

WEBVTT

00:00:00.000 --> 00:00:07.000

In the corner. Okay, Yeah. Okay, Okay. Okay, thank you.

00:00:07.000 --> 00:00:26.000

You know, what I'm sorry, your name comes out as much. Yeah, yeah, you've got to click the name and then.

00:00:26.000 --> 00:00:31.000

Right. Okay.

00:00:31.000 --> 00:00:36.000

Hi, I'm second traffic so I sign on zoom first. I'll be there like 5Å min.

00:00:36.000 --> 00:00:39.000

That's about to get started. So just.

00:00:39.000 --> 00:00:43.000

Oh, perfect.

00:00:43.000 --> 00:00:47.000

Yeah, so.

00:00:47.000 --> 00:00:56.000

Okay, I think. We let everybody in. Yeah, I think we're ready to start. We wanna go ahead and.

00:00:56.000 --> 00:01:03.000

First I want to thank everybody for your patience. We had a little technologically difficult things.

00:01:03.000 --> 00:01:14.000

We work through that now. So good evening, everyone. Thank you for being here. I will now call the meeting to order at 6 49.

00:01:14.000 --> 00:01:20.000

And I'm like, thank you again for being here. We have a Spanish interpreters here working on a separate line.

00:01:20.000 --> 00:01:28.000

Thank you to the for seeing here with us and providing this vital service to our families. I would ask all participants just to slowly.

00:01:28.000 --> 00:01:42.000

And to allow the interpreters to think that the interpreters will now. You can now instruction in Spanish or attendees who may now wish to dial into the Spanish line at this time.

00:01:42.000 --> 00:02:12.000

What if name? But, Those say, the beetle. There is See more of the. I said, well, it's affordable.

00:02:21.000 --> 00:02:23.000

They've had an, OU, and this, this, POSIBY was part of that.

00:02:23.000 --> 00:02:27.000

Thank you.

00:02:27.000 --> 00:02:32.000

Thank you. We also have captioning available for those who would like to use it. Please just click on the live transcript button at the bottom of your screen.

00:02:32.000 --> 00:02:49.000

Victoria, would you please call and roll? We'll do. Good evening, everyone. Deb Alexander.

00:02:49.000 --> 00:02:50.000

Okay.

00:02:50.000 --> 00:02:53.000

She's saying here, but she's on. Linda Song Leon.

00:02:53.000 --> 00:02:56.000

I'm here.

00:02:56.000 --> 00:03:11.000

Kelly, right? Yeah, Jonathan Greenberg present. Nick Mason. Victoria Medelli is present, Danny Rojas.

00:03:11.000 --> 00:03:18.000

Yeah. Marlene Rossi. Marcella Santos. 22 song present.

00:03:18.000 --> 00:03:26.000

Thank you. Okay, and I would first like to announce, our borough president appointees and welcome them to their first meeting of the year.

00:03:26.000 --> 00:03:37.000

We have Miss Kelly Frank and Mr. Nick Nissan. Thank you so much. And I'd like to remind everybody this is a public meeting and it's being supported.

00:03:37.000 --> 00:03:43.000

We will have 3 public comment sessions. The first public comment session we may speak on any education related topic.

00:03:43.000 --> 00:03:53.000

Following the presentation, supporting reading achievement through and watching literacy shifts in 4 curriculum. After that presentation, you may only comment on that presentation.

00:03:53.000 --> 00:04:06.000

And the final public agenda and speaking time you may speak of any education related topic. Now, first public comment session, we'd like to win it to 15 min, we can leave it out with the second, public comment session at the end of our meeting.

00:04:06.000 --> 00:04:12.000

Comets will be limited to 2 min. If you are using interpretation, you will have up to 4 min.

00:04:12.000 --> 00:04:18.000

You'll be given a 30 s morning before your time is up. And again, I want to apologize for the abruptness.

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But we want to hear from as many speakers as possible and in the meeting at a reasonable hour. First, we will take comments from participants who are here with us in the room.

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So if you like to speak publicly, you come to the meeting, please approach the laptop here, make sure we can see you on camera and then speak towards the microphone.

00:04:35.000 --> 00:04:41.000

After then, we will then recognize the people who have raised their hand in the Zoom room. Please raise the hand button to raise your hand to speak during that session.

00:04:41.000 --> 00:04:56.000

Then this can be found, like looking reactions at the bottom of your screen. We will then call on those pink guys in the order in which they raise their hands and mainly under their microphones.

00:04:56.000 --> 00:05:03.000

Well, your name is Paul, please give us your name and your connection to the district. Please do not raise your hand right now.

00:05:03.000 --> 00:05:04.000

And then, secondly, we'll take comments from participants who have called in for interpretation.

00:05:04.000 --> 00:05:13.000

We'll ask the interpreter if anyone on the Spanish line has any comments. And if you want to speak, please say your name.

00:05:13.000 --> 00:05:26.000

And connection to the district. Then we'll take comments from participants who have called in by phone. Dale will call out the last 4 digits of your phone number.

00:05:26.000 --> 00:05:34.000

And we'll manually unmute your line so allow you to say yes or no if you'd like to say something, if you want to speak again, please say your name and your connection to the district.

00:05:34.000 --> 00:05:46.000

The chat feature has been turned off and the Q&A will be used for 2 purposes. First, if you have questions about meeting technology or protocols, please use the Q&A and we'll respond as soon as possible.

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Second during public speaking session, if you cannot speak or would prefer to leave but written comment, you may do so in the Q&A during those agenda section.

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Again, please include your connection to the district in the Q&A. Comments left in the Q&A may be right at the end of the public speaking time.

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Additional comments or questions can be addressed to the CC via email at CC. 30 at schools.

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Got NYC. Dot. Our first order of business. This evening is the election of first vice president, second vice president, and treasurer.

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First, I will take nominations for the position of first vice president. Are there any nominations?

00:06:27.000 --> 00:06:31.000

I'm raising my hand, but I'm calling out so you can see I'm raising my hand.

00:06:31.000 --> 00:06:32.000

Yeah.

00:06:32.000 --> 00:06:35.000

I'd like to nominate Kelly Craig for first vice president. Any

00:06:35.000 --> 00:06:47.000

Okay, I would like to nominate myself for. Okay. Do we have any other nominations on the board?

00:06:47.000 --> 00:06:54.000

Okay. Alright, so we have our 2 candidates for first vice president. Kelly, do you accept the nomination?

00:06:54.000 --> 00:07:08.000

Okay, the nomination are now closed. I will call this candidate and now before order to make a That's really great.

00:07:08.000 --> 00:07:20.000

Thank you. Hi, this is my third year, second term. Happy to be back. I am very excited to be here.

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First of all, I like Jonathan. I this is not like I think Jonathan was amazing communications chair.

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I enjoy this is I still want this to be dramatic. So, just a bit about myself.

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I'm the PTA president for a long time at PSI. I'm also a long term serving on SLT.

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Again, I'm the second term for our president. I am the founder of LAC relief.

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I do a ton. I've run the biggest relief organization in Queens. I also on the board of directors for Hampshire.

00:07:58.000 --> 00:08:05.000

Conservancy. I'm a big environmentalist. I'm also an award of directors for the shoebox project where we help women in shelters.

00:08:05.000 --> 00:08:06.000

I wanna kind of awards for my service. There's been a bunch of new stuff about me.

00:08:06.000 --> 00:08:18.000

I also more importantly, I I can't, anyone about anything. I also have a strong personality.

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I work in, counterterrorism. So I'm the only woman that is in my field.

00:08:22.000 --> 00:08:34.000

Of my office. So I work in high pressure. Positions, crisis management, I've won every award in the United States government from my work with that.

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But beyond that, the thing that I was passionate about running for initially for, the rural president's appointee to CDC is that I'm a K to grow up in public housing.

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I also grew up in foster care. So, but I'll always remember is that it were it was teachers and administration that found me.

00:08:55.000 --> 00:09:00.000

And said we're going to help you get into college and I'm the first person to graduate high school in my family.

00:09:00.000 --> 00:09:08.000

Let alone go to the Ivy League and so I always never am doing anything. I always remember the child that I was.

00:09:08.000 --> 00:09:09.000

I'm single long. I understand the struggle in New York. It is tough to live in New York.

00:09:09.000 --> 00:09:27.000

It's tough to pay. Inflation is a real thing. I understand schools and I think the most thing I understand what it's like to come from standing in line for backpacks and shoes and food pantries and having your one little bag as a fostered kid going from rooms room.

00:09:27.000 --> 00:09:33.000

I do have a big personality, but that's okay. Women are told if you are. A of you are aggressive.

00:09:33.000 --> 00:09:37.000

There are a lot of negative things that we say to women, but I own my I'm gonna take up space, but I'm also gonna work with you while I take up space.

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But I'm happy genuinely to be in the room with everybody today.

00:09:45.000 --> 00:09:51.000

Thank you.

00:09:51.000 --> 00:10:02.000

Okay.

00:10:02.000 --> 00:10:14.000

My first priorities as first vice president will be to support the president. And do anything I can do to help maintain a well functioning council.

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To do the work we are here to do and I hope enjoy this work. We need to have productive meetings.

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I have been on this council for 4 years. And attending meetings for years before I was a member.

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I was president in the 2021 2022 school year and first vice president last year. And in both roles, I help the council work for effectively.

00:10:41.000 --> 00:11:01.000

As a member, I hope that this council can empower parents. Participate in the governance of our schools and our district.

00:11:01.000 --> 00:11:07.000

Okay. Thank you. Go for your candidate statements.

00:11:07.000 --> 00:11:14.000  
Victoria, you can please take the roll call, sure. Deb Alexander.

00:11:14.000 --> 00:11:15.000  
Linda Chung Nian.

00:11:15.000 --> 00:11:16.000  
Kelly Craig.

00:11:16.000 --> 00:11:20.000  
Kelly Craig.

00:11:20.000 --> 00:11:24.000  
Yes, totally correct.

00:11:24.000 --> 00:11:25.000  
Oh, sorry.

00:11:25.000 --> 00:11:32.000  
Kelly Fred. Oh no, it was Kelly. Okay, concert there. Jonathan Greenberg.

00:11:32.000 --> 00:11:40.000  
That would be great. Nick Mason. Kelly, Craig. Victoria Metallias, Belly Crow, Danny Roberts.

00:11:40.000 --> 00:11:53.000  
Okay, great. Marlene Rossi. It's Marcella Santos.

00:11:53.000 --> 00:12:04.000  
Whitney Tucson. Kelly, right? You guys. Yeah.

00:12:04.000 --> 00:12:19.000  
Okay, now I will take nominations for the position of second vice president. Are there any nominations?

00:12:19.000 --> 00:12:20.000  
Okay.

00:12:20.000 --> 00:12:29.000  
Raising hand. Sorry, I don't know if you can see. I'd like to nominate Nick.

00:12:29.000 --> 00:12:33.000  
Okay. I would like to nominate myself.

00:12:33.000 --> 00:12:48.000  
Okay, so we're gonna go in. Yeah, I'd like to, myself.

00:12:48.000 --> 00:13:07.000  
Okay, thank you, I will, Right, Right. Didn't necessarily have anything prepared tonight a little bit about me.

00:13:07.000 --> 00:13:12.000

I'm co-president in this. In Astoria, also vice president.

00:13:12.000 --> 00:13:22.000

President's Council now. 3 weeks into the, looking to. Continue the work that is started on the school level.

00:13:22.000 --> 00:13:35.000

Continue to on the district level. And now even. Bigger competition, in terms of restoring relationship with them as teachers, restoring a relationship and community amongst ourselves.

00:13:35.000 --> 00:13:40.000

Working with everybody in this room. I'm starting to get to know. And already do know.

00:13:40.000 --> 00:13:53.000

In the last couple of years. Hopefully work alongside Mr. Donville as well as we look to continue on further the Trump retreats and potentially bring back into.

00:13:53.000 --> 00:14:00.000

SETI's annual district day.

00:14:00.000 --> 00:14:03.000

Okay.

00:14:03.000 --> 00:14:15.000

Thank you very much. So my name is Danny and I am a parent of a seventh grader at Louis Armstrong, informally a co-president for the PTA at guest 12.

00:14:15.000 --> 00:14:23.000

Part of the SLT. This is my first rodeo with the with the CDC. This was 30 and I'm incredibly honored and excited to be here.

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My background, I've been in, in education for past 10 years and part of that, makes a for-profit management consulting in a range of different environments where leadership through listening.

00:14:38.000 --> 00:15:08.000

And empathy and aligning incentives was a prized trait and characteristic in those environments and I feel like I could bring that to this to this counseling committee working closely with the president working closely with with Mr. Balgo in executing what I think is a shared vision for District 30, which is to have education not just as a privilege but as a human right and making sure that we're shaping writer

00:15:09.000 --> 00:15:18.000

and more equitable futures. My background is I currently lead a STEM, a computer science education nonprofit.

00:15:18.000 --> 00:15:31.000



And when I think about the work that we're doing there and the work that we can do here in District 30, we're preparing the next generation, 20 first century skills generation with our students and it's important that, that we elevate.

00:15:31.000 --> 00:15:36.000

It's not just a subject, but it's a pathway to a writer and more promising future.

00:15:36.000 --> 00:15:43.000

So I am incredibly humbled and I hope that you will go for me as your second best friend. Thank you.

00:15:43.000 --> 00:15:53.000

Thank you. Can we have a runoff or how does that work if we have, 3 ways with, Goes. You can do a second round.

00:15:53.000 --> 00:16:01.000

But we didn't have a 3 great school. No. It has to be 7 votes. I understand.

00:16:01.000 --> 00:16:13.000

But do you eliminate one candidate like you would in a runoff? Lowest votes and then you vote between 2 candidates or how does That's typically the way I've seen things under Roberts rules work, but I'm not sure how this works.

00:16:13.000 --> 00:16:22.000

Well, it's easy. We would have to, if we don't get 7, then we don't have to start together.

00:16:22.000 --> 00:16:26.000

Right.

00:16:26.000 --> 00:16:37.000

Yeah, I guess my question though is if we decided, well, I'll ask that question if we get to that point.

