry and the superintendent, they were the only ones that mentioned anything really that had to do with special education and all the else

969

03:06:58.000 --> 03:07:04.340

Tamara Stern: uh uh English language learners. And you know, I do know. It basically states

970

03:07:04.350 --> 03:07:20.850

Tamara Stern: in your bylaws and everything like that that you have members specifically to that's supposed to target special education and

L. And the fact that there's been no information shared at this meeting about special education. What's happening with that? What are the concerns from the parents and the staff

971

03:07:21.290 --> 03:07:31.400

Tamara Stern: from our L families as well before. Besides the ones that we mentioned you're leaving us out of the conversation, and this has been a constant struggle every year

972

03:07:31.410 --> 03:07:46.490

Tamara Stern: to continue to voice our concerns, and we get pushed aside because everybody is concerned with G and T. They are not the only students and the only families that have concerns in any district, including this one, and

973

03:07:46.570 --> 03:07:49.709

Tamara Stern: unfortunately, we are the ones that are on

974

03:07:49.720 --> 03:08:19.699

Tamara Stern: that. I'm not getting the services that we need, and our kids need to be able to be functioning human adults. Okay, And if they cannot read, and if they cannot do math at the where they need to be in order to get to the places that they need to be. They Won't: be functioning members of the Society. Okay. And these same individuals are going to be. They need to be able to take care of their families. They need to be able to have families, and they're going to be people that are going to be voting

975

03:08:19.710 --> 03:08:39.530

Tamara Stern: and possibly running for political offices as well. So we need to give them a voice. Okay, And i'm really getting sick and tired. I have in this discussion, and almost every meeting. Okay, because we fight just as hard as everybody else to get the services that are mandated for our children.

976

03:08:39.540 --> 03:08:51.379

Tamara Stern: Okay? And the fact that we have to do it year in and year out, over and over again is is really ridiculous, and it needs to stop, and we need to have a voice here, and we're supposed to have a voice here.

977

03:08:52.000 --> 03:08:54.680

Tamara Stern: And this is this is ridiculous, You guys,

978

03:08:54.800 --> 03:09:02.660

Tamara Stern: Okay, we are a community based on on diverse needs, and it needs to be represented here and in every

979

03:09:02.680 --> 03:09:05.670

Tamara Stern: space available where parents are.

980

03:09:05.830 --> 03:09:08.009

Tamara Stern: And this is not being done here.

981

03:09:15.120 --> 03:09:16.210

Steve Stowe: Thank you.

982

03:09:20.360 --> 03:09:22.360

Steve Stowe: Next Speaker

983

03:09:22.530 --> 03:09:23.890

Steve Stowe: Warren,

984

03:09:25.040 --> 03:09:26.729

Steve Stowe: are you still on

985

03:09:29.880 --> 03:09:31.060

Steve Stowe: Warren?

986

03:09:36.290 --> 03:09:38.709

Steve Stowe: Next speaker is why way,

987

03:09:39.040 --> 03:09:42.880

Steve Stowe: I hope? I said that right

988

03:09:46.370 --> 03:09:47.570

not on

989

03:09:51.940 --> 03:09:54.300

Steve Stowe: next speaker is E. Fang, Chen,

990

03:09:54.420 --> 03:09:55.680

Steve Stowe: you fang

991

03:10:04.280 --> 03:10:07.650

yifang Chen: um. Can you guys hear me?

992

03:10:08.010 --> 03:10:22.820

yifang Chen: Yeah, I mean, I I am pretty offended by the comments from the previous uh parents, I mean. Um. Take a for example, like uh Ps. One or two used to have two

993

03:10:22.830 --> 03:10:32.630

yifang Chen: um advance placement classes that you know parents. They They are on wayness for, and they are in such a demand like

994

03:10:32.780 --> 03:10:45.709

yifang Chen: I I understand this need for special Ed and D. Seventy-five. Well I mean full support of that. But you you give the parents the the right to choose right. You have the

995

03:10:45.720 --> 03:10:57.840

yifang Chen: Mit. Ctl. And uh, remember, G. And t is also a a a special form of special education requirement. What do you think like? Some of some form of special education is like? One hundred and fifty

996

03:10:57.850 --> 03:11:08.339

yifang Chen: have priority over another phone. I'm like uh signing here today. I want to. I want uh the main purpose is that um

997

03:11:08.350 --> 03:11:32.880

yifang Chen: I I want the d twenty to to bring back the the screen, the admissions for the middle school. Um! As a parent of the twenty. We want meritocracy. Um. Those students who work hard academically, and made it to the top of their class. So be rewarded, I say, and the their lottery right now, and bring back screen the admissions and bring back G and t

998

03:11:32.890 --> 03:11:56.099

yifang Chen: classes. However, you don't like it. I don't have a problem with special. I don't have a problem with d seventy-five. They are not in comfort of each other like, Why is it over like always fighting one over the other Like G. And T. Parents? We never attacked like special needs we all for it, remember? G. And D. Is a special form of special needs. Thank you so much.

999

03:11:58.530 --> 03:11:59.860

Steve Stowe: Thank you.

1000

03:12:00.750 --> 03:12:03.530

Steve Stowe: Next speaker is

1001

03:12:05.050 --> 03:12:07.429

Steve Stowe: you and Ching, hey?

1002

03:12:07.870 --> 03:12:11.830

Steve Stowe: Y. U. N. Q. I. N. G. He.

1003

03:12:18.020 --> 03:12:24.330

Steve Stowe: And then final speaker, If Maggie Sue is still on last name spelled X. You,

1004

03:12:25.540 --> 03:12:26.710

Steve Stowe: Maggie?

