



COMMUNITY EDUCATION COUNCIL 19

557 Pennsylvania Avenue ~ Room 201 ~ Brooklyn, NY 11207

PHONE: (718) 240-2743 ~ FAX: (718) 240-2750

EMAIL: CEC19@schools.nyc.gov

CEC Calendar Meeting Minutes – March 15, 2023

Ms. French opens CEC meeting at 6:36pm. Virtual Meeting ZOOM. (Not Video Recorded)

Roll Call: Joyce French, Tion Prescott, Sefrina Boodram, Patricia Powell, Evelyn Pugh and Tabatha Foster.

Late: Parchell Halloway

Approval of Meeting Minutes:

CEC 19 Business Meeting – February 8th and CEC Calendar Meeting Minutes - February 15th

Approved by Joyce French, Tion Prescott, Sefrina Boodram, Patricia Powell, Evelyn Pugh and Tabatha Foster.

CEC Presidents' Report: Ms. Joyce French

1. Meet the Candidates Running for District Community Education Council
Attend a Virtual Candidate Forum Date: Friday, March 17th - Time: 6:00pm
To receive the Zoom link, view the forum schedule, and register, visit <https://learndoe.org/cec/candidateforum/>.
2. Thursday, March 16 Afternoon and Evening Parent Teacher Conferences for middle schools.
3. March 31 Deadline to Apply for The Summer Youth Employment Program (SYEP) SYEP is the nation's largest youth employment program, connecting NYC youth between the ages of 14 and 24 with career exploration opportunities and paid work experience each summer. The deadline to submit applications is 03/31/2023. <https://www.nyc.gov/site/dycd/services/jobs-internships/summer-youth-employment-program-syep.page>
4. The 2023 NYC School Survey is open until March 31, 2023. The deadline to complete the survey is March 31, 2023. Families can take the survey by logging on to their NYC Schools Account (NYCSA) Portal, where they can also see their student's grades, test scores, and more. <https://www.schoolsaccount.nyc/> The survey is available online in 10 languages, and it is open until March 31 to all families and teachers, as well as students in grades 6-12. Families can also request a hard copy of the survey from their school. Families can also take the NYC School Survey by going to www.NYCSchoolSurvey.org
5. DLT Meeting Monday, April 3rd at 10am
6. Community Education Council 19 for a Townhall event with Chancellor David C. Banks.
Date: Tuesday, April 4, 2023 - Time: 6:15 p.m.– 7:30 p.m.
Location: Vista Academy School 350 Linwood St Brooklyn, NY 11208

Town Hall will also be live streamed. Please register for this event at the following link:
<https://learndoe.org/cec/>
7. April 6th -14th Passover, Good Friday and Spring Recess - School is closed.
8. Wednesday April 19-Thursday, April 20 NYS Grades 3-8 English Language Arts Test
9. Community Education Council 19 is proud to announce that we are hosting a blood drive on Saturday, May 20, 2023, at our Annual District 19 Health and Wellness Community Fair from 11:00 a.m. to 3:30 p.m. (blood drive hours). Event location: East New York Family Academy, 760 Van Siclen Avenue, Brooklyn, New York 11207 (BUS).
10. Visit our CEC 19 website at www.cecd19.org

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Presentation: Fair Student Funding (FSF) SY 2023-2024 – Presented by Dr. Collins, Comm. Supt.

Where Does Our Funding Come From?

- Our budget for the 2022-23 school year (fiscal year 2023) is \$37.6 billion.
- We estimate we will spend over \$31,000 per student this year

Who decides how the money is spent at the school level?

- Principals have a great deal of flexibility in deciding how this funding is spent so that they can target it to student and community needs.
- Principals along with their School Leadership Teams (SLTs) create the school's Comprehensive Educational Plan (CEP) based on school specific instructional needs and priorities.
- Principals work with their SLTs to create the school's budget, to pay for the instructional program detailed in the CEP.
- Superintendents supervise the Principal in this process and must approve all school budgets and their alignment with the school's CEP.

What is Fair Student Funding (FSF)?

- Fair Student Funding (FSF) is the largest funding stream that we provide to schools, and it is based on the number of students enrolled at each school + the specific needs of those students.
- Student needs are “weighted” based on the cost of meeting a student's educational need (e.g., academic needs, special education needs); and schools get more money for students with greater needs.
- FSF makes up about two-thirds of most K-12 NYCPS school budgets.
- Other funding sources include federal funding streams, such as Title I, Title III, IDEA (special-education funding), or other targeted allocations for specific initiatives.
- Charter schools, 3K, PreK, Mandated Individual Education Plan (IEP/special-ed) related services and IEP paraprofessionals (e.g., speech teachers, occupational therapists, and 1:1 paraprofessionals) are funded separately.
- FSF provides principals/schools with substantial flexibility to tailor spending to school and community needs. They can use for classroom teachers (including special education teachers and paraprofessionals), guidance counselors, social workers and classroom resources and materials.