00:16:37.000 --> 00:16:46.000

Yeah, You know, it's up to the camera.

00:16:46.000 --> 00:16:56.000

Okay. We're going. Deb Alexander.

00:16:56.000 --> 00:16:58.000

Nick Mason.

00:16:58.000 --> 00:17:08.000

Linda Chung Nian. Sally, right. Puncher Dear. Nick Nissan.

00:17:08.000 --> 00:17:13.000

Johnathan Greenberg. I don't think Greenberg. Nick Messiah. Picture of Medellius.

00:17:13.000 --> 00:17:27.000  
Nick Masson. Danny Ronas. Marlene Rossi. Marcel Asantos.

00:17:27.000 --> 00:17:36.000  
Whitney Tucson. Thank you.

00:17:36.000 --> 00:17:40.000  
How did you get that?

00:17:40.000 --> 00:17:44.000  
Again.

00:17:44.000 --> 00:17:46.000  
Whitney, could you tell me? I didn't hear. Who did you both who?

00:17:46.000 --> 00:17:51.000  
Hmm. Okay.

00:17:51.000 --> 00:17:58.000  
Okay, got it. Okay.

00:17:58.000 --> 00:18:02.000  
Or Danny.

00:18:02.000 --> 00:18:14.000  
2 3 4 5 6 You need that. And two.

00:18:14.000 --> 00:18:19.000  
Well, I have an extra vote. And nobody got 7.

00:18:19.000 --> 00:18:22.000  
Can you tell us what the totals were?

00:18:22.000 --> 00:18:26.000  
Yeah, I just have to recount because I wound up with 12 votes and there's 11, right?

00:18:26.000 --> 00:18:36.000  
Yeah. 1, 2, 3, 4. 5, 6. 6 for for NICK.

00:18:36.000 --> 00:18:44.000  
120, that was a difference. 3 for Danny.

00:18:44.000 --> 00:18:58.000  
And 2 for Jonathan.

00:18:58.000 --> 00:19:07.000  
Yeah, I think so. Are we going to do a second round of voting? I think. Okay.

00:19:07.000 --> 00:19:13.000  
. 1Ã s Deb Alexander.

00:19:13.000 --> 00:19:15.000

Sorry, this is the second round of voting.

00:19:15.000 --> 00:19:22.000

Okay, the thing was last time, like what was, I'm sorry, I didn't give with the final, Yeah, what's the final challenge?

00:19:22.000 --> 00:19:26.000

It was 6, 6, 4.

00:19:26.000 --> 00:19:27.000

. 6 3 2

00:19:27.000 --> 00:19:28.000

Okay. Nick got 6. Danny got 3. And Jonathan, that too.

00:19:28.000 --> 00:19:31.000

6 3 2.

00:19:31.000 --> 00:19:35.000

You know, I'm re voting. Is that was happening?

00:19:35.000 --> 00:19:38.000

Dropping or is we doing the same thing? Like.

00:19:38.000 --> 00:19:43.000

Okay, tomorrow and Wednesday is not. Right, so Hunter's question. Are, are we?

00:19:43.000 --> 00:19:53.000

Are we? I think I think. I think it's the same the same people.

00:19:53.000 --> 00:19:58.000

But I can give you information, update information.

00:19:58.000 --> 00:20:05.000

But we don't have the candidate that wants it to sound and we have the same. Just anyone.

00:20:05.000 --> 00:20:06.000

Question.

00:20:06.000 --> 00:20:09.000

Thank you everyone. Good night.

00:20:09.000 --> 00:20:14.000

Okay, well we don't have any candidates that want to step down so go again. Okay.

00:20:14.000 --> 00:20:18.000

Okay. Then I've I vote for Nick Mason.

00:20:18.000 --> 00:20:29.000

Linda Chung Leon. Charlie Craig. Enter there. Jonathan Greenberg.

00:20:29.000 --> 00:20:44.000  
John, Thanks, Victoria, Mandelius, Nick. Daddy Roland? Marlene Rossi  
Marcela Santos.

00:20:44.000 --> 00:20:49.000  
What need to sign? Danny Roe has.

00:20:49.000 --> 00:20:50.000  
Is that the 7 view?

00:20:50.000 --> 00:20:53.000  
Ludmir Selivo, who did Marcela vote for?

00:20:53.000 --> 00:20:54.000  
Jonathan, Jonathan.

00:20:54.000 --> 00:20:57.000  
Okay, thank you.

00:20:57.000 --> 00:21:01.000  
Nick at the 7. Yeah, right.

00:21:01.000 --> 00:21:09.000  
1, 2, 3, 4. No.

00:21:09.000 --> 00:21:10.000  
I think he did, no? He did.

00:21:10.000 --> 00:21:13.000  
Okay, You did. Okay.

00:21:13.000 --> 00:21:18.000  
1, 3, 4, 5. Yes, I'm sorry. He did. You're right.

00:21:18.000 --> 00:21:19.000  
I'm sorry.

00:21:19.000 --> 00:21:33.000  
Congratulations.

00:21:33.000 --> 00:21:40.000  
Okay, now we'll take nominations both of the different treasure. Are  
there any nomination?

00:21:40.000 --> 00:21:47.000  
Yeah. And so if I'm in.

00:21:47.000 --> 00:21:52.000  
Are there any other?

00:21:52.000 --> 00:21:58.000  
We have

00:21:58.000 --> 00:22:02.000

Okay.

00:22:02.000 --> 00:22:20.000

And actually. That's just like, Well, long time, I had 3 kids in the. In school, to high school, you're processing a high school thing.

00:22:20.000 --> 00:22:31.000

I have a colder. I love working with the community. I started doing remaining service.

00:22:31.000 --> 00:22:51.000

Alright, And from there I decide to work with, We do a lot of Now that have, now that we have the new converse in my area, I'm trying my best to get donation for them.

00:22:51.000 --> 00:22:54.000

It's hard when he's doing without. This is sorry, this is, donation that we get from other people because I work without a budget.

00:22:54.000 --> 00:23:05.000

I don't want the money. But I try my best to.

00:23:05.000 --> 00:23:22.000

Work as much as the can. Bye. Oh, it's not fair to return the money back to dealing, but we can do a lot of things for school, for the community.

00:23:22.000 --> 00:23:31.000

So that's why I'm running for special. Thank you. Thank you. And Victoria, would you do a roll call vote?

00:23:31.000 --> 00:23:33.000

Yes. Step Alexander.

00:23:33.000 --> 00:23:35.000

Marcela Santos.

00:23:35.000 --> 00:23:48.000

I'm not Kelly, right? Concert there. Jonathan Greenberg. Nick Mason?

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Thanks for I'm atelius, Marcela. Danny Romas. Marlene Rossi.

00:23:54.000 --> 00:24:02.000

So. When you

00:24:02.000 --> 00:24:09.000

Thank you.

00:24:09.000 --> 00:24:22.000

Okay, so the next item on our agenda is the first public comment. Thinking session. So I'd first like to recognize the.

00:24:22.000 --> 00:24:26.000

Member of the community that we have. So we have our first comment and a first public comment is speaking session that's gonna be 15 min on our agenda.

00:24:26.000 --> 00:24:42.000

That's gonna be 15 min on our agenda if you would like to come and. So we have our first comment and first call the comment, the speaking session that's gonna be 15 min on our agenda.

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If you would like to come and speak, if you are in the Zoom room, please

00:24:49.000 --> 00:24:57.000

I'm safe if you'd like to come. Okay. Come on. Hi, everyone.

00:24:57.000 --> 00:25:03.000

My name is,

00:25:03.000 --> 00:25:10.000

Obviously you can't think that. I'm the parent coordinator. And I'm very excited.

00:25:10.000 --> 00:25:22.000

Thank you. I'm, middle school. So thank you very much for coming to see. Okay, do we have anyone else in the room, please?

00:25:22.000 --> 00:25:28.000

Okay, some places. Yes, sorry. Good evening, everyone.

00:25:28.000 --> 00:25:37.000

My name is Giselle Louise. I'm here with my husband, Daniel. We are parents of a child in District 30, PS 398.

00:25:37.000 --> 00:25:48.000

We have been in that communication. I love the parents are concerned about many problems that are, facing, especially the staff.

00:25:48.000 --> 00:25:54.000

I know that you were involved and I think you were in one of the emails. But, we feel that we are being heard.

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We feel that Mr. Dalbo has reached out to us, you know, via email the account.

00:26:00.000 --> 00:26:08.000

So we are grateful for that. I'm specifically here to talk about one of the issues that we spoke about which is programming.

00:26:08.000 --> 00:26:19.000

The school is not meeting the state law mandate. It's requirements for being. Children from kindergarten to third grade should be taking a hundred 20 min of physical education.

00:26:19.000 --> 00:26:28.000

Right now they're being offered paid once a week, which is about 44 min. So I know that you are aware, Mr. Dalgo, and I know that you said that you were gonna have PK personal look into it.

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I'm not sure they had the chance to do so because we just got my son schedule over the weekend and once again he's scheduled to have it once week.

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This is a subject that is highly overlooked, but I think if everyone here understands education, you understand how important it is for children to move to express themselves in different ways and the more development being.

00:26:49.000 --> 00:27:00.000

You know, our high standards, but when they get older. So we are concerned about many other things, but that's the one thing that I would like to bring up, especially if we just got his schedule every week and then once again.

00:27:00.000 --> 00:27:15.000

Let's see. The teacher turned over. That's another big concern. It's the investigation with administration.

00:27:15.000 --> 00:27:21.000

We just, you know, it's a brand new school. And we want it to be great for the community.

00:27:21.000 --> 00:27:29.000

We have great parents, highly involved. And we, you know, we wanted just like everybody else to have a nice environment.

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It's bad for parents, for children, for teachers. And we know that we're being hurt and we need your help.

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We're here to continue asking for your help and your involvement so that we keep on Thank you very much.

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Thank you, Miss. For speaking and, Mr, will be able to give you some answers later during hard report.

00:27:53.000 --> 00:28:02.000

Thank you so much. Do we have any other speakers in the room that would like to say something during the first public comment session?

00:28:02.000 --> 00:28:16.000

Hello, I'm sure there's your 30 New York team representative. I just wanna echo what the parent previously said in terms of our new interim acting superintendent.

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They do speak on behalf of the staff in terms of what they do feel like in these first 2 days in school, they are being heard.

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And certainly, that parents, that as well. But for the caveat that it has only done the first 3 days of school and so this isn't something that will today or tomorrow, but this is going to be a journey for this. And so we're going to continue to ask for the support and the listening from our the voices of the staff, certainly could not have been amplified if it weren't for the

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parents, of that school. And so working with them, has been. So much. So my opinion, for the staff, yeah, so we just stayed the parents, but, and, and, things that are.

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Okay.

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If we don't have any other Do we have any hands in the, from the participants?

00:29:24.000 --> 00:29:36.000

So, you'll be my phone all. Yes, I think. Thank you. The first I have is Yeah, which sign.

00:29:36.000 --> 00:29:37.000

Yes.

00:29:37.000 --> 00:29:43.000

Hi, can you hear me? Hi, my name is Rich Stein. I'm the PTA secretary at PS 3 98 Queens.

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I wanted to start by thanking Superintendent Hidalgo. A lot of parents have reached out.

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And said that communication from your office has been very positive. They've noted that a lot of their emails have been responded to and they're very happy, to see that, this is being taken seriously.

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I just wanted to bring up that on our last meeting here in September. Sorry, in August, deputy, superintendent, he said he would work to try to find some information for the parents.

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On the progress of investigations going on at the Chancellor's level. So I'm just hoping we can get some update on that tonight.



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Or in the near future. Thank you.

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Thank you, Mr. Stein. And again, I would like to say, Mr. I was going to be, I'm using some comments later during her superintendent report and I hope I can, help, persuade some concerns and answer some questions.

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The next is, Perfect. First of all, first of all, yes.

00:30:45.000 --> 00:30:54.000  
Do you want to get yourself?

00:30:54.000 --> 00:30:55.000  
Yes.

00:30:55.000 --> 00:30:59.000  
Hi, can you hear me? Hi, great. Thank you. Hi, yes, I'm Giovanni Percivali.

00:30:59.000 --> 00:31:04.000  
I am also a parent from PS 3, 9, 8, I have a daughter in first grade.

00:31:04.000 --> 00:31:29.000  
And I'm also here in support of what Miss Ruiz was saying about the programming that's happening at 3 9 8 and also what rich Stein said about the ongoing investigation and also just to thank the superintendent Hidalgo's office for being supportive for opening up an investigation and just reiterating that, you know, parents are still concerned and we're trying to sort of come out in support of all the

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wonderful teachers that we have at that school. So thank you all very much for your time.

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Thank you. I think this will be the last speaker we have. Any more hands in them.

00:31:43.000 --> 00:31:52.000  
Do we have any hands in the interpretation room?

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So far no one ended in the interpretation room.

00:31:55.000 --> 00:31:58.000  
Okay, do we have anyone on the phone?

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No.

00:31:59.000 --> 00:32:10.000  
And do we have anything in the Q&A?

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Okay, I see some statements in the QA. Monica Harris.

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He's awesome. She says she can't see her. So, Monica, you're a participant.

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We use the Zoom Webinar format. So you will not be able to. Speech or the offspring unless you are a panelists. This you can now. There's a hand now. Okay. Yeah, this will be the last.

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We'll do in our first 15 min. Oh, this is Zachary. Oh, this is our, our CDC president rip to the pit.

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Hi, Andy.

00:32:47.000 --> 00:32:55.000

Okay. Okay.

00:32:55.000 --> 00:32:56.000

Okay.

00:32:56.000 --> 00:33:00.000

Hi, everybody. Sorry I cannot put my camera on, but I hope you can hear me. I just wanted to say hi as I just mentioned I'm your representative on the panel for educational policy so, Whitney, I know you send me some communications.

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Wow.

00:33:01.000 --> 00:33:02.000

I'm sorry last time. I wanted to say they did not give me enough time to say it.

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If you want me to, I can officially add it to the minutes of the meeting. Is that something you would be interested in?

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Oh, so I think that in line the rest of my council on, so, is our our CC president, the, the, the, the, the, the, policy, for, plans.