1005

03:12:30.090 --> 03:12:30.980

And

1006

03:12:31.280 --> 03:12:34.289

Steve Stowe: and then Um:

1007

03:12:44.410 --> 03:12:47.970

Steve Stowe: yeah, American Debate League. Are you on

1008

03:12:48.180 --> 03:12:51.039

Steve Stowe: It's written. I see it. Yeah,

1009

03:12:54.580 --> 03:13:06.110

Steve Stowe: If someone can see American debate be Yes, someone. How are you doing? Can you hear me? Good. Can I see that you Can I suggest one thing,

1010

03:13:06.120 --> 03:13:18.999

Steve Stowe: superintendent, just left to take a quick uh restaurant break, and I know you wanted to speak specifically to him. Right,

1011

03:13:19.030 --> 03:13:23.069

Are there any other? Uh, let's do a quick check in with the interpreters? Are there any

1012

03:13:23.100 --> 03:13:27.190

Steve Stowe: any anyone on the language line. She would like to speak interpreters.

1013

03:13:36.810 --> 03:13:39.089

Spanish - Jaime Avitia: It seems we have no comments on the Spanish line.

1014

03:13:42.220 --> 03:13:46.400

Arabic-Taghreed Darwish: Um, Nobody is so far in the Arabic line.

1015

03:13:46.500 --> 03:13:47.449

Steve Stowe: Okay,

1016

03:13:48.970 --> 03:13:50.150

Steve Stowe: Mandarin.

1017

03:13:51.760 --> 03:13:57.750

Steve Stowe: There is no comments or questions from your new. Why, okay?
Thank you.

1018

03:13:59.290 --> 03:14:03.150

Steve Stowe: So I guess what i'll propose. I I know it's important for
um.

1019

03:14:03.210 --> 03:14:09.830

Steve Stowe: Um. The American Debate League Speaker to come back and to
speak directly to Superintendent,

1020

03:14:09.900 --> 03:14:13.980

Steve Stowe: and I would also like superintendent to be here, obviously
for our resolution.

1021

03:14:14.680 --> 03:14:15.949

Steve Stowe: Um,

1022

03:14:20.730 --> 03:14:21.880

um

1023

03:14:23.990 --> 03:14:40.070

Steve Stowe: let me just i'll. Let's proceed. I won't keep the meeting
hold of the meeting. Um, for we. We'll come back to American Debate
League. I I want him to be able to speak directly to David when David's
back, and David knows some of our presentation uh some of our resolution
or the contents,

1024

03:14:40.080 --> 03:14:50.209

Steve Stowe: so could Is there anyone who can share the resolution right now? Is anyone in a position to do that go to the website, or something? Or should I do that I can do that. Yeah.

1025

03:15:08.200 --> 03:15:14.440

Steve Stowe: So here's the amended resolution as it was amended and submitted earlier today.

1026

03:15:29.430 --> 03:15:30.610

Steve Stowe: Um!

1027

03:15:31.420 --> 03:15:36.260

Steve Stowe: So this is the resolution that we're putting out there. And um.

1028

03:15:37.330 --> 03:15:53.439

Steve Stowe: This resolution is to formerly put in place. Our ask for Superintendent Fred. Um. It It starts with the premise that there was a significant mandate in the two thousand and twenty-one Cec election. A good number of us are on this council,

1029

03:15:53.450 --> 03:16:05.710

Steve Stowe: because there were so many voices in the district that were not happy with the previous mayors changes to the Middle school emissions process. Um! I feel I strongly feel we have an obligation to seek to restore

1030

03:16:05.940 --> 03:16:16.279

Steve Stowe: the programs that made District twenty such a popular district for so many years. It's worth restating, as we do in this resolution, that our district had the second highest number of votes cast one

1031

03:16:16.350 --> 03:16:26.590

Steve Stowe: in the entire city of any district, and again getting back to this idea of ascertaining parent demand um and sort of parent sentiment

1032

03:16:27.490 --> 03:16:44.129

Steve Stowe: uh the ask is to expand the number of screen middle. It sounds like we're on track, for obviously everything is kind of in in flux here, and so partly. We just wanted to write this resolution, recognizing that things are still evolving. But we felt it was very important to put it down on paper. Um, and obviously the meeting is tonight

1033

03:16:44.280 --> 03:16:50.830

Steve Stowe: um. A second part of the ask, however, is that there is some of these seats at least half

1034

03:16:50.880 --> 03:17:02.180

Steve Stowe: are what we're calling an accelerated learning track, focusing on providing education in all course subject areas for any students who have demonstrated high proficiency in their current grade. One hundred

1035

03:17:02.250 --> 03:17:18.659

Steve Stowe: um, and we can um superintendent, and we're having a conversation before. But I just want to come back to this idea that it's. It's about ascertaining where a student is, and if the student requires a higher level of learning some kind of grade above

1036

03:17:18.670 --> 03:17:28.060

Steve Stowe: um, then we think that type of um offering should be made in a district where, as Vito said, we have thirty-five of our students with with four is on State tests.

1037

03:17:28.830 --> 03:17:44.949

Steve Stowe: Um! This resolution goes on, and it describes it. It. It touches a little bit on the process. We did have some concerns with the process early on Superintendents um, as, according to the Doe regulations, shall partner with school communities, leadership, staff, um

1038

03:17:44.980 --> 03:18:09.230

Steve Stowe: and parents. You know the emphasis being parents there, we really felt it was important to not just focus on the middle schools, because we, the elementary school parents, are the ones who will be entering the system, and one to two years, and we really wanted to make sure their voices were heard which we were concerned that they wouldn't be if it was just limited to asking the Middle School principles. Superintendent was agreeable to that, although we worry that with time

1039

03:18:09.240 --> 03:18:20.900

Steve Stowe: that the whole process is very time constrained. So, um we're we're trying to do the best. Recommend the best option we can to get elementary school Parents voices heard on this topic. Um!