Fair Student Funding:

How Does it Work?

Four Building Blocks Combine to create each school's FSF Allocation
Fair Student Funding, Allocation and Foundation

- Foundation: All schools receive \$225,000 each.
- Collective Bargaining: Contractual pay increases for school staff.
- Per Capita: The dollar value of an FSF student weight of 1. This is updated every year to reflect any changes to the citywide average teacher salary; it was approximately \$4,200 this year.
- Number of students enrolled at each school, and the specific needs of those students.
- Pupil needs are “weighted” based on the cost of meeting the educational needs.

The Chancellor Has Accepted, and Is Proposing, The Following Recommendations from the Working Group:

*****New weight to support Students in Temporary Housing (STH)**

Why this weight: Research shows that the situations faced by students in temporary housing create significant challenges to student success.

- How the weight works: Weight of 0.12 times the FSF per capita for the number of students in temporary housing in the school in the prior year. New weight to support schools with high percentages of student need, concentration weight.
- Having high concentrations of needy pupils has a negative impact on student achievement.



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- How the weight works: Schools are ranked based on their proportion of student needs (e.g., students with disabilities, English Language Learners, students living in poverty, students in temporary housing, and others).
- Schools with the highest average student need are divided into 3 categories (tier 1, tier 2, and tier 3). Schools outside of the highest concentration receive no funding.
- Students attending schools in tier 1 receive a weight of 0.04, tier 2 0.08, tier 3 0.12.
- Concentrations weight times the school's average need for the prior year, times the register for the school year.

The Chancellor Has Also Accepted Additional Recommendations from the Working Group Which Do Not Directly Impact Fair Student Funding Weights

In response to some other challenges identified by the Working Group, NYC Public Schools will do the following:

- Enhancing the budget appeals process to ensure it is responsive to schools' special education staffing needs.
- Strive to improve budget transparency around both the FSF formula and NYC Public Schools' budget.

Resolution to restore school budget cuts made last FY 2022 and expand the capital plan to be able to meet the benchmarks in the new class size law. Resolution was unanimously voted and passed on March 15, 2023 by the following Community Education Council of District 19 members: Joyce French, Tion Prescott, Sefrina Boodram, Patricia Powell, Evelyn Pugh, Tabatha Foster and Parchell Hallway.

Presentation: Curricula Campaign- Ms. Elisa Beltran, Organizer for Educators for Excellence NY

NYC SCHOOLS NEED CURRICULA - The urgent need for high-quality and culturally relevant resources. NYC Schools' current process for curricula selection is an inconsistent, decentralized, school-by-school approach that provides thousands of students with low-quality curricular materials that lack cultural relevance. Educators are forced to spend time and their own money to fill the gaps left by substandard curricula and receive uneven support and training to implement what's provided. The result of this broken process are at least three significant problems.

Solution #1: Create a short, approved list of curricula that all schools or local districts must select from.

- Create a diverse committee of educators and curriculum experts to work alongside district staff to review curricular options currently in use across the district and audit those options to create a narrower approved list.
- The committee should utilize existing rating systems like EdReports to narrow the scope of approved options to those that are high quality and culturally relevant.

Solution #2: Engage all stakeholders in the curriculum selection process to ensure the final approved list has buy-in.

- Ensure that the auditing committee is a diverse group that is representative of a cross section of NYC educators
- The Committee should use tools like the NYU Culturally Responsive Curriculum Scorecard to support their evaluation.
- Incorporate community stakeholder listening and feedback sessions into this panel's agenda to better understand what parents and communities are looking for in their school's curriculum.

Solution #3: Local districts should consider further narrowing curriculum options for each grade so that district professional learning can be embedded in the curriculum.

- Superintendents work with principals, content experts, and teachers to choose the most appropriate district-wide options.
- These local district teams plan out PD sessions to align with the selected curriculum.

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Community Superintendent Report: Dr. Collins, Comm. Supt.

Superintendent's Report: State of the District: March 2023

- District 19 Priorities for the 2022-23 School Year
- DCEP Goals
- ESSA Updates
- Professional Learning Updates
- Social Emotional Learning Updates
- Attendance Data
- Family & Community Engagement Updates
- Districtwide Highlights & Celebrations
- Stay Connected: Social Media & Communication

District 19 DCEP Goals:

Priority 1 – All students learn to read well By June 2023, the number of students reading at or above grade level will increase in proficiency by 5% as measured by the NWEA ELA and MAP grades 3-8 and Acadience grades K-2 data.