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He typically asked for comments or he goes to our meeting and I share with him some of the size we have here in District 30 about the families we serve and the newly asylum seeker families and all the help that we need.

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And I you know let him know we have gone on our district so if you wanna add those to the minutes we would really appreciate it because we want everyone else to know what we have going on here in district 30.

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Okay.

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I will I will do that. I also want to apologize that I wasn't able to attend previous meetings.

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Okay.

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Hmm.

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There's always even tonight there's like 3 other meetings but I said I have to come to district 30 I can't continue like not coming there.

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I have to come. So I'm happy that I'm coming. I'm hearing I'm hearing what's going on.

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You're concerned the questions. And I don't want to take more. I'm really here to listen and not to talk.

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So please continue. I'm just here too. To learn as much as I can about your district.

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Thank you so much.

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Thank you. Well, that's also our 15<sup>th</sup> min. So, thank you everyone. We're going to look to the next line on the agenda.

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That we have now a presentation from Mr. Focke Horne and this Paul's eyes supporting reading achievement through enlisting literacy shifts literacy shifts and core curriculum.

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I need to work on my literacy. So, thank you, ladies, for coming in tonight and I'm doing this presentation for us.

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I'm going to turn it over, I mean, yeah.

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Alright, thank you so much. Good evening. Just give me a thumbs up if you guys can hear me.

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Awesome. Okay. We are right next door. So if you do have any questions, we are just down the hall and we're happy to pop in after, but.

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We're going to share our screen and present from here. So just give me one moment so I can.

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Share.

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And. Alright, with sound.

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Alright.

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Hmm. Okay.

00:35:18.000 --> 00:35:37.000

Alright, everyone can see my screen. We're good. Okay, so good evening. Thank you so much for having us tonight as we present to the community on some that's really near and dear to all of us and truly about most importance to our entire community and really the city as a whole.

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And that's around supporting reading achievement through the recent launch of the NYC project reads and what that means for literacy.

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What that means for instruction and curriculum and all of our children here in District 30. Really quickly, I'll just reintroduce myself.

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My name is Nicole Bynhorn. I am an instructional lead supporting literacy and science here at the district 30 office.

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I am joined with my fabulous colleague. There she is. Carrasayas. Yes.

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I'm the multi-lingual and English language learners. I even forget multilingual English language learners.

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I's administrator, services administrator here for district 30. Happy to join you tonight.

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Our titles change a lot. As you can see, there is a quick QR code. If you do want to scan that, it'll just bring you to a copy of today's slide deck, so all of the resources and information we share you'll have accessible to you.

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Alright, so before we dig into a bit of the information on what this means for our community, we want to set the stage around this urgent call to action and the shared promise that we are making as a system around really renewing our commitment to boost literacy in all of our schools.

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You may have seen this video already. It's brief. We will play this and really this shows around what we've done so far.

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And why this matters. So I'm gonna. Press play and let's hope this all works.

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In New York City.

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The reading outcomes have been. Not good for a long time. And it's clear that we need to do something different.

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This is a national problem. It's a national crisis. It's a civil rights issue. And it's the educational crisis of our time.

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Went to PS 161 and crown heights on Montgomery Street.

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On to read and so did everybody else in the school.

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Whole scale change. And that's right. And it isn't just a small group of people that need to do it.

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It's across our entire system.

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Everybody in this room is going to play a role in the resurgence of reading and literacy in our city.

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It has a phonics program and then the fun its program connects with the reading and the writing.

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So all 3 go together.

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When parents send their children to our schools at the earliest ages, there are 2 things that they should absolutely be able to expect and we're supposed to be able to deliver.

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Their child should be safe and a child should learn how to read. I never knew what the word said.

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I would just say different words that the book did not say, but as I grew bigger I learned how to read chapter books and different types of books.

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And read the words of what they say. You guys and ladies you've been waiting for this moment for a long time

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And this is going to be perfect. No! But damn it, we're going to go on to try.

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Once you learn to read. We will be forever free. We owe that to every single one of our kids.

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You so much everybody. Let's get busy.

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Alright, so a powerful video, if you haven't seen that already. As the video illustrated, we really are dramatically changing the way that students are taught to read.

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Much of the emphasis on this initiative has been placed on our earliest learners. From kindergarten to grade 2, but the way that reading is taught to everyone is making a huge shift, really impacting all of our children.

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So we're going to talk about what this looks like for our students. And our community.

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No, we are not watching that again. Though it is great. So as we mentioned part of the NYC reads initiative.

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Is really around making a historic shift in the way that we are teaching reading. So NYC Reads is bringing science of reading and phonics based learning methods to our students and schools starting with early childhood and elementary ultimately all the way through middle school and high schools.

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So what you see here is an image called Scarborough's reading rope. And it's a model that really shows and illustrates truly the complexity of learning to read.

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Learning to read is one of the hardest things. So when we think about the essential skills, students need to build their reading brains.

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We think about this in 2 different categories. One being word recognition and the other being language comprehension. So within each of these categories, and you could see this illustrated in the image, we have many different strands or sub skills of reading.

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For example, like decoding. Or phonological awareness. And then we have examples like vocabulary or background knowledge.

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So this is showing us that all of the different strands and components of reading are interconnected and intertwined.

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Yet also really dependent of one another, which means we have to be building up these skills individually. So when we strengthen all of these skills and that's where you could really see the rope getting tighter and tighter.

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It results in skilled, accurate, and fluent reading with strong comprehension. That's the goal.

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So everything that we are doing in our classrooms today and as we are making these huge shifts is centered around this idea.

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And so in order to support, this this back to science of reading ideas, New York City is shifting our instruction and literacy across the entire city by going from the practice on the left hand side of your screen.

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So non systematic incidental instruction and phonics use of level texts in K 2. Leveled reading groups.

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Incidental instruction and practice in fluency. Assessing reading with running records. Implementing a skill based reading curriculum.

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That's kind of the old way things were done and now we are moving into the science of reading and form.

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Practices on the right side of your screen, which includes systematic explicit phonics instruction. Use of the codable texts in K 2.

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Small group differentiated instruction based on need. Explicit instruction and practice in fluency. Assessing reading and universal screening, secondary diagnostics, and additional formative assessments.

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And implementing a content rich reading curriculum that builds background knowledge and vocabulary. We're gonna highlight a few of these changes and how they will be impacting our students in District 30.

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Okay, so let's zoom into one of these. One of the major shifts that we are taking to advance literacy instruction focuses on what you see on the screen.

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Literacy instruction focuses on what you see on the screen, the shift to systematic explicit phonics instruction.

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That is huge. It was mentioned in the video. That's one of the biggest shifts that we are making systemically.

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So as part of this NYC Reads initiative, it was phased over 2 years. Last year starting to roll this out the city offered 3 different research-based phonics programs to our schools pretty much mandating the use of one of these in kindergarten first grade and second grade.

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So in district 30 what this looks like are these programs that you see your curriculum on the screen? So we have in K 2 when we support.

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Phonemic awareness, our schools use, that's all of our district 30 schools. In K to 3, we also use either foundations or really great reading.

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And the Spanish component is Estrata, which supports K 2 Spanish phonics. So what this means for really our youngest learners is that they have time each and every day in their classroom, which is much more time than ever before.

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To learn sound spelling relationships and how to figure out decode and spell words. They're learning to read.

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So this is phonics instruction. There's a high level of teacher student interaction. There's active participation.

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This also means we want to encourage our kids at home too to use that knowledge of sound and spelling ch correspondence to decode, to figure out those unfamiliar words.

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So encouraging our kids to sound out words, recognize sounds, that's really bringing phonics into the home.

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And helps emphasize this shift to systematic explicit phonics instruction and as much as we can do to mirror what's happening in the classroom.

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Only supports our students even more.

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So another shift that stresses the implementation of science of reading informed practices and helps connect what we just discussed around phonics is the use of decodable texts.

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So this one's pretty big as a system. As you may or may not know for years and I mean like a lot of years as a system we've emphasized the leveling of texts from A to Z.

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So you might have seen your children come home and say, I'm a level C reader or I moved up to a level, our students were assessed, they were provided with their independent or just right.

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Level, which are those letters. These types of texts which have really historically been found in our classroom for years.

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Those are referred to as leveled or patterned text. So you can see an example here on the left side of the screen.

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This type of text does not necessarily really contain the words that students have actually been taught. To decode and sound out and unlock.

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Therefore does not really support them in developing these essential phonic skills. Think back to that rope. Often students have been taught guessing strategies or they often rely on and memorizing.

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That has not been affected for a lot of our readers and that is what we have found out as an entire system.

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I mean you saw those percentages of students who are reading at proficiency, it's scary. So we really have to unlearn and undo a lot of the damage that we've done.

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And that's why NYC Reads is so important and it's there's such a sense of urgency here.

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So that pattern text or that level text, you can see it says level C here and you could see just as the image depicts there are not a lot of decodable words here.

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The green, which is pretty much this entire thing on the left side is just Picture clues,ing.

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So again, not teaching students actually phonics. The right side you can see an example here of a decodable text.

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So those kinds of texts contain words that mostly can be sounded out based on the actual phonic skills taught.

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These types of texts are designed to help students achieve phonics mastery. And we're actually advocating and emphasizing that way more instructional time, sometimes like, 50% of a child's phonics lesson should be actually spent on applying.

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So application of a skill. To reading and writing. It's really in the application that learning sticks and decodable texts are that critical application tool.

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So this means that you may see a difference in the texts that your children bring home. This means that you may see a difference in the text just in classroom libraries as as know the Chancellor mentioned this is not an overnight thing this is this is a slow process so all of this will will will come eventually as we really fully shift towards all of those green signs of reading and form practices.

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Our district has a variety of decodable text resources. So for example, here's one from our new curriculum that we'll talk a bit about, HMH.

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This is an example from, I believe, first grade. And you could see just from this quick snippet, the decodable words here are consonant digraphs that Sounds so chick, chop.

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What else is there? Chat, chess, munch. Chill, this is an example of a decodable text.

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So it's important to note while you may see your child bring home. To codable text to practice and apply those phonic skills.

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We wanna still equip students with rich texts, with background knowledge and, and rich language and vocabulary.

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So we still want to make sure we're cultivating a love for reading. But this is really big and part of this, this.

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NYC Reads initiative is really shifting from level text to decodable text. And that's gonna take a bit for us as a system.

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And what can you do? We just wanted to highlight a couple of things from the parent or guardian lens first and foremost as we said continue to emphasize the love of reading.

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Read books together, build that background knowledge, peak. Curiosity about topics your child is interested in, learn new words, all of those great things that we've done for so long.

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And really ask the teachers in the school buildings and how you can help what phonics patterns in the school buildings and how you can help.

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The teachers in the school buildings and how you can help. What phonics patterns and sounds are students learning this week.

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Can you borrow some decodable texts. All of the curriculums we have in District 30 have at home support resources to help keep you connected.

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With what your child is learning. Just ask, right, we know some schools send these out, but that's for them.

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They exist. And they're really valuable resources at to provide really targeted practice at home.

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Thank you, Nicole. So another really big shift that we're seeing is going to be in the assessment piece.

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And then Cold to talk a little bit about this already. We're so used to seeing running records for a number of years.

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That is what teachers have been using to assess their students and they capture behavior such as is a student using meaning.

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Sentx or visual print queues to figure out words. Students were then placed in reading levels from A to Z as Nicole mentioned and then they would be assigned text based on their levels.

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And the problem was many students were relying heavily on the picture cues and guessing words, which are not efficient ways to become skilled readers.

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They don't support that rope. They only support part of it. So we are now moving into using universal screeners in reading.

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District 30 for one uses Acadians for students in K to 2. And the best way for you to see how this works is to watch a quick video.

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This assessment gives us a deep understanding of your students reading ability, what their strengths are and where there may be areas of growth.

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The Acadians reading assessment happens 3 times during the year. We have a beginning of the year benchmark, a mid-year benchmark, and an end of the year benchmark goal for all of our students.

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I'm going to start with our one of our very first assessments that we do in kindergarten.

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This assessment is known as first sound fluency. Here we are seeing if your student can identify the first sound in words that they hear.

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For example, in the word time. A student should respond with the sound. And then we keep going and this assessment is 1 min long.

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Another assessment we do is called letter naming fluency. Here a student has 1 min to read as many letters of the alphabet as they can.

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Another assessment we are going to do is called phoneme segmentation fluency. Here we are trying to see if your student can hear all the sounds in spoken language.

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For example, in the word boat, a student should be able to hear and say the sounds. And again this is another 1½ min assessment.

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Our next assessment is nonsense word fluency. Here we are assessing your students ability to read unknown words.

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The ultimate goal here is for students to be able to read all of these words without sounding them out.

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For example, in the word VEZ, if a student reads the word vez without sounding it out, that means they ride one whole word.

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That also means that they read 3 correct letter sounds. Here in the word SIG, a student reads, that counts as 3 correct letter sounds but it does not count as a whole word red.

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Sounds, but it does not count as a whole word red. Our goal throughout the year is to get all of our students to be able to read.

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Our goal throughout the year is to get all of our students to be able to read this list of words without sounding it out.

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Again, this is another 1½ min assessment.

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Another assessment we do, it's called oral reading fluency. Here a student has 1½ min to read a passage.

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At the end of that 1½ min, a student will then need to retell the story with key details to the teacher.

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Our last assessment is called the maze assessment. In this assessment, we are testing your students reading comprehension abilities.

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A student will have to pick the correct word out of this list of words that makes sense in the story.

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All student reports will look a little bit differently depending on the grade level and the type of assessments that were given to your student.

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The solid line is the benchmark goal that we want all students to be at. The circle is where your student is performing currently.

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There is also a reading composite score which combines all the assessments into one single score that will let you know if your child is at benchmark, above benchmark, below benchmark are well below benchmark.

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So as you can see, this is a much more comprehensive assessment of a student's ability to decode.

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By using print queues and sounds. Providing teachers with specific skills to target as students develop reading fluency and they also.

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Make meaning when they're ready. For grades 3 to 8, District 30 will continue using i-ready as a screener.

