



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

Calendar Meeting Minutes January 14, 2026

Calendar Meeting Start Time: 6:09 pm

Ms. French opens meeting.

Roll Call: Joyce French, Kimberly Washington, Kimberly Ford, Evelyn Pugh, Kristen Garcia, Emily Walker, Shandale Franklin, Simone Phillips-Webster, Tion Prescott and Rebecca Reyes.

CEC 19 House Rules: Read by Mr. Prescott (Public Comments).

Approval of meeting minutes: Ms. French - Motion to approve meeting minutes of December 10, 2025. Meeting minutes were approved with changes to add hybrid meetings. Motion by Ms. French, approved by Kimberly Washington, Kimberly Ford, Evelyn Pugh, Kristen Garcia, Emily Walker, Shandale Franklin, Simone Phillips-Webster, Rebecca Reyes and Tion Prescott.

Interviews and voting for new CEC vacant seat. (2) minutes speeches from Ms. Amber Lewis and Ms. Shakima Sealy.

Round #1 Voting:

Ms. Washington – Lewis

Ms. Ford – Sealy

Ms. Pugh – Lewis

Mr. Prescott – Sealy

Ms. Garcia – Sealy

Ms. Walker – Lewis

Ms. Franklin – Lewis

Mrs. Phillips-Webster - Sealy

Ms. Reyes – Lewis

Ms. French - Lewis

(6) Votes for Ms. Lewis and (4) votes for Ms. Sealy. Second round at the end of calendar meeting (candidate needs (7) votes to be elected to the board).

Presentations:

 Office of Food and Nutrition Services – Ms. Carmen Bautista

- School meal program overview
- USDA National School Lunch Program (NSLP) meal requirements
- Food and Nutrition Education
- NYCPS food quality standards and options
- OFNS Food Service Careers

Approved on 2/11/2026

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 School Construction Authority – Ms. Erica Porter

Overview of November Amendment to FY 2025-2029

- Plan Highlights
- Capital Improvement
- Reso A
- CEC Priority Project Request

Capital Improvements

HOW	PROJECTS
<ul style="list-style-type: none"> • BCAS (Building Condition Assessment Survey) • DSF Reported Issues • Mandated Repairs • Reso A • CEC Request 	<ul style="list-style-type: none">  Exterior masonry, Windows, Parapets, Flood elimination, Roof replacement  Accessibility  Playgrounds  Auditoriums  Gymnasium Upgrades

District 19 CIP Highlights

Category	Number of Projects	Total Estimated Cost
Accessibility	3	\$9,320,250
Cafeteria / Multipurpose Room Upgrade	2	\$1,333,332
Electrical Systems	1	\$4,441,068
Electrification	1	\$45,741,999
Exterior Masonry	2	\$2,524,074
Heating Plant Upgrade	1	\$185,703
IP Surveillance Camera Installation	14	\$4,787,179
Kitchen Areas	1	\$964,389
Lighting Fixtures	1	\$2,282,827
Low-Voltage Electrical System	2	\$5,611,185
Playgrounds	2	\$4,000,000
Roofs	1	\$5,724,644
Room Conversions / Partitioning	1	\$540,750
Technology	1	\$54,741

Resolution A (RESO - A): Projects are capitally eligible, school-specific capital improvement or enhancement projects funded by NYC elected officials.

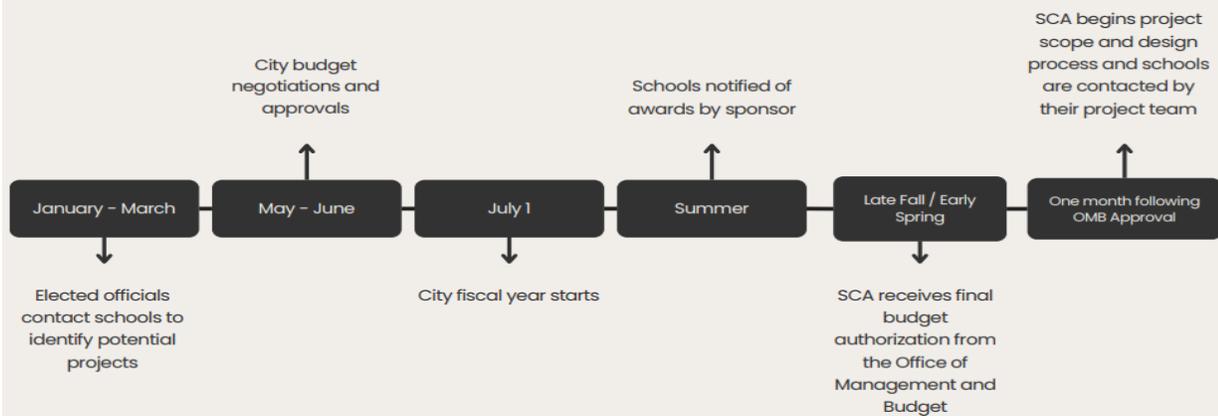
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Reso-A Budget Timeline



District 19 Reso A Highlights

Category	Number of Projects	Total Estimated Cost
Auditorium	19	\$4,787,678
Electrical	2	\$382,000
Library	10	\$2,526,883
Playgrounds	5	\$4,811,696
Science Labs	31	\$6,279,186