1040

03:18:22.460 --> 03:18:30.300

Steve Stowe: And then finally, there's the content of the program. So we have a number of we've talked to a number of schools already about. The programs are proposing

1041

03:18:30.360 --> 03:18:31.490

Steve Stowe: um.

1042

03:18:31.520 --> 03:18:38.870

Steve Stowe: A lot of them are very good programs. Um, we're strongly in support of offering a variety of programs in a district as large as District twenty.

1043

03:18:39.100 --> 03:18:45.779

Steve Stowe: There's the explicit type of program that we're we're trying to.

1044

03:18:46.430 --> 03:18:48.960

Steve Stowe: We're trying to really um

1045

03:18:49.890 --> 03:19:06.779

Steve Stowe: recommend, and we've talked about it a little bit tonight, which is, I'll just call it the traditional accelerated academic curriculum, as I just mentioned. Um, to put it simply, if a sixth grade student is learning at a seventh grade level, there's a program that allows these children to receive appropriate academic instruction. Um

1046

03:19:07.980 --> 03:19:10.680

Steve Stowe: superintendents program. We've already mentioned it

1047

03:19:10.910 --> 03:19:26.590

Steve Stowe: it previously existed. There are many parents who would like an approved version. I agree with superintendent product. We should improve um. I'm fully in support of making schools accountable um in in having them justify programs. Um.

1048

03:19:27.190 --> 03:19:47.019

Steve Stowe: And then Finally, you know it is a short timeframe. We understand that. Um, we we go through here and in this resolution just to show that we're contributing to sort of the idea generation process. We know we're not as close to the data as the district as the do we. We had a chat earlier tonight with office of district planning. They have more up to date enrollment numbers.

1049

03:19:47.030 --> 03:19:52.610

Steve Stowe: Um. But what we did was we went through, and we said, Okay, if the the district has

1050

03:19:52.720 --> 03:20:05.700

Steve Stowe: a certain number of students, and we have a certain number of schools, and we I. We took a look at the capacity of some of these schools, and we tried to come up with an estimate for what would be a reasonable number of seats, Um.

1051

03:20:05.810 --> 03:20:09.449

Steve Stowe: And that's attached as an appendix to this resolution.

1052

03:20:09.600 --> 03:20:25.760

Steve Stowe: It is the work of volunteer parents. It is not the work of do we professionals who are closer to the data, but it's a framework for thinking about this. And we're really asking, Superintendent you to strongly consider this type of framework which is looking at

1053

03:20:25.890 --> 03:20:27.100

Steve Stowe: um

1054

03:20:27.300 --> 03:20:45.799

Steve Stowe: all of our schools, and we've got a lot of middle schools that are under capacity. Um, Despite this, all this talk all the time about district money being overcrowded over, crowded over, crowded. There's a lot of our middle schools that are under capacity. Um! And there's a lot of schools middle schools that again, it's. It's constantly where it's it's this issue of where there's a way.

1055

03:20:45.810 --> 03:21:04.700

Steve Stowe: And if we want to program these schools in a certain way, I believe we can. But the willingness has to be, and that's what we're really trying to. Um um ask Dr. Pretto tonight is if the willingness is there. Um, we'd like to recommend certain targets for um academically screen schools.

1056

03:21:04.710 --> 03:21:10.789

Steve Stowe: Again appealing to district-wide appealing to students who have

1057

03:21:11.040 --> 03:21:16.010

Steve Stowe: who this type of learning is right for that? That's what we're trying to do um,

1058

03:21:16.160 --> 03:21:17.940

Steve Stowe: and i'll just say

1059

03:21:18.320 --> 03:21:19.530

Steve Stowe: um.

1060

03:21:20.880 --> 03:21:25.939

Steve Stowe: I think i'll leave it at that. I think I've said enough, and the the asks at the end of this are just

1061

03:21:26.090 --> 03:21:45.660

Steve Stowe: again like we said before, center the voices of elementary school parents, Um Cc. Members have been included to some extent, but we want that to continue, and maybe even increase Um. Establish a target for the fall of two thousand and twenty-five of between six hundred and one thousand two hundred academically screen seats um ensure that at least half the screen seats next year.

1062

03:21:45.670 --> 03:21:51.670

Steve Stowe: Um highlight. This accelerated learning in core academic areas, math science, the La and social studies

1063

03:21:51.870 --> 03:21:52.930

um,

1064

03:21:53.220 --> 03:22:03.329

Steve Stowe: and then make these make the standards transparent. Publish transparent standards for admission. Each program, I think superintendent would agree on this one, including the number of seats. Applicants, um,

1065

03:22:03.390 --> 03:22:08.440

Steve Stowe: you know, give give parents an idea of their likelihood of getting accepted.

1066

03:22:08.760 --> 03:22:10.599

Steve Stowe: So that's the resolution.

1067

03:22:10.690 --> 03:22:19.720

Steve Stowe: Um! I will now stop my sharing. Stop sharing my screen, and I will go to any Cec members want to comment on this resolution.