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Iready is an adaptive assessment which means that it changes as students respond correctly or incorrectly. Until the augment reaches the students instructional level.

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I already provides detailed reports including phonological awareness, phonics, sight words, vocabulary, and reading comprehension of literature and informational texts.

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And so one of the most exciting. Parts of this NYC project. Reads is to ensure that every school in our district will teach reading using the same curriculum.

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Ultimately building coherence. In the way we teach reading. District 30 opted into HMM into reading and it's counterpart.

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Arrival Alekthura to support Spanish bilingual programs. In coordination with the NYC Reads initiative.

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HMM ensures science of reading aligned instruction. Differentiation and assessment in grades K through 5.

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This curriculum will support instruction on the pillars of reading that include fluency. Vocabulary and comprehension while as we mentioned

before phonics and phonic awareness will be taught by foundational scales curriculum, foundations, integrity, and really great reading.

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All of this combined provides our children with a comprehensive learning experience. It's a very exciting time for us and our kids.

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Maybe one of the most exciting things that we like about HMH into reading is that the curriculum engages our students with authentic trade literature through thematic units of study.

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Your children will be reading a variety of genres such as poetry, stories, informational texts. And even videos diving deeply into one topic or a theme and exploring all sorts of texts throughout a module.

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HMMH modules are built on cross curriculum connections, integrating science or social studies domains.

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To increase content knowledge. That's one of the big shifts. Instead of going from genre-based, instruction.

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It's going to contents knowledge, right? Why do we read? We read to learn. And we're going to be learning about all kinds of very cool things.

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For example, fourth graders. Will begin their year with a unit, a module about identity with a multicultural connection highlighting literature from different countries around the world.

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And then in module 2, there's gonna be a science connection in fourth grade around life cycles including animal senses and structures, functions of animals vision.

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At home, you can ask your children, what are they learning about? What topics are they excited about that they're learning about in their reading curriculum?

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And so in order to support this, HMH has tons of resources. This is a little bit of the work that we're doing with the teachers and it as the district is unpacking all of the different, pieces that come together to create these opportunities for our kids.

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One of the parts that I'm very excited about is the dual language implementation guide, which shows the connections between the English

curriculum and the Spanish curriculum so they can be seamlessly blended in a classroom and provides students with that biliteracy support.

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And so how do the kids access all of these materials? They will have books in the classroom, but besides that, there is the super rich plethora of resources when your students log in to HMHV at Teach Hub.

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Using their NYC. Students and we see students.net accounts. When they log in to TEACHub, you wanna be looking for this icon that says HMH anywhere.

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And they will be automatically linked to their class. Grade level resources. Within that platform, there are tons of materials for parents as well for families.

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If you look in the top right corner where the students name is. You can click and see the family.

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Including Parent letters in multiple languages. So right there you would click there and you even have parent letters, multiple languages.

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You wanna encourage your child's teacher to send these home so that you can stay in the know about the topics, genres and vocabulary that your child will be studying.

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Okay.

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And how you can also support these efforts.

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So with that, we just wanted to leave everybody with this. Quote to to think about and really I know we've focused a lot on our early learners cater to talking about phonics, can you make awareness the ship to decodable texts and then our shared curriculum in K to 5.

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But all of this is scaling up. All of this is really changing the way that we are looking at.

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Reading, teaching, reading, understanding, reading as a system. So really it is an exciting time of hope.

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And one that over the next several years, we start to really see some major change. So I'll just read this and end off here.



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Literacy is the foundation for all learning. By making an investment in our children's reading development, we're investing in their future, our city's future, and the future of generations to come.

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It's our responsibility to ensure every child and teacher has the tools, resources, and support needed to unlock their full potential.

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And open every door of opportunity. And with that, I will stop sharing and I thank you. Both of us, thank you for listening.

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And hopping on this NYC Reads journey with us.

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It's a learning year for all of us.

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Yeah.

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Question.

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I'm trying not to block the projectors. So first we're going to take questions and comments from our council members.

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So yeah, so your hand up, but I'll come on people in the room first.

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Okay. All right. So, Marcela? Yes, I have a question.

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Well, a little concern. So much screen time for the kids, sorry. Is it possible for them to have the physical book for them to read it to have it in the classroom as well?

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Okay.

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So absolutely every student will get a printed copy of the text that they are reading in their classrooms. It's called My Book.

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So that is definitely gonna be a part of it except for kindergarten. Kindergarten students, they get read aloud too.

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For this part of the curriculum, right? They're going to be doing the decodables that Nicole mentioned in K to 2 in their independent reading time so that they can practice those skills.

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But the text that they're going to be sharing to enjoy reading and making meaning and building those deep connections, that's going to be read out loud by the teacher.

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So they don't actually have access to it. In print. Every other grade level, whatever text they're being they're reading together as a class they will have in front of them and many of our schools have also purchased the rig. D.

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Leveled libraries, which are books that are on the same theme or the same topic. As the modules that they are going through, within different levels and ranges.

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So that's students can have access to curriculum. However, that was a separate piece that was not included.

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In the core curriculum that the city offered. So even if your child school didn't purchase it, they can still access it online.

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So for the most part, this instruction is not going to be online in school, but these are just resources that we wanted to highlight that all of you have access to at home.

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Thank you. Kelly. So I saw the presentation, the mention of I ready. And so what happens is that it falls in the schools themselves to pay for it.

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So for my son's school, it's \$23,000 a year out of the budget to pay for it.

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So if we're recommending. All of these schools, not sure how many. I know how many schools are in district 30, but I'm not sure how many in the DOE but if this is like something can we not leverage a cheaper deal of like Hi, we're going to recommend this.

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It's part of but instead of 23,000 23,000 23,000 like How does anyone thought the deal we to make it like a contract and half the price or less than the price?

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But this is like a school by school contract versus the DOE contract. And that's just not usually how you're looking for like the best possible price of leveraging.

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It just doesn't seem smart when you can do like a bigger andbrella. So has anyone at the DOE.

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Thought of that or is there a way I'm happy to also call them and say we have X amount of schools with less the price.

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Is that a conversation? I don't honestly I'm not sure but I don't think central which is the ones that I'm.

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When I was a principal, I did, I used already as a tool and I paid for it.

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So right now most schools to pay for it. I don't know if they've come up with the really an idea that it's better if all the schools because it's not mandated so it's really at the discretion.

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District 30 uses it though. Yeah most yes. Maybe there's like like a bigger conversation from the Chancellor and the DOE to look at how many schools are actually contracting.

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The Chancellor and the DOE to look at how many schools are actually contracting to do something that would be great to look at how many schools are actually contracting to do something that would be for schools.

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So we have spoken to iready over the last several years. I already has worked with District 30 also.

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I honestly want to say for like at least like 7 years I want to say. Every school does approach it a little bit differently.

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So the the whole you know, the the 23,000 let's say that includes professional learning it includes personalized instruction and pathways so other schools do have different options to not have like the whole.

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You know, shebang, but they still have access to the resources. So I know I already work specifically on a school to school basis as far as central.

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You know, what their encouraging and reinforcing is the use of a universal screener. There are other options and it is a conversation both at the central level and even just at the district level from year to year, what is continuing to be offered and recommended and what districts are choosing to to use.

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And I think that this year you know already with a lot of change it was our I know our principals and schools felt strongly about keeping the screener that they've had because we've really worked to, you know, build data literacy amongst all stakeholders.

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So it's definitely a conversation you're to year though.

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I mean, I just think that if you have even a district 30, if it's a leverage to even like say like if we're gonna use this we're gonna take off the schools from it like 15% of the price.

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I think with anything it's a negotiation that I don't think anyone's even attempted and it's worth at least if we were saving schools even attempted and it's worth at least if we were saving schools even \$5,000 that's \$5,000 that can go to helping with many new things.

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Thank you. Yeah, so I very much welcome. The move to the science of reading and I thank you for sharing this information with us.

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One of the things that struck me is that it seems like and this may not be the case but seems like there's a lot of rigidity in what is being taught at the kindergarten level, what is being taught at the first grade level, what is being taught at the second grade level and you say every school is gonna be on this same pathway.

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Now traditionally, for instance, some of our GNT schools have been accelerated. And you may have a lot of kids that are coming in already meeting when they're in kindergarten.

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Into these schools, you may have other schools where we have a very large number of Spanish speakers and it may be more difficult for them to be exactly where you expect them to be with, you know, you said fourth grade starts with this, for instance.

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And so I want to understand how on a school by school basis there is differentiation or opportunities if a school wants to differentiate the curriculum on a school-wide basis from kind of the standard path and on an individual student basis how there is differentiation to make sure

that kids that need extra challenge are challenged and kids that need extra help are supported.

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That is a great question. And that is also a huge part of, you know, at the district, our work flow honestly is exactly what you just described is supporting schools in this.

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Endeavor. We always say a curriculum is done with integrity rather than fidelity.

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And that is the message that we are sending. There's certain things that, you know, in any situation that are done with fidelity, a little bit more like the phonics instruction is done with a bit more fidelity.

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Especially as teachers are learning. Just logistically implementation of some of these things because there's a lot of knowledge building that's going to come with this, you know, just, all stakeholders.

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We have to learn, you know, what these ships mean for, for us and for us as an instructors.

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In District 30 for every single one of our schools, something that we've really worked hard at is developing and supporting schools to create a multi-tiered system of support.

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And what that means is that every school is beginning with data. So, you know, we talk about these universal screeners and and we mentioned, you know, Academics and i-ready, we are using those screeners as a measure to immediately know where our students and our learners are and from there we're really using the data to drive instruction and differentiation and these screeners, one of the reasons why we shifted towards that

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is because they do provide us with really, really excellent. Stripped down information when in the past we might have just had like an overall.

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View or just you know oh this is raising a red flag and I need to support a student a bit more both Academics and I ready really help to leverage the data.

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And making data informed decisions. And, and that's where, you know, we, support teachers in instruction when you talk about, you know, how are we differentiating for our for our students?

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That's where professional learning comes in. That's where we come in as district support and really tailor that for every single school.

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Every single teacher and then you know in turn every single student but using the data to drive all of this is is what's going to you know really impact student achievement.

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And what about it sounds like I'm hearing that you know you definitely got systems in place for support for kids that are struggling.

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What about for kids? That are already able to do whatever the curriculum is at that point. And I ready says you're above grade level or whatever.

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How are we addressing those kids?

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I think that's, I mean, pretty similarly and, you know, I see we see different things in different schools.

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But still, if we're seeing that the data is showing, you know, students who are accelerated, again, that's where, you know, we offer other opportunities for enrichment.

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A lot of our schools are involved in project-based learning. And that's one of the biggest ways both that's actually, starting from central one of the approaches that they were using to accelerate.

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Learning was through. Project-based learning. So some ideas from like PBL works, which is a research based.

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You know, organization or website that gives a lot of this support. So same thing, just like how we're using data to maybe remediate, we're using data to also accelerate and there's a lot of resources both in the curriculum to leverage and outside of the curriculum as well.

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Okay, great. Thank you. I and is there opportunities you talked about kind of enrichment and that's a little bit different than acceleration.

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Opportunities to move ahead in the curriculum as well or is it that you're gonna stay at that level but you're gonna have a broader broader base of knowledge.

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To move ahead in the curriculum. I'm thinking about just our HMH into reading that we were sharing our shared curriculum that you know is part of our HMH into reading that we were sharing our shared curriculum that you know is part of this NYC reads.

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We probably won't have, you know, in one class, we're not going to have because it's thematic and we're leveraging the thematic aspect of this and making connections to science and social studies, it's more going to be differentiating within the instruction that's going to look like centers that might look like stations.

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So the way the learning opportunities we're providing all of our students are going to be different. While also, again, we're all working towards grade level standards and under the same thematic umbrella as part of this.

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Particular curriculum for certain schools. Something we did last year was curriculum compacting and for some of our schools that means we're going to look at the standards we're going to look at our curriculum, we're going to look at the data and make some decisions, which means from school to school, that might also look different because again, we're using data to drive any of the decisions that we make and be able to justify

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that appropriately.

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That's great. That's very helpful. Thank you. so.

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2 hopefully quick questions. One of them. Is.

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How are you making sure that the the content that is involved in this current bill. Is culturally responsive.

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How you know each each class each school is going to have different kids from different backgrounds and we know that it's really important for those kids to see themselves in the reading that they're doing.

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And that's going to vary from school to school in class to class. But I always, I always kind of worry about this with a package curriculum because it comes with particular text and suggestions and things like that.

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So how do we make sure that teachers are, you know, adjusting this curriculum so that it's culturally responsive for their classes.

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So one of the things that it was very important for New York City as they were selecting the curriculums that then districts were going to select from.

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Was that the curriculums mirrored the diversity of our school districts. So this curriculum when you look at the authors that are involved here, we have authentic literature from all around the world.

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At different levels. We have poetry, it has videos, it really is a very robust and rich curriculum.

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And as I mentioned earlier, the online platform is just a treasure trove. Of materials that teachers can pull from.

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So let's say I'm a fourth grade teacher. I can still add all of the libraries from kindergarten all the way to sixth grade for even in Spanish and English and pull from there to support my students.

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So by all means, we are encouraging teachers to to follow this curriculum with integrity and not necessarily with fidelity.

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And that is something that we have been saying in every professional learning and that's not just us. That message is coming from Central as well from the Department of Education.

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Where we want to make sure that what is being presented to students is what they need and not just a teacher coming in opening up the book and starting to teach, right?

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So that planning hasn't gone away. We trust our teachers. We know that they are professional pedagogues.

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We're leading them as they look at data as we look at their composition of their classrooms to make sure that they're making decisions that they know they have our support to make those decisions.

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So by no means do we want teachers and every every third grader is on page 5 today. That is not integrity of teaching.

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We know better in New York City than that. So we're really letting teachers know the message. Yes, we have this Basil curriculum.



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It's a shift. It's a change, but we're not just gonna follow a through Z.

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We're going to make the changes that according to our data, according to our students make up and composition and to our school values and school culture.

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And this curriculum does have a lot of resources. Just to give you an example, the dual language.

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Component, the Ariva alike Dura, it has trans-adapted texts.