Priority 2 – All students are physically and emotionally safe By June 2023, D19 will increase the Year to Date attendance Rate by 9 percentage points from 81% to 90% as evidenced by the NYCDOE datahub.

Priority 3 – All students have a high-quality academic experience (CSD)

By June 2023, District 19 will ensure high quality core instruction in mathematics resulting in a 5% increase in proficiency on the 2023 NYS Math Assessment.

Priority 4 – All students graduate college and career ready and have a strong plan and pathway to economic security

By June 2023, all students will have increased exposure to the various types of careers, colleges and trades schools by 50%, as measured by Guidance Counselor/student survey data.

Priority 5 – Redesign the system to be more inclusive and responsive for parents and families By June 2023, D19 will increase community engagement attendance/response rate at district/school events and workshops from 5% to 20% (a 15% increase) as measured by data from Superintendents "Community Conversations", workshop attendance data and school/parent survey data.

****New: ESSA Designations 2022-23**

Factors included:

- 3-8 ELA and Math Exams for Spring 2022
- Two performance indexes (calculations) CSPI (Tested Students only) & WAAI (may include opt-outs/refusals)

Factors excluded:

- Chronic Absenteeism (A student who has excused or unexcused absences equaling 10% or more of enrolled school days. Days absent because of suspension or medical reasons are not used)
- MIP's/Academic Progress Measures
- Growth on State Exams
- Combined MIPS & Growth (above)
- CSI/TSI Progress based on 2018-19 data
- English Language Proficiency (NYSESLAT) 2021-22

Timeline:

- March 8/9th - ESSA Designations released
- March 15th - Schools will share ESSA designations via Parent Notification letters
- March 21 (BK-Qu-SI)- State Education Department will host an in-person for newly designated CSI/TSI/ATSI schools.
- March 27th - State Educational Department will host a virtual meeting for reidentified schools CSI/TSI/ATSI

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ESSA (Every Student Succeeds Act) LSI & CSI

LSI-Local Support & Improvement (formerly known as Good Standing):

- 2023: (28 Schools) 7, 13, 65, 89, 108, 149, 158, 159, 171, 190, 202, 214, 218, 224, 290, 292, 325, 328, 345, 346, 452, 661, 662, 677, 678, 907, 935, 938

CSI (Comprehensive Support & Improvement) designation: "all students" performed in the bottom 5% in New York State

- In 2018-19, and 2019-20: District 19 had six schools that were CSI: 213, 224, 273, 557, 663, and 760
- 2023: seven CSI Schools (213, 273, 306, 364, 557, 654, 663)
- 213, 273, 557, 663 were re-identified as CSI, and did not qualify to exit CSI status
- 3 schools were newly identified as CSI: 306, 364, 654 (formerly TSI, now a more intensive ESSA determination)
- 760 exited CSI status and is now TSI (lesser ESSA determination)
- 224 exited CSI status and is now LSI/Good Standing

ESSA (Every Student Succeeds Act) TSI

TSI (Targeted Support & Improvement): Specific accountability group(s) performed in the bottom 5% in New York State.

Ex: Economically Disadvantaged, Hispanic...

- In 2018-19, and 2019-20: District 19 had three schools that were TSI. However, due to having the same designation 2 consecutive years, the schools were renamed ATSI (Additional Targeted Support & Improvement).
- 218: Students with Disabilities
- 654: Black Students
- 678: Black Students
- 2023: (3 removed, 1 New TSI- 760)
- Two schools above (218, 678) exited ATSI status and are now in good standing as LSI (Local Support & Improvement)
- One school above 654 exited TSI (Black Students) but was designated CSI (all students)
- 760 exited CSI status (all students) and is now designated as TSI (Black Students)

Student Achievement:

- Last month we shared that we administered the MOY assessment screener to inform core instruction, and shared the MOY data at CEC, DLT as well as our Principal & Assistant Principal meetings.
- Based on new data we provide a new cycle of support for principals and their teams to build, implement, and monitor a Multi-tiered Support System to address the individual needs of students.
- The Literacy Team created ELA module reading and writing considerations documents for grade bands (K-2, 3-5, 6-8) for school leaders and teachers to strengthen tier 1 instruction (focus on standards, learning objectives, tasks).
- Next Generation Learning Standards resources and professional learning were provided to ensure students receive instruction aligned to the Standards.
- Access to educational software programs in ELA and math to support student personalized and standards aligned instruction and practice have been made available to all schools (Zearn, iReady).
- Professional learning and resources to embed station teaching as a way to differentiate learning opportunities for all students to access tier 1 instruction was provided to all schools, along with follow up support visit to implement and monitor.
- Schools are continuing to provide the High Impact Tutoring initiative for Mathematics in 19K089, 19K218, 19K364, 19K654.
- We partnered with Central for Math Coaching at 19K557 and 19K663 to provide math support.
- We continue to engage in touchpoints with principals around teaching and learning through school visits, data chats, and learning walks.