1068

03:22:19.760 --> 03:22:39.070

Jen Hu: Yeah, if if you don't, mind, I would like to say something. Thank you. Um. So this is yet another middle school resolution put out by the Cec. Um, i'm a little disturbed because I just don't think this C. Is presenting a balanced representation

1069

03:22:39.080 --> 03:22:53.820

Jen Hu: of this district's many interests and issues. So I actually in support of expanding the screen programs in our district. But I would generally not try to force a program onto a school community That doesn't want it. I would try

1070

03:22:53.830 --> 03:23:10.609

Jen Hu: more like asking what the needs are in their district and trying to meet those needs. Um! I have seen lots of invitations to engagement sessions um specifically extended to a lunch or school families, so I do feel like

1071

03:23:10.620 --> 03:23:16.650

Jen Hu: some of these asks are already being done, and if the ceiling,

1072

03:23:16.660 --> 03:23:31.890

Jen Hu: as the Cec. Do not feel that they are being consistently included, I really think we should be asking why schools might either be forgetting to include us, or are actively avoiding our involvement.

1073

03:23:31.900 --> 03:23:40.789

Jen Hu: Um, I think we should be. We should not be pushing our presence without first asking what the barriers are, and

1074

03:23:41.090 --> 03:23:51.069

Jen Hu: I personally think we would perhaps be more welcomed in more schools if we promised only to observe and not to try to influence any outcomes.

1075

03:23:51.100 --> 03:24:07.829

Jen Hu: Um! I just want to say to be clear, I am personally in favor of accelerated classes at schools. I know what it's like not to feel academically challenged for several hours a day, and I myself have personally benefited from these programs and schools

1076

03:24:07.840 --> 03:24:18.040

Jen Hu: mit ctl, and and I believe everyone's children deserve a chance to be fully developed in all of their gifts, and I do not deny the existence of intrinsic talents. One,

1077

03:24:18.050 --> 03:24:31.820

Jen Hu: The uncomfortable truth is, some people are just better at math, or reading, or art or music, but raw intrinsic talent isn't fully useful if it isn't honed with learned skills and knowledge,

1078

03:24:31.830 --> 03:24:42.530

Jen Hu: and that is where education can really push the child into new heights, and that's why I feel that screen programs have value and should be expanded.

1079

03:24:42.540 --> 03:25:12.529

Jen Hu: However, I can't ignore the fact that black and brown communities, Ell and Ip. Students are vastly underrepresented in these programs. None of our resolutions about screens pay any attention to that fact which has been a huge point of contention. When parents have showed up the expressing opposition, and ignoring this sore spot, increases divisions within our community, and I am saddened to see that there is nothing in this resolution

1080

03:25:12.540 --> 03:25:21.699

Jen Hu: that will expand these programs into these specific communities who are often subject to social and environmental pressures, that other communities are not.

1081

03:25:21.710 --> 03:25:32.640

Jen Hu: I object to the idea that the two thousand and twenty-one ce elections were a mandate specifically on screened programs. I think of the ten thousand votes um.

1082

03:25:32.680 --> 03:25:47.489

Jen Hu: Cast Our council members altogether make up less than half that number. Those voters were not asked specifically what issues they voted on. Not all of them. Maybe we know some of them, but we can't know all ten thousand of them,

1083

03:25:47.500 --> 03:26:00.449

Jen Hu: a ten thousand of them, or even the four thousand plus that voted for us, wanted specific issues voted on. We don't know that unless we've been pulled all of them which we have not.

1084

03:26:00.460 --> 03:26:13.819

Jen Hu: So, therefore we don't have an overwhelming mandate. I don't believe in our district to specifically advocate for specific items and not for others. So I do feel that it was a

1085

03:26:14.620 --> 03:26:17.520

Jen Hu: a critique of the De Blasio administration.

1086

03:26:17.530 --> 03:26:43.710

Jen Hu: However, his the dissatisfaction with his. This administration was more than just his handling of screens programs. It included his handling of the pandemic schools in general. How he treated parents. Um,

How he managed the Chancellor and so forth. So there were a lot of things to be complaining about, not just the screen stuff, which certainly is one of them, but not the only one.

1087

03:26:43.720 --> 03:27:00.879

Jen Hu: And if we are to talk about the importance of parents being heard, I think we should, as the Cec. Make sure that all parents voices are being heard and represented here, not just the ones that's for that. Further, a very specific agenda.

1088

03:27:00.890 --> 03:27:26.170

Jen Hu: Um, I think we we really want to improve all our schools. We shouldn't speak only of screens programs, but also in other issues that just summarizing ell programs. Iep compliance, which has been a very traditionally, you know, difficult issue uh needs of low income families. Pre. K. After school programming. Our kids feeling safe after all these assurance

1089

03:27:26.180 --> 03:27:52.470

Jen Hu: that you know things are being done. Our parents really feeling heard here, you know, specific to this resolution, though I would like to see ideas on expanding the program to reach underserved communities. I think the opposition we are seeing to the screen programs is there because there's a need in those communities that are not being met, and if we work towards meeting those needs without sacrificing the needs of another group,

1090

03:27:52.480 --> 03:28:05.100

Jen Hu: you know, maybe some of this opposition would disappear, or at the very least we can start this conversation on how to heal rather than be more divisive. Um, Anyways,

1091

03:28:05.240 --> 03:28:08.920

Jen Hu: that is all I have to say. Thank you for your time.

1092

03:28:09.890 --> 03:28:11.000

Thanks, Jen.

1093

03:28:11.510 --> 03:28:13.869

Steve Stowe: Any other Council members want to speak.

1094

03:28:22.090 --> 03:28:23.430

That's any other hands. Right?