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From the English curriculum so you could be seeing the same text but it also has just authentic Spanish literature.

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Okay.

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So a teacher can go completely into an authentic Spanish literature, text written by Spanish speaking authors written by renowned Spanish authors and use that to teach the same skills and standards and It is still aligned to the same theme or content.

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So what they've done is they've curated a wealth of materials to really support teachers and developing these these units.

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So that they can target their students.

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Thanks. And the other question was just, I, I understand it's really clear how really focusing on the Nemic awareness and you know what all of the aspects of the science of reading in early grades and in later grades when kids still require it.

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Is a huge shift and really important and I'm all for it. But literacy, as you know, is a lot more than that, right?

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Literacy is being able to read and comprehend and work with all kinds of texts, you know, far after you have a really, really good sense of that of that decoding ability, right?

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And I wonder if you know anything about what the city is planning, you know, as far as building out this program through middle school and even high school.

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Like what what are we doing beyond those kind of foundations?

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Okay.

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Great question. And I hope we are doing something as a city. We know everyone, you know, in this.

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Space, we know that that needs to happen. And I think the conversations right now are, you know, it's a rollout.

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I know the conversations for this is done in phases. District 30 is a phase one school. So the next year all of the other districts are part of phase 2.

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So that's that's I think where the emphasis is right now. I think for middle schools it's also again like we're saying building that knowledge because to your point we have so many students who are are still struggling readers and who need interventions that are based around the science of reading.

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And I think that's been a huge shift that our district has been making over the last few years and we've seen the impact, we've seen the difference.

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So now it's just continuing to you to leverage that and ensure that our middle schools are also equipped with this information and the resources and the knowledge so we can scale up and scale down.

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Thank you.

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Thank you very much for that presentation. I want to bring you back something. With regard to in terms of like a discount, Why is there also not something that we're doing?

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As a city or as a district to potentially just pick up the bill and take that off of the schools you know, 20 to \$25,000.

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Is a decent amount. I mean, you could put an additional provider on a part term, a part time basis into schools to help out with children and pull them out and also take that load off of the shoulders of the principal.

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Who every year are about their budgets going down and down and down. So is that something that has been considered or spoken about?

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I'll just say, I don't know. I don't think that, I don't know if it's been considered.

01:19:48.000 --> 01:19:57.000

It's something that you can inquire about. I know that the city is giving money but I'm not sure if they're giving money toward this.

01:19:57.000 --> 01:20:04.000

Okay. Was that the piss? The pen? The panel for education policy.

01:20:04.000 --> 01:20:10.000

Right there and I talk about all the contracts. So like these are questions that we can ask, especially because they both to renew the contract.

01:20:10.000 --> 01:20:17.000

And also, I don't wanna scale anybody's stomach. I know if he's here, but, and, and, sure, we are here, they are representatives, they can speak to where they, but they do talk about contracts and and all that stuff.

01:20:17.000 --> 01:20:28.000

So these are questions we can ask them, like, Hey, do you have to bring this to the floor front.

01:20:28.000 --> 01:20:33.000

So our phone is not funding the bill on things like this, if you're going to implement this, the risk, you're going to need a cost per school.

01:20:33.000 --> 01:20:43.000

Could you have negotiated this? Better and they they have the meanings and I've heard both of them speak about the contracts and like I think it was one of the Last couple of meetings where they voted on all contracts and all that stuff.

01:20:43.000 --> 01:20:50.000

So yeah, it's really interesting. And I think if he had a comment in there about it, since I'll be related.

01:20:50.000 --> 01:20:55.000

But yeah, well, there's also just spinning back in on the fact that. Not every school in district 30 uses this platform.

01:20:55.000 --> 01:21:09.000

So the question is how many of the other districts that we currently are rolling the same in the phase one rollout are using this and not, and why isn't their uniformity amongst all of the schools?

01:21:09.000 --> 01:21:10.000

So just to clarify all of District 30 is using HMH. And I ready and Acadians.

01:21:10.000 --> 01:21:17.000

To achieve the same goal. Okay. Yeah. Alright.

01:21:17.000 --> 01:21:28.000

Other districts had a choice of 3. Curriculum. So anybody part of phase one? There were some other options, but all of district 30, that's part of the NYC.

01:21:28.000 --> 01:21:40.000

Reads initiative is building cohesiveness amongst using, by using a shared curriculum. So HMH interreading K to 5 all district 30 schools use.

01:21:40.000 --> 01:21:46.000

And I mean, they got, and I have already. Hi, everybody. Thanks for your presentation.

01:21:46.000 --> 01:22:03.000

I just wanna go back to the data. You mentioned that It is used to differentiate and I just want to know like which they know how soon in the year or, last year and how often.

01:22:03.000 --> 01:22:14.000

Is that, is throughout the year. To make the differentiation and adjustments or modifications in my classroom.

01:22:14.000 --> 01:22:24.000

Great question. So there are many different data points that we look at. As a district. We actually begin the year by looking at last year's data, right?

01:22:24.000 --> 01:22:42.000

We're not going to wait until the kids are in front of us to assess them. We have data from last year for most of our students.

01:22:42.000 --> 01:22:43.000

Okay.

01:22:43.000 --> 01:22:47.000

So all of the schools in District 30 use the end of your data from last year's i-ready results to set goals for this year so that we're going end of year to end of year growth is what we are looking for instead of just looking for growth from the beginning of the year to the end of the year.

01:22:47.000 --> 01:22:58.000

So we're really setting very high standards for ourselves. So besides that end of your data, that's the first layer that we're gonna be looking at, we are going to be testing all students 3 times during this school year, beginning of year in the middle of year and at the end of year.

01:22:58.000 --> 01:23:10.000

That it will be for every single student. That's a tier one instruction. So that is everybody gets picked up by that.

01:23:10.000 --> 01:23:16.000

According to the results, we're going to start identifying students who may need a little more support.

01:23:16.000 --> 01:23:28.000

And so we're gonna test them more often, right? We're gonna give them differentiated instruction, they're gonna have cycles of intervention depending on their needs and we're going to monitor that with progress monitoring.

01:23:28.000 --> 01:23:38.000

So for example, Acadians provides a nice platform for progress monitoring where every 6 weeks or so students are exposed to their curriculum and then they're tested again to see if it's working because we don't want to do things that are not working.

01:23:38.000 --> 01:23:52.000

And then also with HMH into reading, as Nicole mentioned, having that coherent, assessment that we can turn to. It has selection quizzes.

01:23:52.000 --> 01:24:00.000

It has weekly quizzes. It has module assessments. So with the module assessment every 15 days of instruction there will be a test that sees how the kids are doing so far.

01:24:00.000 --> 01:24:16.000

And that's a second layer of assessments, right? And then the third layer of assessments, which is teacher observations, that everyday interaction are the students speaking up, the teacher is listening, are they talking with each other, what kind of language are they using?

01:24:16.000 --> 01:24:17.000

So the teachers are also equipped with rubrics for speaking, listening, and also collecting data on a daily basis.

01:24:17.000 --> 01:24:35.000

As part of NYC reads, all of our schools are being afforded, on the city's, minimum of 17 days of coaching for literacy.

01:24:35.000 --> 01:24:42.000

Provided by the former Aussies, if you're familiar with the DOE, Generation Ready is their name now of the company.

01:24:42.000 --> 01:24:48.000

So every school has a minimum of 17 days of coaching because we understand that the teachers are going to need a little bit of hand holding while they see so that they can also look at the data.

01:24:48.000 --> 01:25:04.000

They can make sure that they are assessing correctly, right? And that they are reading those assessments with fidelity and then integrating whatever needs to be done, whatever those assessments are saying.

01:25:04.000 --> 01:25:12.000

So that's a minimum of 17 days depending on school needs. There can be a lot more and that's just for literacy K to 5.

01:25:12.000 --> 01:25:19.000

And we're also here and Missy Dallgo's team, ready to see what the data is going to say.

01:25:19.000 --> 01:25:23.000

Okay.

01:25:23.000 --> 01:25:24.000

Okay.

01:25:24.000 --> 01:25:26.000

We've already read all the CPs of all the schools, provided feedback. And we're ready to jump in and support the schools as well with this implementation.

01:25:26.000 --> 01:25:42.000

So the schools will have a lot of support this year as Nicole mentioned were a phase one district which means that the DOE is being very supportive and putting our district at the top for support with this implementation of the shifts, right?

01:25:42.000 --> 01:25:50.000

We all recognize that it's going to be a learning curve. Some some of our schools were already using these curriculums for some schools they're brand new.

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So according to that, we allocated more or less days of coaching by generation ready.

01:25:58.000 --> 01:26:05.000

Okay, there.

01:26:05.000 --> 01:26:15.000

My council members just asked some fabulous questions, so mine is going to be quick and easy. I just want to say that I agree with you.

01:26:15.000 --> 01:26:16.000

Good.

01:26:16.000 --> 01:26:19.000

This is very exciting. Thank you so much for such a robust presentation. I look forward. I'm so thrilled whenever district 30 gets to be a pilot at district or phase one.

01:26:19.000 --> 01:26:41.000

So thank you for coming here. My quick and easy question is if parents already have let's say a home library of the old kind of books what is your advice to them, especially parents with, you know, older siblings who are now recycling their books.

01:26:41.000 --> 01:26:53.000

Do you suggest is it is it? Better for them to sort of abandon those books because it will be confusing or sub or they can use them as supplements.

01:26:53.000 --> 01:26:58.000

I will jump in. That's a great question. And I'm sure Karl jump in as well.

01:26:58.000 --> 01:27:04.000

There is no need to abandon and any types of books that you have in your home. Library, I think it's more shifting the way that we are teaching the reading of that.

01:27:04.000 --> 01:27:16.000

I mean, any type of text. Whether it's a movie, a poem, a song, a book.

01:27:16.000 --> 01:27:22.000

I mean, there's always, you know, something to gain from that. There's always value.

01:27:22.000 --> 01:27:27.000

I think the most important thing, there's always value. I think the most important thing and it seems like you're doing that is instilling a love of reading.

01:27:27.000 --> 01:27:36.000

I think the most important thing and it seems like you're doing that is instilling a love of reading and you know maybe you're doing that is instilling a love of reading and you know maybe you're using that book not to a love of reading and you know maybe you're using that book not to teach a child how to decode but maybe you're using that book because it's of interest to them.

01:27:36.000 --> 01:27:40.000

Or you know, it sparks curiosity or questions and I think having that balance is also what we're telling schools to have too.

01:27:40.000 --> 01:27:46.000

So I appreciate you bringing that up.

01:27:46.000 --> 01:27:53.000

Thank you. Oh, Danny. Just a related question. It is just as I understand, is here a translation.

01:27:53.000 --> 01:28:02.000

So for example, there are folks that are level D. Right. How does that translate into the news or scoring system with this approach?

01:28:02.000 --> 01:28:08.000

Is it the same? Sounds like it's a, okay, I would love to just get a sense of that.

01:28:08.000 --> 01:28:14.000

So when you say translation, do you mean specifically to Spanish?

01:28:14.000 --> 01:28:17.000

Oh, correlation.

01:28:17.000 --> 01:28:18.000

So.

01:28:18.000 --> 01:28:27.000

No, I was thinking if it's, if it's a, if it's a level D book, is, and again, I have a new, now my son is, I'm not sure what scale is, but how do I sort of make sure that I can use some of those older books.

01:28:27.000 --> 01:28:28.000

Okay.

01:28:28.000 --> 01:28:35.000

So at the New York City level, we are going away from that. A to Z leveling and focusing more on lexile levels.

01:28:35.000 --> 01:28:45.000

Which are more related to the difficulty of decoding the words, whereas Fontas and Pinel levels also talked about themes and interests.

01:28:45.000 --> 01:28:48.000

And different topics that books would have. But as Nicole said, you know, let the teachers do that part.

01:28:48.000 --> 01:28:59.000

You enjoy books with your kids. You build that love of reading. You let them see you reading, right?

01:28:59.000 --> 01:29:04.000

When we go to a library in bookshops, we're not looking for levels books. We're looking for books about things that we love.

01:29:04.000 --> 01:29:17.000

And that's what we want our kids to do at home as well. In school, just know that the teacher will be giving them those predictable books with the sounds that they are learning so that they become avid decoders so that they can then enjoy any book.

01:29:17.000 --> 01:29:27.000



But at home you continue developing that love of reading and you can ask your child what sounds have you been working on and you can have conversations even with out print, right?

01:29:27.000 --> 01:29:32.000

Hegrity is the system in English and Spanish. It's just what sounds to you here in that word.

01:29:32.000 --> 01:29:40.000

Nothing has to be even printed when we have those conversations, but we don't want kids to think of reading as a chore, as something boring.

01:29:40.000 --> 01:29:50.000

We want them to love reading and to build vocabulary and build reading habits and learning habits that go beyond phonics, but that's just in schools.

01:29:50.000 --> 01:29:52.000

We need to do a little more than we had done before because we were leaving a lot of kids behind.

01:29:52.000 --> 01:30:09.000

So phonics instruction. Works for everyone whereas the other methods work for some kids that's not gonna be good enough for district 30 and for new york city so please don't throw out any books.

01:30:09.000 --> 01:30:17.000

And enjoy reading with your children and having deep conversations with them regardless of what reading level they are achieving.

01:30:17.000 --> 01:30:24.000

But instead of focusing on a level, you can ask what sounds are you working on, right? What diagraphs are you working at?

01:30:24.000 --> 01:30:32.000

What letters have you learned so far? And then from there, when we're talking about the reading curriculum that is more around the meaning.

01:30:32.000 --> 01:30:42.000

What topics are you learning about, right? Regardless of levels. And we've had these conversations here at the district, if a child loves trains, you can give them a level our book and their get it.

01:30:42.000 --> 01:30:49.000

But if you give them a level R book about butterflies. They might not be able to because they don't have that background knowledge, right?

01:30:49.000 --> 01:30:54.000

So we're moving away from, limiting students. We don't want to limit them.

01:30:54.000 --> 01:30:59.000

We want them to be limitless. But we want to equip them.

01:30:59.000 --> 01:31:04.000

Thank you for the answer. Thank you so much. I think that's it for our council members.