Professional Learning:

- This winter we designed differentiated Principal professional learning opportunities.
 - We identified school groups based on data and provided professional learning to meet the specific needs of different schools.
 - District 19 Principals collaborated to engage in school inter-visitations to learn about each other's promising practices and to reflect on how they will strengthen their action plans to improve student outcomes.



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- We have been engaging in Data Chats & Learning Walks at each school to provide actionable feedback and clear next steps towards improving student achievement.
- We partnered with the Central Math Team to provide professional learning to our Principals around the Instructional Expectations for math and the MTSS Framework (Multi-Tiered Support System) to strengthen math practices across the district.
- Our Assistant Principals have been receiving professional learning and resources to facilitate effective school-based teacher teams and professional development aligned to the school's instructional focus.
 - This month Assistant Principals will begin engaging in inter-visitations to support to provide support and feedback to colleagues.
- The Central Math Team in partnership with the District Math Instructional Lead are providing our Math Teacher Leaders with professional learning to equip them with a toolbox of instructional strategies to empower students to make sense of math and improve discourse and writing across mathematics.
 - Teacher team and teacher support continues to center around strengthening Tier 1 instruction, and using standards aligned learning targets and strategies as outlined in the NGLS (next generation learning standards).
- ELA Teacher Leaders are continuing to engage in professional learning to customize instruction within the W&W curriculum to ensure stronger student learning outcomes with a focus on writing.
 - PL is focused on supporting teachers in planning and designing clearer checks for understanding (CFUs) within daily lesson plans, so that we have a stronger grasp on what the student learning outcomes will be at the end of a lesson and maximizing the impact of classroom practice by utilizing the data collected from checks for understanding in meaningful ways.
- Our ELL Coordinators have been engaged in Professional Learning to embed effective ELL strategies and scaffolds into the curriculum.
 - The District ENL lead facilitates working sessions to support create resources that provide additional access to the curriculum for ELL students (Wit & Wisdom and Eureka Math).
- Parent Coordinators have been engaged in professional learning to create school environments that are welcoming and inclusive to all families. They have begun to create learning labs to link parent engagement to student learning.
- In partnership with 21stCentEd, our STEM Innovators are developing their knowledge around Design-Thinking to shift the way they think about infusing STEM instruction beyond the traditional science classroom, and we build STEM literacy across all classrooms.

Attendance Data: Monthly 9/23/2022 through 3/23/2023

	Sept	Oct	Nov	Dec	Jan	Feb	March (current)
Overall Attendance	90.7%	91.7%	90.0%	89.4%	89.0%	90%	90%
Chronic Absenteeism	29.6%	31.2%	35.2%	43.5%	39.0%	39.1%	38.1%

Upcoming Parent Workshops:

- District 19 Individualized Education Plan Overview March 14th, at 6pm
- District 19 Family ELA Night-Test Prep March 23rd, at 6pm
- District 19 "Beyond the Book" Parent Book Club March 27th, at 6pm
- District 19 Community Wellness Check-in March 29th, at 4:30pm



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High School Superintendent Report: Mr. Paulin Terrance

Community Updates:

Christine Delius – Senator Roxanne Persaud

-Mammogram Bus will be at 1222 East 96th Street, Brooklyn, NY 11236

On Sunday, March 19, 2023 from 9am – 4:30pm

Jessica Franco – NYS Senator Julia Salazar

-Youth Leadership Submit

-Announcement SYEP – new change on application regarding undocumented minors without SS#

Joyce French – Rental Assistance Resource Fair - Presented by NYS Senator Roxanne Persaud

Date: Thursday, March 16, 2023 – Time 5:30 PM - 7:00 PM

Public School 306, 970 Vermont Avenue, Brooklyn, NY 11207

Joyce French – Townhall Questions visit CEC19 website: www.cecd19.org

Evelyn Pugh – Parent Forum Boys/Girls (Save to Date)

- OPT Out NYS Assessment

Shelly Halloway - Discussion about the number of students' assessment tests.

Calendar meeting adjourned at 8:48pm motion to close meeting Ms. French second by Ms. Foster.