1095

03:28:32.310 --> 03:28:50.889

VITO LABELLA: Thank you. Everybody. Um, it's been a long night. I want to thank everybody for hanging in there. I I want to give a a shout out to one hundred and eighty-seven their ases program I know for a fact, I've spoken about their program for years and years and years. Um, I've advocated for that program. I've tried to make sure that program was a fully

1096

03:28:50.900 --> 03:29:18.810

VITO LABELLA: both fully funded from as a Pto president. The kids in there were fully supported by me anything that they asked for. We made sure that they received it. I made sure that I actually advertised the Aces program because it's a citywide program, and I wanted to make sure that as many kids they could benefit from that program we get in, and I agree with some of the other speakers that the one hundred and eighty-seven model which has kids with special needs alongside. Kids who are accelerated is a beautiful model.

1097

03:29:18.820 --> 03:29:22.729

VITO LABELLA: I love that model. My children were part of the links,

1098

03:29:22.740 --> 03:29:51.550

VITO LABELLA: the links program where we pay our children. Uh in the genet program on a seven with kids with special needs, and both of the both of the children in those in those pairings benefit immensely. I would love to see something like that program be expanded it throughout this district. So we do have more D. Seventy-five kids who are in an inclusive environment as many kids. We can put an inclusive environment as possible. I would. I would love to see that, and I would support it.

1099

03:29:51.560 --> 03:30:06.770

VITO LABELLA: I I do not believe in this false dichotomy between the accelerated people, the the the parents who want accelerated learning, and the parents who are advocating for all of the special needs that their children have. There is no reason

1100

03:30:06.780 --> 03:30:35.320

VITO LABELLA: accelerating the programs that we're talking about for accelerated to do not take resources away from any other kids. I would I would partner with any parent or any group that wants to fight to make sure that all kids are receiving the appropriate d seventy-five services the appropriate Iep services, the appropriate multi-language learners. I would be I there's no reason at all why we cannot do both, and anyone who wants to work with me on that

1101

03:30:35.330 --> 03:30:43.810

VITO LABELLA: I would please reach out to me. I would be happy to do so. So with that I think that's it. Um, thank you so much for your time, Everyone. Thank you very much.

1102

03:30:44.910 --> 03:30:50.850

Steve Stowe: Thank you, Jonah. I see your hand you on a Sufi Council member. Go ahead.

1103

03:30:51.800 --> 03:30:54.800

jona isufi: Hi! Good evening. Everyone Um,

1104

03:30:54.920 --> 03:31:03.399

jona isufi: I really, and I appreciate those comments. And um as part of the Cc. I've really tried

1105

03:31:03.450 --> 03:31:20.010

jona isufi: uh to bring up the Ip topic as Dr. Pareto and you, Steve, are well aware. Um! I have constantly been a communication with parents that have a really a lot of trouble with getting the Ip services.

1106

03:31:20.310 --> 03:31:40.840

jona isufi: So i'd love if I can reach out and actually do some concrete work and find out more how we can help different families. I will just on the phone today with a family whose child might be on the spectrum, and it is really upsetting of the process that a parent has to go through

1107

03:31:40.850 --> 03:31:54.160

jona isufi: to insist on get services. So this whole process just keeps repeating itself. So I really need to talk to people who do and make decisions regarding this. I know Dr. Fred. I'll help me

1108

03:31:54.170 --> 03:32:14.160

jona isufi: uh over the summer for some make up sessions, but it doesn't just be me that it gets help because I I keep writing emails about this. You know all parents that need some kind of ip guided they should be able to get that. I would like to bring back on the table the summer rising topic. I will not let this go.

1109

03:32:14.170 --> 03:32:33.890

jona isufi: So uh, if there is somebody from Faith or somebody, i'll more than gladly offer some of my time, apart from working. So talk to somebody to actually make something good happen for the some arriving because there is such a variety of families in our district,

1110

03:32:34.030 --> 03:32:43.119

jona isufi: and especially single parents or working parents, that summer programming is really crucial to some of us, and

1111

03:32:43.230 --> 03:32:56.599

jona isufi: for some to to make a choice between working which is our likelihood, or taking care of our children. We shouldn't be put to that kind of choice when we live in such a good district based on all the presentation given to us,

1112

03:32:56.640 --> 03:33:10.210

jona isufi: and also I would like to give a shout out to the principals in our district. Uh, I was able to work with uh, Miss Gordon, who is from Psi s one of four. She did a very informative summary,

1113

03:33:10.250 --> 03:33:26.629

jona isufi: and I know, on a personal level that that particular school did a lot of meetings with slts and ptas. Also, my Children's School, Ps. One, seventy. They also are trying to uh spread as much information as possible for the middle school application.

1114

03:33:26.740 --> 03:33:38.360

jona isufi: So, um, I I really have appreciated the time that some of the people in this community are taking um to inform the parents, because the bottom line is that

1115

03:33:38.370 --> 03:33:55.840

jona isufi: there might be a lot of parents who like to ask questions, but for some reason or another they don't get to do that. So if we are to uh make a decision on something being informed, I think it's the best way to go. So thank you for your attention and have a lovely evening.

1116

03:33:58.540 --> 03:33:59.900

Steve Stowe: Thanks, Yona.

1117

03:34:00.070 --> 03:34:02.500

Steve Stowe: Any other Council members.

1118

03:34:06.670 --> 03:34:11.799

Steve Stowe: Okay, So let's just call a vote on this resolution.

1119

03:34:12.570 --> 03:34:13.810

VITO LABELLA: That's me.

1120

03:34:17.090 --> 03:34:18.910

VITO LABELLA: I guess i'm up.