01:31:04.000 --> 01:31:11.000

So what we're gonna do now is move to our community members here in the room. If you have any questions or comments about the presentation we just heard, supporting reading achievement through, literacy shifts and 4 curriculum.

01:31:11.000 --> 01:31:29.000

See, I told you about literacy. So again, if you would like to make a comment on this presentation, please raise your name and come to, The computer station we have here if you like to speak.

01:31:29.000 --> 01:31:38.000

Okay, yeah, cause I got a seat at home. I'm just working on my. You know, it's okay.

01:31:38.000 --> 01:31:41.000

I was wondering like as a little school. I'm just working on my speaking now. It's okay.

01:31:41.000 --> 01:31:49.000

I was wondering like as a little school what partnerships with a clean cyber. Okay, so they're asking, she's asking about partnerships with the Queens Public Library in relation to support this initiative.

01:31:49.000 --> 01:31:53.000

How could they do that at the middle school level?

01:31:53.000 --> 01:32:00.000

Even though I understand it's like elementary. Right. I just, I'm coming from.

01:32:00.000 --> 01:32:01.000

Yes, you are. Yeah.

01:32:01.000 --> 01:32:19.000

I'm sorry, is that question for us? Oh, I don't know. So Nicole and I are instructional leads and we work in coaching the teachers and supporting the leads and we work in coaching the teachers and supporting school administrators and implementing I don't know really about other partnerships.

01:32:19.000 --> 01:32:20.000

Sorry.

01:32:20.000 --> 01:32:30.000

Yeah, I know the city there's at Central, there is library services. And that is like a sect of, you know, the very large central system.

01:32:30.000 --> 01:32:36.000

So they might be, you know, collaborating with the literacy team at Central and then us as well.

01:32:36.000 --> 01:32:51.000

So they're might be more information coming out. I also know that just locally I think some I'm not sure but I know that the the libraries have partnered with many of our schools before and I know Coral just dropped in the chat as well.

01:32:51.000 --> 01:32:58.000

Sora, there's a citywide digital library. You may have heard of before, Sora.

01:32:58.000 --> 01:33:08.000

All students have access to that platform and it's chock full of digital book so e-books they can either be list of many or an audio form or a lot or just in digital text form.

01:33:08.000 --> 01:33:23.000

So that's another way that all of our schools are being supported and I know that and I met I dropped it in the chat before too this is we're new to this this is phase one district 30 is you know part of that pilot phase.

01:33:23.000 --> 01:33:29.000

So within the course of this year, there's a lot more coming out and a question like that.

01:33:29.000 --> 01:33:37.000

How are how are public libraries supporting the rollout of this curriculum for both as a city in a district.

01:33:37.000 --> 01:33:49.000

That's a great question and hopefully we can surface some of these to the central level. Also because we're not in this alone, other other districts are also in this phase and and that's important to note too.

01:33:49.000 --> 01:34:02.000

So we'll definitely try and. Bring that up and see what we can do.

01:34:02.000 --> 01:34:03.000

Yeah.

01:34:03.000 --> 01:34:06.000

I was going to mention because I do take like a lot of times time too, like, So I'm sure there could be some connection, like, prepared for the monthly as far as the books are getting ready.

01:34:06.000 --> 01:34:07.000

Yeah.

01:34:07.000 --> 01:34:08.000

Could you please state your name, please?

01:34:08.000 --> 01:34:13.000

Thank you.

01:34:13.000 --> 01:34:16.000

Thank you.

01:34:16.000 --> 01:34:20.000

Thank you, Miss Brown. Anyone else in the room? Dr. Copen, ask a question about.

01:34:20.000 --> 01:34:28.000

Our presentation, reporting, reading achievement through again, Literacy shifts in 4 curriculum.

01:34:28.000 --> 01:34:44.000

Okay, if we don't have any more in the room, I'd like to go to our attendees in the Zoom room if you had a comment or a question about our presentation please raise your hand and we will call on you.

01:34:44.000 --> 01:34:53.000

Okay, I will read from the Q&A. We have one from the Q&A and it was a good evening from Miss Samantha Johnson.

01:34:53.000 --> 01:35:00.000

She's a community raven for Congresswoman Media the last question and she just wanted to say hi she should contact information.

01:35:00.000 --> 01:35:03.000

And then our So you say president rep to the pep, Mr. Zachary to killings and regarding already.

01:35:03.000 --> 01:35:17.000

Most contracts are negotiated by Central. Okay. And voted on at the pet meeting and then schools or districts can decide if they want to use that vendor.

01:35:17.000 --> 01:35:24.000

The DOE is not great at negotiating the discounts. I just made that comment this morning at a context briefing.

01:35:24.000 --> 01:35:30.000

We need to ask for better deals from vendors. So, yeah, that was, Effie's comment and I read Miss Johnson's comment aloud.

01:35:30.000 --> 01:35:49.000

We did have some questions in the Q&A that were answered by our presenters. For everyone's sake that's here I'm just going to read them aloud so that everyone can see that so we did have a comment that the cellic they can dress to the officers thanks.

01:35:49.000 --> 01:35:58.000

That I have a question pertaining this sorry this is from Grace Dependna. And she had a question pertaining to how these assessments.

01:35:58.000 --> 01:36:08.000

And the calculation of it is stored and is this information that is shared with other agencies or companies. How the students are progressing kept within the school system.

01:36:08.000 --> 01:36:15.000

And then also for students with an IP who need help a bit more than other students, how will this curriculum help them?

01:36:15.000 --> 01:36:23.000

Nicole provided an answer that said student candidate is confidential and housed within a school or teacher leader information.

01:36:23.000 --> 01:36:35.000

Teachers and admin, at the log, wanna secure platform to administer assessment and play data. For students with IPs, there are always modifications in those assessments and curriculum and instruction.

01:36:35.000 --> 01:36:45.000

Ask at the Latin curriculum, there are numerous texts offered at all different reading abilities to ensure every student has access to the content and standards.

01:36:45.000 --> 01:36:54.000

H is great in the fact that it is chock full of resources to support all students more so than curriculums that we have used in the past.

01:36:54.000 --> 01:37:00.000

So answer that and ready correctly. Yes. Yeah, on that.

01:37:00.000 --> 01:37:11.000

You say that. There's all the information is contained within the school. What about when our kids moved from elementary school to middle school?

01:37:11.000 --> 01:37:12.000

Yes.

01:37:12.000 --> 01:37:19.000

Do middle schools have the ability to get the information about the kids coming out of the elementary schools that was gathered there.

01:37:19.000 --> 01:37:27.000

Yes, so I guess it depends on the assessment. Like, so for example, I ready, which is, you know, all on the computer.

01:37:27.000 --> 01:37:50.000

It's a computer adaptive assessment. Everything is also internally rostered through stars in schools so it all links like to the attendants and you know the students programmed so once students you know move grade to grade if i ready is still the system which right now we know it is in district 30 they'll have access to the historic data.

01:37:50.000 --> 01:38:06.000

You know which is helpful because immediately starting in September, you get to know where your students are coming from and how to best support them from the get-go and then you're just adjusting and modifying and as you're learning about the students and giving additional updated assessments.

01:38:06.000 --> 01:38:14.000

So they will get access to see the historic data in terms of that. But everything is, again, they log on teachers when they're administering the assessments.

01:38:14.000 --> 01:38:20.000

They're logging on through a secure platform that's just their school and their their students.

01:38:20.000 --> 01:38:31.000

Thank you. Okay. If we don't have any other question in the zoom room or in the QA, Yale, sorry, let me guess in the interpretation room. Apologies.

01:38:31.000 --> 01:38:38.000

Do we have any questions in the interpretation room?

01:38:38.000 --> 01:38:41.000

So far no questions in the interpretation room.

01:38:41.000 --> 01:38:47.000

Okay, thank you so much. And Gail, do we have any questions on the?

01:38:47.000 --> 01:38:48.000

No, no one's on the

01:38:48.000 --> 01:38:54.000

Okay, so we're going to move to the next item on our public agenda, which is the community superintendents report.

01:38:54.000 --> 01:38:59.000

Thank you, Thank you, thank you. It's a pleasure for me to be here.

01:38:59.000 --> 01:39:00.000

My name for those of you that don't know me is L and I am the interim acting superintendent.

01:39:00.000 --> 01:39:11.000

I am the interim acting superintendent. I will have the assistance of my, wonderful ladies, Lisa, and I am the interim acting superintendent.

01:39:11.000 --> 01:39:16.000

I will have the assistance of my, wonderful ladies, Nicole and I just wanna introduce.

01:39:16.000 --> 01:39:32.000

My team to you We this team has been here. They are a few new members. However, I, we had a team building activity and we decided that we would give ourselves a name, a name represents who you are.

01:39:32.000 --> 01:39:48.000

And usually when you have a name you step up to your name so we called ourselves The team picked this main house of parts and hearts are our core values, honesty, excellence, accountability, respect, and teamwork.

01:39:48.000 --> 01:39:55.000

So I present to you the new house of hearts district team. We have 31 members of very large team but not large enough for a very large district.

01:39:55.000 --> 01:40:05.000

With porting 2 schools but we are working Very diligently this year to understand the culture of each school.

01:40:05.000 --> 01:40:31.000

So this will be our our team and they they have special ed specialists we have ENL specialists we have AIS specialists and so on and so forth I don't want to go into but this will be a little emblem house of parts and we are at your service and we are very excited to begin this new year.

01:40:31.000 --> 01:40:42.000

I am also extremely excited. To present to you on some new you can move on ladies to the principals to we have in this district this year.

01:40:42.000 --> 01:40:58.000

3 new principals, Carmen Monthas from 1 27, Christina La Marca from 84 and Marissa Costello who actually is here live and Marissa Costello who actually is here live and in person.

01:40:58.000 --> 01:41:06.000

Yes. Thank you so much for being here and it is our new school. It's a brand new, 4 29 middle school.

01:41:06.000 --> 01:41:12.000

So we are excited. We're starting with sixth grade this year. Great things like going to come out of there.

01:41:12.000 --> 01:41:25.000

And we have for new before you go stay on that and we have 4 new assistant principals can I wise from 3 61 Tricia Mundell at Q 3 98.

01:41:25.000 --> 01:41:31.000

List of the grassy at Q 384, Gillian the Roma at Q, 78.

01:41:31.000 --> 01:41:46.000

So I'm very excited to be in the journey. Of working with these principals and health and assistant principals and just supporting them through the process so they can support teachers and most importantly our students and of course our families.

01:41:46.000 --> 01:41:58.000

Okay. So if, so, Very I was very careful to tell me make sure you say it's the superintendent's report.

01:41:58.000 --> 01:42:04.000

So here I'm saying it. It's a superintendents report to the CEC 30 meeting.

01:42:04.000 --> 01:42:12.000

I'm happy to say that we had a great first few days of school, like in any.

01:42:12.000 --> 01:42:35.000

Organizations, there's sometimes some glips and we did have some blips. I went throughout and most of the did and all of our house of cards team members went out to schools and we were there I went to 3 98 myself and to a few other schools on that day and yes we saw some little glitches here and there but the home plan of that is that it's better the next day, right?

01:42:35.000 --> 01:42:43.000

And you talk about it and you make it better. So I was very excited. We, I also went to 92 PS 92.

01:42:43.000 --> 01:42:48.000

On that day and I went to another school and right now I'm drawing a blank. 1 49.

01:42:48.000 --> 01:42:49.000

1 49. Thank you. I also went to 1 49 and it's great the kids are excited.

01:42:49.000 --> 01:43:03.000

We were excited the teachers are excited to start on the blessing about working in education is that you kind of can hit the reset button and you start every year.

01:43:03.000 --> 01:43:09.000

You know, so the students are very excited. The whole community is excited. The teachers are excited. I'm excited.

01:43:09.000 --> 01:43:20.000

We were excited. So we had a very a good beginning of the year. Some transportation, I'm sorry, I don't you raise your hand.

01:43:20.000 --> 01:43:27.000

I'm transportation reminders. Just general transportation. Thank God even though we are in the midst of.

01:43:27.000 --> 01:43:37.000

So many talks have a strike and so many, issues happening robusting this year at district 30, nothing out of the ordinary just some little hiccups here and there, but nothing.

01:43:37.000 --> 01:43:50.000



I'm very excited about that. But pick up and drop off for buses it's approved session it's based on approved session times that are submitted in spring by the principals.

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Any alternate drop-off request has to go straight through transportation. School bus route information is viewed on the end YC school accounts.

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It's very important that parents understand that the New York schools account will give them information and give them an opportunity if they need to change the bus rack or whatever reason.

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Full mental parts have been delivered. They began to receive those students that needed it on August 20 eighth and are valid as of September first.

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Field chips for any Arnold students are excited for a very long time we weren't allowed to go on any field chips so they can start taking field trips.

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Starting September eighteenth, but the first available day because that based on busing is September 26 So some education reminders that I wanna let you know, are that TikTok is banned on all city and devices and networks.

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So, some, are not happy about that, but it's a good thing, right?

01:44:52.000 --> 01:45:09.000

I'm creating, NYC school account and updating contact information. I would suggest and I strongly recommend that schools.

01:45:09.000 --> 01:45:15.000

And parents, work. And it keep that information, that contact information up to date.

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It's so important that the blue cards and that the information on the NYC school accounts is accurate.

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In the event of an emergency, that's what we refer to and it's important that they be updated and you know oftentimes numbers telephone numbers change a lot.

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So I know that as a principal I often used to just give it out again and just make sure that parents would update this contact.

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The day you least expected, that's when you need to contact and all the numbers are have been changed.

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So please I'm asking even every CC member you are at the schools make sure that the information is updated.

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Parent coordinators are available and should be available always to support families in all schools to create their accounts.

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So at any time, if a parent needs support to create a NYC schools account, they We have a parent coordinator here.

01:46:11.000 --> 01:46:15.000

She knows that that's very important for our families. Families can use NYC school accounts to fill out digital forms.

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So we are in a new era. Something good came out of COVID. A lot of our forms are now digitally.

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And they can do this via the NYC schools account. We have a lot of. Lot of students coming into district 30.