1121

03:34:19.220 --> 03:34:28.789

VITO LABELLA: This is a resolution to approve the uh screen resolution that was just discussed. I'm going to take a roll call. Vote President Steve So Yes.

1122

03:34:29.800 --> 03:34:33.780

VITO LABELLA: First Vice President Jennifer, Hugh,

1123

03:34:37.450 --> 03:34:40.680

VITO LABELLA: Second Vice President Elizabeth Chan. Did she ever show up no

1124

03:34:41.960 --> 03:34:44.619

VITO LABELLA: uh recording secretary? Vita Lebelli. Yes,

1125

03:34:49.320 --> 03:34:53.030

VITO LABELLA: got it. I'm in. I'm sorry. Um.

1126

03:34:53.170 --> 03:34:54.579

VITO LABELLA: Can I get your vote?

1127

03:35:04.820 --> 03:35:07.259

VITO LABELLA: Yona is. So then I get your vote.

1128

03:35:07.640 --> 03:35:08.619

jona isufi: Yeah,

1129

03:35:10.570 --> 03:35:13.049

VITO LABELLA: Maya, Are you still here? May I get your vote,

1130

03:35:20.280 --> 03:35:22.019

VITO LABELLA: Kevin? May I get your boat,

1131

03:35:23.880 --> 03:35:25.579

VITO LABELLA: Joyce? Can I get your vote?

1132

03:35:27.540 --> 03:35:30.780

VITO LABELLA: My is certainly back to you.

1133

03:35:31.180 --> 03:35:32.970

Steve Stowe: Maya. Can you hear us?

1134

03:35:34.100 --> 03:35:35.399
Does she still on?

1135

03:35:35.540 --> 03:35:36.710
She's here.

1136

03:35:40.100 --> 03:35:52.920
VITO LABELLA: My may have stepped away. At present we have one, two, three, four, five, six uh that passes irrespective of whether or not she votes. If she comes back before the end of the meeting. Um! We'll certainly include her vote.

1137

03:35:57.250 --> 03:35:58.500
We got you on it.

1138

03:35:59.730 --> 03:36:01.500
Steve Stowe: You said

1139

03:36:02.060 --> 03:36:03.489
Steve Stowe: we got you.

1140

03:36:03.890 --> 03:36:05.940
VITO LABELLA: Okay, you want to was Yes,

1141

03:36:06.190 --> 03:36:25.869
Steve Stowe: okay. Um. We'll now have. There's There's one speaker who from the public speaking, who wasn't able to speak, and then um another speaker who wasn't able to sign up for the public speaking, but would like to speak as well. Ellen mchugh the co-president of the Ccsc. I'm just making a motion. Would anyone be object to?

1142

03:36:25.880 --> 03:36:28.360
Steve Stowe: Um? Those two speakers speaking now

1143

03:36:28.550 --> 03:36:30.500
Steve Stowe: after the resolution

1144

03:36:30.640 --> 03:36:31.720
and it

1145

03:36:31.770 --> 03:36:33.280
Steve Stowe: any objections?

1146

03:36:34.470 --> 03:36:35.340

Okay.

1147

03:36:35.500 --> 03:36:36.979

Steve Stowe: So um

1148

03:36:37.060 --> 03:36:38.710

Steve Stowe: American Debate League,

1149

03:36:39.090 --> 03:36:40.179

Steve Stowe: you're up.

1150

03:36:42.640 --> 03:36:55.930

American Debate League: Yes, hello, can you? Yes, I see myself behind you. How you doing this evening? Thank you for the opportunity. I like to thank the Cc. For giving me some to speak in. Superintendent Paddles. It pronounced Credo.

1151

03:36:56.330 --> 03:37:22.549

American Debate League: Just wanna make sure I have it right. Yes, I just want to um let you know the American Debate League. We partner with schools throughout New York City, Long Island, West Chester. We have been in historically in District twenty for I think, seven years. Now our first school was Bsi. We currently work with Bsi Elementary middle is one hundred and eighty-seven jhs, two hundred and twenty, and Ps forty-eight,

1152

03:37:22.560 --> 03:37:52.529

American Debate League: and for the last couple of years those school schools have competed and also qualified for our city championships last year, and I'm. Going to come back to Cc. Later on this year, because I would like to ask Cc. As well as the soup to on a Bsi which competed at Harvard University virtually last year, and they were ranked number two out of all middle school debaters uh in the country that competed at that tournament of this year. We want them to compete

1153

03:37:52.540 --> 03:38:11.259

American Debate League: live at Harvard University. So historically, we had always had a district twenty-five. Sorry I was just along with district twenty-five district twenty debate lead uh we've done that we've hosted it at Bsi, and at one hundred and eighty-seven uh but we'd like to

1154

03:38:11.270 --> 03:38:40.029

American Debate League: partner with the superintendent now, and create a district twenty re-institute to re-establish a district, twenty debate

League try to incorporate more schools so they could qualify for the borough broken b world championships as well as the city championships. Uh, finally, we'd like to reignite some old rivalries that were there, so dsi from D twenty used to compete a lot with Ms seventy-four. If you heard of them in district twenty-six as well as

1155

03:38:40.120 --> 03:39:10.009

American Debate League: tag in District four which i'm sure the superintendent is aware of Tags school. They actually compete against each other, elementary and middle, and from just being on Cc. For last night the superintendent Tag and the rest of District four, including Nancy from District four, let me tell the superintendent uh challenge on uh, because we want to have tag compete against Bsi again, because I know that the district he's from and in to finally conclude,

1156

03:39:10.020 --> 03:39:22.980

American Debate League: I like to say, i'd love to try to set up an appointment with you superintendent to see if it's possible we can discuss re-establishing the district uh twenty debate league, which we used to do um

1157

03:39:22.990 --> 03:39:31.540

American Debate League: and i'm not going to show you now, because I want I can't share a screen, but we actually had a picture We still hosted every year for the left for about four or five years,

1158

03:39:32.250 --> 03:39:52.180

American Debate League: so I could put my information in the chat. I can't see you, superintendent, but I I'll put my information, and i'm gonna try to reach out to you uh so we can try to see if we can do that. I think that'll be a wonderful opportunity for more students in the district. And again, i'll. When I see District four. I'll tell them that I told you. Challenge on. Okay, Thank you.

1159

03:39:52.490 --> 03:39:53.660

Steve Stowe: Thank you.

1160

03:39:57.400 --> 03:39:59.140

Steve Stowe: And um,

1161

03:40:00.160 --> 03:40:01.360

Steve Stowe: Ellen,

1162

03:40:01.550 --> 03:40:04.890

Steve Stowe: can you hear me? Yes, go ahead.

1163

03:40:05.410 --> 03:40:06.390

Ellen McHugh: Um.

1164

03:40:06.410 --> 03:40:20.930

Ellen McHugh: I've been to a lot of different. I am a resident of district twenty. My kids went to school in District twenty, and when they were Community School Board I was very involved in the election process. So we've always had District Twenty has always had

1165

03:40:20.940 --> 03:40:29.669

Ellen McHugh: a great turnout. Even the last year, when everybody said this school boards were ending. We had twenty two thousand folks turn out.

1166

03:40:29.880 --> 03:40:37.160

Ellen McHugh: Having said that, I want to thank you for the fact that this was probably the most civil conversation about a difficult topic

1167

03:40:37.500 --> 03:40:46.750

Ellen McHugh: that I've been involved in in a long time, and granted there have been times when I have not been civil, but tonight's conversation, at least,

1168

03:40:47.980 --> 03:40:49.090

Ellen McHugh: was

1169

03:40:49.490 --> 03:40:52.860

Ellen McHugh: civil, and at best was polite,

1170

03:40:53.110 --> 03:40:54.250

Ellen McHugh: and

1171

03:40:54.430 --> 03:40:56.630

Ellen McHugh: I admire

1172

03:40:56.800 --> 03:40:58.880

Ellen McHugh: everyone's efforts to

1173

03:41:00.360 --> 03:41:03.140

Ellen McHugh: remain calm and to remain

1174

03:41:03.250 --> 03:41:14.809

Ellen McHugh: cool and collective, and conduct yourselves in a professional manner. I hope, though, that in the discussions, especially in Jen Q's remarks that you realize

1175

03:41:15.490 --> 03:41:18.289

Ellen McHugh: the emotional,

1176

03:41:18.770 --> 03:41:21.319

Ellen McHugh: physical, financial,

1177

03:41:21.760 --> 03:41:29.199

Ellen McHugh: and educational issues um that hit us as parents of kids with profound disabilities.

1178

03:41:29.520 --> 03:41:31.120

Ellen McHugh: It would be,

1179

03:41:31.720 --> 03:41:35.129

Ellen McHugh: and it was a great thing for my son

1180

03:41:38.500 --> 03:41:46.760

Ellen McHugh: to stay in his district to have friends in his district and to participate in the social and um

1181

03:41:46.900 --> 03:41:49.430

Ellen McHugh: even physical. He played sports

1182

03:41:50.010 --> 03:41:52.150

Ellen McHugh: activities after school.

1183

03:41:53.070 --> 03:42:05.949

Ellen McHugh: I think there's got to be some way where we can lay down the source that we have all been waving in the air lately, and I hope that this conversation can continue, and that when and if

1184

03:42:06.190 --> 03:42:07.340

Ellen McHugh: Um,

1185

03:42:07.460 --> 03:42:10.449

Ellen McHugh: the resolution does have an impact on how

1186

03:42:10.760 --> 03:42:24.719

Ellen McHugh: programs are created that we will do two things that not me, that the community will do two things. One is recognize that in the issue of gifted and talented talented is also a

1187

03:42:25.790 --> 03:42:30.209

Ellen McHugh: I was gonna say the talent i'm repeating myself, but talented is also

1188

03:42:30.640 --> 03:42:34.830

Ellen McHugh: something that doesn't necessarily come with giftedness,

1189

03:42:35.010 --> 03:42:41.859

Ellen McHugh: and that is George Bush so famously said. It's the C students that run the world.

1190

03:42:42.170 --> 03:42:44.819

Ellen McHugh: Thanks for the opportunity to talk.

1191

03:42:45.700 --> 03:42:47.449

Steve Stowe: Thank you.

1192

03:42:50.270 --> 03:42:51.369

Steve Stowe: Okay,

1193

03:42:53.060 --> 03:42:56.550

Steve Stowe: Um. That concludes our

1194

03:42:57.530 --> 03:43:03.389

Steve Stowe: calendar meeting. Um A reminder that our next calendar meeting our next monthly meetings will be

1195

03:43:03.720 --> 03:43:07.780

Steve Stowe: not on the second Wednesday of November.

1196

03:43:07.930 --> 03:43:13.310

Steve Stowe: They will be on the third Wednesday of November of November, November sixteenth.