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They are our newest New Yorkers, also recognized as asylum seekers. We are.

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One of the biggest districts being. Because of the new shelter. So we are and we have informed every single principal that no student can be turned away.

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However there is a process right if the schools are full to capacity they need to register the students. They allow capping forms and then the students will be directed.

01:47:14.000 --> 01:47:33.000

Where they need to go. Right now I enrollment offices and I and NASA, Dimaggio and some of us in the office have been working diligently to make sure that every student that comes is received and is placed on appropriately and in a place that they can be served and that the school has the resources.

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To support them as well.

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Also you will be receiving soon discipline code letters for families to ensure school safety. So by September, the 20 ninth all schools should provide families with the discipline code.

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Public release of the 2023 NYC school survey results is available also and has been available since September.

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You can access. The information, whether it be the parent survey.

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I'm not sure and Ashley, do parents have access to the teacher surveys as well or just to the parent surveys?

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They do. Okay, so then you have access to both of them on the NYC. Schools survey.

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Org. So you can. As loaded service, that is correct. Thank you.

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Sorry results are intended to be used in combination with other data and knowledge with the school communities to inform.

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Planning improvement, reflection, and professional development. So schools, principles, families, all of us together should be using that information to better serve not only our parents, our students.

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And the school culture.

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So now we're gonna move to the next slide, which is. Some 3 98 updates.

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I've met with the UFT leadership. I met with elected officials. I'm also have met with the teachers at 398.

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One of the things I want to say is a lot of the emails and a lot of the requests that have been happening.

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My, my, my intention is to lean in to listen and to do something, however, everything is a process.

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I, I sat on in Dr. Composto seat, I think July fifth. By the sixth, I started getting emails, I started getting phone calls.

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And I answered as best as I could, but. I need time because teachers just got in.

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So and they're a big part of this. Of this situation. So in order to be able to answer with integrity to answer accurately.

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I've asked. For grace, you know, it will happen, however there's certain things that I can't discuss in this platform because this is a public platform.

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So when it comes to investigations and and and things of that sort, this is not the form for it.

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All I can see is I'm working on it. I'm doing my very best to answer individuals as they come.

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They come. I've met with the elected officials and just let told them exactly what I'm doing.

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But right now, I what I'm hearing mostly is about teacher concern. I have met with teachers.

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I was there almost the whole day speaking with them, leaning into them, hearing what they had to say and trying to support and how we can best move on.

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And go to the next level, which is how do we make better, from where we're at.

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One of the ways and the illustration that I gave the teachers was, you know, often. If we have a scap and we keep picking at it, it's never gonna heal.

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So in order for that scap to heal, we need to leave it alone. That doesn't mean we ignore it.

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That doesn't mean we forget how we got it or that doesn't mean we don't know why it's there.

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However, in order for it to heal, we need to be able to move on. So in partnership and in collaboration with the teachers, we are and we have made plans to do that.

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I'm not at liberty to discuss everything right now because even today things were happening. I have for the request of UFT, I do have a district member there just to keep up pulse on everything because I can be there every day as much as I would like to be there because I feel I have 10 years of experience as a principal and I know how things and how to how to just work.

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How to just relate to people. And how to just connect with people. Unfortunately, I can't be there every day, but I do have someone that I believe.

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Managing is handling and it's working to make sure that we move. So, where we need to go and to keep aware of that.

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In other words, the kids haven't been impacted and I don't want the kids to be impacted.

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Right now it's adults. That need to move on. And as far as

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The investigations, like I said, we're still working on that. We are working as far as the physical education.

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Minutes. We I also in the process of All I can say is you're absolutely correct.

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It is a hundred 20 min. Many of them of the schools including me when I was a principal part of what I used to use with move to improve, move to improve MTI helps you complete those minutes when you can actually do them through a physical education.

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However, it's something that has to happen every year. So the training has to happen.

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Before you can actually use those minutes. So I'm not sure. If that has happened yet and it's in 398, it's not the only school.

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This is just. It's very hard. To meet that mandate. Excuse me, although it is a state mandate and we have to do it.

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We have to learn how to be creative within the system to make sure that our students, because I agree with you, they need to get out, they need to move.

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It's just healthy. Part of that socially emotional, aspect of it. But It is the first full day today.

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So if and if Monday is now, so it depending on schools have to wait so they can give that meeting before they can complete those minutes.

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But I am and we are working on that to make sure that it that it happens. So just just know that we are aware.

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As you mentioned, mentioned it to us and we have been working on that. Okay. Let's go to the next slide.

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Some highlights that I just wanted to share with you on a positive note. I've been encouraging many of our principals and many of our schools and many of the teachers to.

01:54:25.000 --> 01:54:38.000

Be the narrators of their stories and in order for them to be the narrators of this story, I'm encouraging to use social media as what are the good things that are happening, what are, and of course, within integrity behind it, right?

01:54:38.000 --> 01:54:54.000

Because what we can also, social media could be a platform where you it's it's you can give it the narrative you want but we want to make sure that our families that our communities know that this district 30 is moving.

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It's on the move. A lot of great things are happening in our schools. So this is these are the the codes of the QR codes.

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So at some point if you want so we can go back to the sliding you could just it should be working.

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So some of the highlights that I that I've been doing to better get to know the community better and to get to know the families because District 30 is huge.

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You can go to Jackson Heights all the way to LIC and it's a different community altogether.

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So I've been doing my rounds. But before you press play, ladies, I just want to say something.

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So this year, as Part of my first principles meeting. I make sure that every teacher got every principal, sorry, every principal.

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A t-shirt that's at team 30 squad and behind it is said believe. I loved at Lasso. I watched him. That's all.

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I'm a fan of Telasso and I had them watch. A short clip.

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That just, I love him because, you know, the teacher and me is like sometimes and the leader and me sometimes we don't know what we always know what we're doing but if you have the right heart if you have the right mindset and if you believe in the human connection and you believe that people show up most of the time with good intentions, you can make it work.

01:56:23.000 --> 01:56:29.000

So our theme this year was believed because we are believing for great things in District 30. We are believing we are hopeful.

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That things, that right now the data shows us that we're not where we want to be, but we are hopeful.

01:56:38.000 --> 01:56:52.000

That it's gonna move. And we are believing that we have great teachers. We get we have great leaders not perfect, but we do have good, we have good families that want their children to learn.

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So I believe with all of that. We're gonna move and. Hopefully this time.

01:56:59.000 --> 01:57:06.000

Next year we can be talking about the great gains that have happened, but I just wanted I also had a meeting.

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At 1 52 it was awesome New York City kids right sponsor many of you, many of the CC members, were there some of our elected officials were there.

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It was amazing. So I just wanted to give you a You could start with whatever, whichever one you want first.

01:57:54.000 --> 01:57:59.000

You

01:57:59.000 --> 01:58:02.000

Okay.

01:58:02.000 --> 01:58:31.000

The

01:58:31.000 --> 01:58:39.000

And

01:58:39.000 --> 01:59:00.000

You

01:59:00.000 --> 01:59:10.000

The

01:59:10.000 --> 01:59:40.000

The

01:59:48.000 --> 02:00:18.000

All the principal.

02:00:28.000 --> 02:00:37.000

. Because

02:00:37.000 --> 02:00:43.000

The Only

02:00:43.000 --> 02:00:47.000

To me.

02:00:47.000 --> 02:00:51.000

So

02:00:51.000 --> 02:00:54.000

Thank you.

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New York City Kitby sponsored the ice cream so it was really nice.

02:01:01.000 --> 02:01:11.000

Okay. And just, to let you know that this, it's been busy. So we had a new teacher.

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Meeting with, Ashley was there as well. We had the leadership conference. We had a new teacher meeting with, Ashley was there as well. We had the leadership conference.

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We had the meetings in New York Princess Pomoya had a vlog party and he was giving out they were rides they just they was a lot of resources for students we gave out.

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So some of the principals that are under his auspices for students we gave out. So some of the principals that are under his auspices, we were able to go, and I'm happy to say that many, many, elected officials have done that this year.

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This was the one that I was able to go to and, 4 of the principals went.

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3 29 1 27 i'm still learning the numbers 92 and 2 28 were there and we were able to give out both guys and this was at

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. I think that was at I can't even see. Who is this?

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Oh, that was 3 29. We also gave up back there. We partnered with.

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You know, partnerships. We don't often have somebody that you need to, to do all that you need for our families, especially right now when we're, you know, District 30.

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We have so many families in need. So we partnered with, an organization that was able also, to give book bags and a lot of resources for our family.

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So they left ready to start. District 30 is on the move. We're moving in the right direction.

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We want to make sure that our students that are teachers, that our families have what they need to have a successful good year.

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So we wrote a, I wrote, a vision and mission. This, vision and mission, I just want you all to know that.

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It's. It's for you to look at for you guys, the CC members to look at.

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Really carefully and then we can, if you have input. I'm open to it. Email me and we can do it.

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We have not received the data, yet the state data. So. We're still in the process, but.

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If you want me to go over it, I'll just reach out the vision and the mission.

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And then we'll leave the goals for you to look at and then if you want to give me feedback, please, I'm open to it.

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Our vision district 30 is committed to cultivating a safe nurturing and student driven learning environment for all students.

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This one promote the success of every student academically, socially, and emotionally while embracing the diversity of our schools, our mission.

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Family, staff and community stakeholders collectively promote the delivery of engaging and authentic learning experiences that challenge all of our students.

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We strive to equip our students with the critical knowledge and skills necessary to lead a life. Success and significance as global citizens.

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We can of course work and I'm just gonna very quickly district 30 goals strengthen instructional core which is part of what Project NYC is, raise literacy.

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Increase access and address various. And develop high quality educators. Building capacity amongst our teachers and helping them.

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Be the best that they can be where they're at is what we want to do. So I'm open.

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I would love the feedback.

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This is not the forum, but we can definitely have those conversations. Okay, I look forward to that.

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And I just want to leave you with part of, for me, part of believing is being able to all of the changes that are happening.

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Have impact not only for our teachers and our students but for our families as well. I want the families to see all that's happening in this district.

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30 and I want to see it in the outcomes. So I believe that we can do this together, guys.

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So let's believe together that we're gonna have great change in district 30, for the better.

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I think.

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Absolutely. Yeah, Okay, so after we do our superintendents report, this is how the rest of the meeting will go.

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We'll have questions from our members and then we'll open it up to the final public speaking comment and then everyone will get to speak in the final public speaking comment.

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So right now I like to open the floor to my fellow council members if you have any questions. Our comments or interim acting superintendent, Mr. Doggo, please raise your hand and I will recognize you.

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Okay. Yeah. Thank you. First, just wanna say I superintendent, I, you have me feeling really confident about the, district and you've made a wonderful impact.

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You've made a wonderful impact to start. So thank you. I want to ask is there.

02:06:31.000 --> 02:06:44.000

Do we know as there's talk about, moving, immigrants onto Randall's Island, Are there gonna be kids there and will that be part of D. 30?

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Will they be coming into the 30 schools? And then the kind of second question that I wondered is what are we doing, as far as recruiting additional Spanish speaking, students into the district.

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And are we able to support kids that come in with no English skills at every school or are we needing to kind of funnel them into certain schools to try to create critical mass of kids that had, you know, entire classes, for instance, that have no English. So as far as the Randall's question.

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You got me. I'm not sure. I could, I'm going to so meetings more I can acquire.

02:07:27.000 --> 02:07:52.000

As far as recruiting, when you say recruiting students for the Spanish teachers or teachers. Well, you know, Miss Koran, who's on, on here she

could probably answer, yes, we are trying to recruit, but how do we do that is by right now I know that I just had this conversation.

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Good. I think it's the state of they're giving out like, They're letting teachers apply, you know, and reduce the tuition of classes.

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So or somewhat for free so that they can actually get accredited and have the certification that they can actually get accredited and have the certification that they need.

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And it's, been a challenge, but we are. Taking steps toward that but If you can help us in that area, we'd be more than happy because it's been really hard to bring code.

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But we are trying to partner with colleges. To make it easier for, teachers to get.

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The credentials that they need to be able to, as far as how will leave this disseminating the students.

02:08:48.000 --> 02:08:59.000

When I tell you it's not easy, right? Because, it's, it's very multi-layered because it's it's it's very multi-layered because even though I might think that this school is better.

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The parent also once has a say and they want the convenience of being closer even though pretending you're a school.

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You know it might be a little bit farther but we know that they're better resources sometimes they don't wanna go just because out of convenience right so you have to kind of adhered to that however we're getting to the point where schools are getting full right so For example, Q 11 is Q 1 11 is very full right now.

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It's like they just received. On email right before I came to this meeting that they got an additional a hundred 33 students.

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Exactly. So I have to now figure out. Make sure that all the students can be serviced because it's not only putting the case there's like do the teachers does the school have the resources to support the teachers have the resources to support?

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Otherwise we're not doing any justice for our kids, right? So it's not just putting them there.

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It's also been able to serve them and provide them with what they need. So that's been extremely.

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Tactic as well here in this 3 30 where we getting a lot of

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Okay. Thank you for that. Really, rich presentation it was really great to see I really appreciated seeing the pictures of the new principles and system principles.

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This is a big district. It's hard for us to keep track of all of the different principles like you're not a liaison and we never went there.

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So seeing those photographs. Yes. Yeah. And seeing them in person is even better.

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You know, It would be great for us to just all be able to feel like we have better connections across the districts to the I just had a comment about 3 98, which is that you said that you know this was primarily attacking staff.

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And not students and from the letters that we've perceived and the elements that we've received from parents.

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This is attending students. You know, it's affecting students because schedules are, you know, not, communicated well communication in general is not well.

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That has to students know this, you know, they know when things are right and when the adults around them are not feeling confident and on top of that to lose teachers that you loved and knew last year.

02:11:33.000 --> 02:11:41.000

Of course that affects students as well. So I think that and the letters from the teachers as well. So I think that and and the letters from the teachers, you know, they very clearly cared about what they were doing as well.

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So I think that and the letters from the teachers, you know, they very clearly cared about what they were doing and felt like they were not able to do for their students.