1197

03:43:13.640 --> 03:43:15.880

Um. So just a reminder, and

1198

03:43:16.320 --> 03:43:22.919

Steve Stowe: we are currently still planning to try to do it. Hybrid! I'm a i'm committed to the hybrid. So it's um

1199

03:43:23.190 --> 03:43:31.120

Steve Stowe: uh it's going to be at Ps. Uh sixty-nine um so uh principal Captainakis is uh school.

1200

03:43:32.490 --> 03:43:46.570

Steve Stowe: Oh, yeah, that's a great point. I should have made that announcement when we actually had people in the meeting. I forgot um, and just a reminder for anyone still on. We will be hosting Chancellor Banks on November first. Um! And I just got the flyer for that

1201

03:43:46.620 --> 03:43:58.530

Steve Stowe: from the do we face? They just sent it like a couple a day or two ago, and so I've um. I'll be posting that shortly on the Cc. Website, and we'll be circulating that Um. And that's going to be at Ps. One hundred and sixty

1202

03:44:02.470 --> 03:44:10.400

Steve Stowe: next. Cec. Meeting is November sixteenth, but the Town Hall with Chancellor Banks will be November first.

1203

03:44:10.580 --> 03:44:11.900

Steve Stowe: Six, thirty

1204

03:44:12.150 --> 03:44:13.480

Steve Stowe: um

1205

03:44:13.510 --> 03:44:15.359

Steve Stowe: at Ps. One hundred and sixty.

1206

03:44:17.510 --> 03:44:27.469

Steve Stowe: Yeah. The the doe is handling the streaming of that one. It'll be it'll be in person, and they'll be streamed by the It' be a Do we vendor doing all that? Thank God!

1207

03:44:29.590 --> 03:44:46.230

Steve Stowe: Okay, I I make a motion in just a reminder to Cec members, and anyone who cares. We're going to do a very quick business meeting after this. Um, there's really not much to do. Um, but I make a motion to adjourn our calendar meeting. Um! Is there a second second? All in favor by any opposed?

1208

03:44:46.270 --> 03:44:52.939

Steve Stowe: No, thank you. Everyone who stuck with us and attended tonight. Really appreciate it. Good night.

1209

03:44:53.080 --> 03:44:57.939

Steve Stowe: I motion. We just keep going right into business. Editing. Is that good? Okay?

1210

03:44:58.500 --> 03:45:06.779

Steve Stowe: So it is now nine hundred and fifty-three. I'm calling the business meeting to order um

1211

03:45:06.990 --> 03:45:13.200

Steve Stowe: vito. Could you call a call, please, for our business? Meeting? I can uh President Steve Stone here,

1212

03:45:13.570 --> 03:45:17.009

VITO LABELLA: Vice President Jennifer, Hugh,

1213

03:45:18.060 --> 03:45:20.740

VITO LABELLA: second vice President, those of the Chen

1214

03:45:23.470 --> 03:45:25.989

VITO LABELLA: recording

1215

03:45:26.650 --> 03:45:30.889

VITO LABELLA: uh Marie Berger was excused. Uh God, I'm in

1216

03:45:31.150 --> 03:45:42.370

VITO LABELLA: absent the ping yang. Hello! Thank you, Jonas Sufi. You're still here. I see you, President Maya Rosen Mullet and She' in.

1217

03:45:42.990 --> 03:45:51.070

VITO LABELLA: She's still here. Very good,

1218

03:45:51.220 --> 03:45:55.800

VITO LABELLA: right. Thank you all. Steve. Take it away.

1219

03:46:01.300 --> 03:46:06.050

Steve Stowe: The only thing we're doing in the business meeting tonight is approving the minutes, both from last

1220

03:46:06.210 --> 03:46:10.359

Steve Stowe: calendar meeting and from last business. So i'm going to share my screen,

1221

03:46:12.230 --> 03:46:14.560

Steve Stowe: and we're going to prove the minutes and then call it a night.

1222

03:46:19.330 --> 03:46:27.579

Steve Stowe: Okay. So these I am now sharing the minutes from September's Calendar meeting. Please review these as I scroll through, and if there are any changes,

1223

03:46:28.040 --> 03:46:29.420

Steve Stowe: please speak up.

1224

03:46:55.740 --> 03:46:59.029

Steve Stowe: Okay. Any changes to the calendar meeting minutes from September.

1225

03:47:01.880 --> 03:47:03.369

Steve Stowe: Everyone. Okay.

1226

03:47:03.600 --> 03:47:05.269

VITO LABELLA: Motion to approve.

1227

03:47:06.250 --> 03:47:07.420

Steve Stowe: Second:

1228

03:47:07.690 --> 03:47:10.580

Steve Stowe: all in favor. Aye,

1229

03:47:10.700 --> 03:47:13.110

Steve Stowe: and now share

1230

03:47:13.370 --> 03:47:17.360

Steve Stowe: my screen for the business meeting. Minutes from September.

1231

03:47:23.840 --> 03:47:29.289

Steve Stowe: Business meeting is very short. Just one budget. Any changes to the business Meeting minutes

1232

03:47:30.560 --> 03:47:34.000
Steve Stowe: transferred to the echo That Was it?

1233
03:47:34.110 --> 03:47:36.460
Steve Stowe: Any changes to this getting that?

1234
03:47:36.530 --> 03:47:37.619
No

1235
03:47:37.660 --> 03:47:42.400
Steve Stowe: um make emotion approved.

1236
03:47:52.040 --> 03:47:57.449
Steve Stowe: Good night, everyone. Thank you. Everyone online. Thank you.
Interpreters for being here. Really appreciate it.

1237
03:47:57.530 --> 03:48:03.169
jona isufi: Good night. Thank you.