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What they wanted, what they were, what their job was. So I really think I just wanted to say that because it's been very clear to all the letters and the speakers that we've heard that this is doing well.

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And that to me speaks of the dedication that the teachers have that they're doing whatever they can to keep like any adult does right when you're in a home and you have situations you try to keep the children away from it.

02:12:08.000 --> 02:12:22.000

You're in a home and you have situations, you try to keep the children away from it. So similarly, I think that they've been, you're in a home and you have situations, you try to keep the children away from it.

02:12:22.000 --> 02:12:27.000

So similarly, I think that they've been to keep the children away from it. So similarly, I think that they've been, very, they've done well That's what I meant.

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But I still believe that it's at a point where it's in and we work together.

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Change can happen. So we just have to stay optimistic and we have to keep moving forward as to what can we do to Keep moving forward.

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Question. Simple, you mentioned about. The asylum seekers received placed appropriate.

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Adequate resources and you also just mentioned 1 11 that we're talking about 133 children so Those classes capped in 32.

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I mean, that's virtually 4 new classrooms that got opened up and that's for their own and that's in date.

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And we saw in other schools last year, especially in district 30. The amount of asylum seekers in children continue to grow.

02:13:18.000 --> 02:13:29.000

So in terms of resources, what are we doing? So good money for technology, and I know this is above you as well.

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Unfortunately, these folks that are coming here aren't allowed to work for 3 6 months. I mean, There are probably people.

02:13:38.000 --> 02:13:49.000

We're teachers, principals and administrators who can come to the top and, get them into the DOE system and be able to help all the children out.

02:13:49.000 --> 02:13:52.000

It's something like that. So, this is, I literally just got that email as I was entering here.

02:13:52.000 --> 02:14:05.000

So, it's not about them starting those schools because it's, it's being seated up so they'll just be going but We still need to be very strategic, right?

02:14:05.000 --> 02:14:08.000

We still need to really. Where you are wearing cognizant of what's happening. So how do we best serve?

02:14:08.000 --> 02:14:18.000

I'm gonna have a conversation with Miss Jagen tomorrow. However, what I've been.

02:14:18.000 --> 02:14:31.000

I've been speaking with this, tomorrow. However, what I've been, I've been speaking with this, social, social worker here, however, what I've been, I've been speaking with this, social, social worker here, partnership that can help our schools.

02:14:31.000 --> 02:14:34.000

I just I know of one and I just was inquiring. It's a it's an organization where they have pantries.

02:14:34.000 --> 02:14:50.000

Also keep in mind that these that these newcomers don't have access, so some schools that write a bit doesn't serve them, because they can cook it, right?

02:14:50.000 --> 02:14:53.000

They don't have access to stuff, right? Because they can cook it, right? They don't have access to stuff like you and I.

02:14:53.000 --> 02:15:15.000

So it's very complicated and it's very multi layered. I'm not gonna have an answer for you right now because we're still in the ports of what partnerships can we partner with as a school as a district to help the schools provide the resources that they need because it's bigger than even the schools bigger than all of us here, right?

02:15:15.000 --> 02:15:24.000

Because it's about how do we connect. To provide them with resources so that so we're still in the words of that actually I'm gonna reach out to Central.

02:15:24.000 --> 02:15:28.000

As well because it's.

02:15:28.000 --> 02:15:33.000

It's, it's all the one. So, and you know, we want to do what's best.

02:15:33.000 --> 02:15:39.000

For the children for the families for everybody but for the teachers for the schools for the principals. Right?

02:15:39.000 --> 02:15:48.000

Cause it's, it's, it's very, complicated. And the one other question I have to ask with regard to 3 98.

02:15:48.000 --> 02:16:01.000

As you mentioned, and certain things like, and, being disclosed, and, like, and it's also been discussed, like, liaison, like, what can we as a calendar, can those liaisons for 3 98?

02:16:01.000 --> 02:16:14.000

You to help out there, what information. And are we allowed to receive? And share and not share just so everybody knows that we can't do. I've been very transparent. I know that.

02:16:14.000 --> 02:16:22.000

They missed, you know, Danny also say, as, has said that he's the liaison for that school.

02:16:22.000 --> 02:16:30.000

Right now we're still the school just opened. I'm still in collaboration with, Ashley, the teachers.

02:16:30.000 --> 02:16:38.000

Amy Randall, we came up with the plan so it's in steps. I don't wanna bombard, let's see.

02:16:38.000 --> 02:16:53.000

How step one goes. Let's see what's the outcome of step one. If we need to move to step 2 and then I did not forget that you did say that the last meeting, however, I'm trying to do things in steps.

02:16:53.000 --> 02:17:01.000

I annotate, you know, keep a memory, like memo, realize everything that's happening, and then move on to the next.

02:17:01.000 --> 02:17:05.000

Thank you.

02:17:05.000 --> 02:17:10.000

Do you have any other comments from the members? Good question. Okay. So what we're gonna do now is move to our second public agenda and speaking time.

02:17:10.000 --> 02:17:30.000

We're going to go to our community members in the room first. So if you have a question or comment, anything education related, please come up to



our station here and I'll make a statement, you know, 2Â min, please come on.

02:17:30.000 --> 02:17:34.000

You have 2Â min and yeah, please come on. You have 2Â min and yeah, right here.

02:17:34.000 --> 02:17:41.000

Thank you so much. Thank you so much. Thank you. Thank your name and your connection to the district.

02:17:41.000 --> 02:17:45.000

First of all, I have a comment and then a question. So, thank you for your comment.

02:17:45.000 --> 02:17:57.000

It's not impacting because I also took note of that. And when you have this, so 5 year old while your music teacher's leaving, why your librarians leaving, kids are impacted.

02:17:57.000 --> 02:18:01.000

When it's the first day, schooling is a heat advisory and you're there at 8 in the morning and they're not coming out until 8 30 kids are impacted.

02:18:01.000 --> 02:18:16.000

You can tell us what door the open. Not lie on by 8. Moving forward, from the report, it said, consultant was assigned for teachers.

02:18:16.000 --> 02:18:25.000

I'm curious about who is that like somebody from central outside vendor and exactly how I think the support for the teachers is going through the UFT.

02:18:25.000 --> 02:18:30.000

They have probably mentioned what's going on and I'm curious, I know we can't disclose everything, but.

02:18:30.000 --> 02:18:39.000

When administration is saying one thing about when School starts and then the teachers don't come out to specific time.

02:18:39.000 --> 02:18:49.000

I have questions. That is, affecting instance. Okay. The other one is the assigned house parts.

02:18:49.000 --> 02:18:55.000

I'm not sure if you can disclose exactly who is the house of house members that you said you're assigned.

02:18:55.000 --> 02:18:59.000

Oh, Miss, she's in the school. Her name is Miss Vargas. She's there.

02:18:59.000 --> 02:19:12.000

Thank you. As far as the, consultants. It's cool. So that's, hasn't finalized and it's, the next status employee, it's it's the next status employee, previous DOE, employee.

02:19:12.000 --> 02:19:15.000

It hasn't been finalized. So I'm not going to speak to it until it's been finalized.

02:19:15.000 --> 02:19:21.000

So I'm not going to speak to it until it's been finalized. From what I know it hasn't been finalized.

02:19:21.000 --> 02:19:30.000

In consultation with the teachers that if they I thought it would be a good idea but nothing has been finalized and nothing has been.

02:19:30.000 --> 02:19:31.000

Done as of yet with regard to that hopefully and the role would be to support teachers just to help them unpack.

02:19:31.000 --> 02:20:01.000

All that they have to do. You know, it's a new curriculum, it's a new reading curriculum, it's a lot happening at the school and as far as the the first day yes they were glitches I was there I saw and we work, we have meetings and we and she met them with the UFT person as well to try to rectify and come up with better

02:20:03.000 --> 02:20:08.000

plaques.

02:20:08.000 --> 02:20:18.000

For them. Okay, hi. And then number 9. And I just wanted to give you the hijab of Spanish features.

02:20:18.000 --> 02:20:25.000

What are the thoughts about certifying? Teachers through weekends.

02:20:25.000 --> 02:20:37.000

One, IS. CREATED to take 4 years But then there's also compared they take the 4 or 4 year degree and put in.

02:20:37.000 --> 02:20:45.000

So that's why we're partnering with schools. But that is also beyond me, right? Because that is also beyond me, right?

02:20:45.000 --> 02:20:49.000

Because that has to do with the schools. But that is also beyond me, right? Because that has to do with state accreditation that has to do with schools, but that is also beyond me, right?

02:20:49.000 --> 02:20:54.000

Because that has to do with state, that has to do with schools, colleges with what's required of them and what's the acceptable minimum amount of credits that they can have.

02:20:54.000 --> 02:21:07.000

But that is something that we're talking about. It's just a different new using, but it's like when they, you need, normally let's just say 36 credits and now they're letting you do it for 20.

02:21:07.000 --> 02:21:11.000

You need normally, let's just say, 36 credits and now they're letting you do it for 20.

02:21:11.000 --> 02:21:24.000

Thank you. Anyone else? On the room, please come on.

02:21:24.000 --> 02:21:32.000

Right there, right? I see myself. I'm Richard Connelly with the American Debate League.

02:21:32.000 --> 02:21:38.000

First, I wanna congratulate CC. Someone knew some I've seen before, right? And also say, Madam President.

02:21:38.000 --> 02:21:44.000

Good to see you. And you're a superintendent, one to congratulate CC, someone knew some I've seen before, right?

02:21:44.000 --> 02:21:52.000

And also say, Madam President, good to see you and your superintendent wonderful. Congrats. So I just want to say our mission is to help children become better thinkers speakers and leaves and this year that's going to be our major focus.

02:21:52.000 --> 02:21:53.000

We've been doing the thinking and speaking but now we want to do leadership work. As you know, the leader in me.

02:21:53.000 --> 02:22:06.000

Right. So what we do is we believe that debate changes lives. That's our mission in life to do that and our goal is to in our vision is to have debate for all.

02:22:06.000 --> 02:22:15.000

So we work with schools where it's not just an after school debate program. We have some schools where they give it to them like remember in college you have the public speaking class.

02:22:15.000 --> 02:22:18.000

We do a public speaking flash to be. I know it's a school. It's on district 24, but we're doing that actually now.

02:22:18.000 --> 02:22:22.000

It's a couple of other schools. So their kids, when they leave elementary go to middle, they've already had debate in the class.

02:22:22.000 --> 02:22:36.000

Okay, so we work with schools to well New York City and the Westchester and Long Island to bring debate into schools.

02:22:36.000 --> 02:22:44.000

We've been working with District 30. It's great to be back. I remember I don't know if you saw a superintendent that little chalice when you walked by. That's us.

02:22:44.000 --> 02:22:51.000

We gave it to in 2019 because we're at summer debate camp at Queens College for you for everyone who knows.

02:22:51.000 --> 02:23:07.000

So we just want to work with more schools. We had our elementary championship last year. We had let me shot them out PS 148 was our top perennial who always that we even took on the jersey they're gonna be in a tri state PS 70 . S.

02:23:07.000 --> 02:23:10.000

2 12 I see people shaking a hedge PS. 17. I'll. Mission I spoke to super 10 earlier is to get the middle school.

02:23:10.000 --> 02:23:21.000

We want to get middle school because what's also happening in 148. Yes, zoom is coming back.

02:23:21.000 --> 02:23:25.000

We're almost in college now. So they do elementary, but then they don't have any way to go in middle school.

02:23:25.000 --> 02:23:29.000

So you want to give them that opportunity. So let's see. How much time time I have left or I have a minute like 5 s left.

02:23:29.000 --> 02:23:38.000

If this is good superintendent, I want to meet you so we can set up a meeting. Is more to work more schools.

02:23:38.000 --> 02:23:45.000

I love the speeches principles like I said. And if there's any question about. You know, I'm sure you have the car.

02:23:45.000 --> 02:23:58.000

Like last thing, we take you to Harvard University in middle school. We take, let me show this to the Harvard University in middle school. We take, let me show this to the people in the audience.

02:23:58.000 --> 02:24:01.000

The middle school, we take, let me show this to the people in the audience. I see Miss Alexander, how you doing?

02:24:01.000 --> 02:24:02.000

In middle school, we actually take your kids to Harvard and I mean, if you're a kids, I see Miss Alexander, how you doing? In middle school, we actually take your kids to Harvard.

02:24:02.000 --> 02:24:10.000

How you doing? In middle school, we actually take your kids to Harvard. And I mean, we went this year, we actually take your kids to Harvard.

02:24:10.000 --> 02:24:28.000

And I mean that when this year we had over 200 students come with us to Harvard for middle. Elementary and our goal is the districts where we have a district for middle. Elementary and our goal is the districts where we have a district 30.

02:24:28.000 --> 02:24:34.000

We work by the way work with every All right, thank you. Doing super, how are you doing?

02:24:34.000 --> 02:24:39.000

All right, thank you everyone. Have a good evening. Remember, debate changes lies. People I know out there in virtual land.

02:24:39.000 --> 02:24:50.000

Hello. Good to see you again. Okay, do we have any other statements? Out there.

02:24:50.000 --> 02:24:58.000

Okay, so let's see if we have any of our attendees in our Zoom room. Do we have any hands raised?

02:24:58.000 --> 02:25:05.000

No hands, and I don't see anyone in the QA. So, That includes our public agenda and speaking time.

02:25:05.000 --> 02:25:12.000

We want to thank you all for coming. I do have a few announcements before I adjourn.

02:25:12.000 --> 02:25:24.000

We have our business meeting. It will be held virtually on, September eighteenth and our next calendar meeting is October sixteenth.

02:25:24.000 --> 02:25:32.000

And that is it. So we will see, yeah, if you wanna join us virtually for the business meeting, you're welcome to watch.

02:25:32.000 --> 02:25:42.000

That'll be next Monday at 6 30 pm virtually and our next calendar meeting is October sixteenth so I'd like to move to adjourn our meeting at 9 14 PM.

02:25:42.000 --> 02:25:51.000

Have that around. So yeah, thank you everyone. And I'll see my co-council member birthday next week.

02:25:51.000 --> 02:26:00.000  
Thank you. Good night.