CEC Priority Project Request

Annual Submission:

- Each November, CECs are asked to complete a form identifying **top 5 priority projects** in their district.
- Forms are due in mid-January emailed to CINPUT@nycsca.org

Consultation and Review:

- Review capital eligibility guidelines ensuring project meets thresholds (cost, trades, area, etc....) determined by the NYC Comptroller and enforced by OMB.
- Review the Capital Plan identifying what Planned projects are already funded in district.
- Identify a program in the Capital Plan that project might be classified as: Capacity, CIP, Healthy Schools, etc....
- Review projects with custodial engineer/DSF for maintenance and/or repair items.
- Consult principals about projects ensuring agreement on priorities

Submission Guidelines:

- Prioritize 5 projects on the request form.
- SCA does major capital renovations only.
- For building maintenance or projects that are ineligible, principals can request repairs from custodians and/or DSF.

Capital Plan Presentations:

- SCA's annual Capital Plan presentations provide an overview of any changes to the Plan and highlight specific projects and funding in each district.

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Community Superintendent Report: Dr. Tamra Collins, Community Superintendent reported on the following:

Superintendent Priority Focus:

How can we build the capacity of educators to intentionally plan using data during teacher team meetings to identify opportunities for students to engage independently (individually, in pairs, or in groups) and access the curriculum with standards-based tasks, by (1) incorporating culturally relevant practices, (2) making connections between Tier I and Tier II instruction, (3) leveraging technology, and (4) cultivating a growth mindset—so that students can persevere through cognitively engaging tasks and construct meaning with increasing autonomy, as demonstrated in the student work products?

Student Achievement:

<u>ELA</u>	<u>Math</u>
<p>Trends</p> <ul style="list-style-type: none"> • Students perform strongest when asked to describe characters and how they respond to events and challenges in a story. (Reading Standard 3) • Students struggle more with identifying central ideas, themes and summarizing text, especially as texts become more complex in upper grades. (Reading Standard 2) <p>What's improving?</p> <ul style="list-style-type: none"> • Growth in student performance Reading Standard 3 as students improve in citing text evidence to support their thinking and understanding. <p>What's an area of focus?</p> <ul style="list-style-type: none"> • Focus on Reading Standard 2 in supporting student to "Infer" - <i>What is the author is saying overall, not just what happens? Which ideas matter most vs. which are supporting details? How do these ideas connect to form a central message?</i> • Grades 3, 7, 8 targeted focus <p>What does success look like in June?</p> <p>By June, students will be able to access grade level task to hold multiple ideas in mind, track importance across the text, decide what <i>matters most</i> and explain their thinking with growing autonomy and clarity. As a result, we will see an increase in student mastery of R2, specifically across focus grades.</p>	<p>Trends</p> <ul style="list-style-type: none"> • Students show stronger performance in foundational math and familiar problem types. • Students show lower performance on multi-step, application-based tasks that require reasoning and explanation, especially in Grades 7–8. <p>What's improving?</p> <ul style="list-style-type: none"> • Students are increasingly using visual models to support understanding of foundational concepts and familiar problems, contributing to stronger performance in earlier grades. <p>What's an area of focus?</p> <ul style="list-style-type: none"> • Sense-making and independence in problem solving, particularly in upper grades. We are supporting this through our partnership with Great Minds Eureka Math. <ul style="list-style-type: none"> ◦ Students use visual representations (number lines, tape diagrams, arrays, area models) to make sense of problems before moving to equations ◦ Students choose strategies, explain their reasoning, and justify why their approach makes sense, especially when solving multi-step problems <p>What does success look like in June?</p> <p>By June, students consistently make sense of complex, grade-level problems, justify their thinking, and explain their reasoning using words, drawings, and numbers—demonstrating increased mastery of priority standards.</p>



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Programming and MTSS:

<u>Programming</u>
<p>Core Literacy & Math Programs</p> <ul style="list-style-type: none"> • Foundations/Wit & Wisdom • Eureka Math <p>Intervention & Skill Building Programs</p> <ul style="list-style-type: none"> • Edmentum Exact Path-personalized learning in reading and math • High Impact Tutoring (HITT) <p>Tier 2/3 Intervention Based Programs:</p> <ul style="list-style-type: none"> • Phonics For Reading • Rewards • STARI • Sound Sensible

<u>MTSS</u>
<p>Focus Areas:</p> <ul style="list-style-type: none"> • Ensuring ELA and math interventions are delivered as designed. • Supporting teachers with implementation, pacing, and small-group instruction. • Aligning interventions closely to student areas of need. <p>Families can expect:</p> <ul style="list-style-type: none"> • Tailored instruction for their child. • Updates on Student Progress as they receive research-based intervention. • Opportunities for parent workshops to explain intervention programs and Tier 1 supplemental programs.

Social Emotional Learning Programs:

- Restorative Justice, Crew, and G.E.M/MBK

All programs increase student well-being by building strong relationships and increasing students' sense of belonging at school.

How are we deepening the Work?

- Crew & Restorative Justice: Targeted training and support help advisors strengthen CREW, build strong student relationships, and lead meaningful, supportive conversations.

- G.E.M/MBK: Students are taking the next step by using their leadership skills to identify and help solve real issues in their school community.

SEL programs have Impact!

- District-wide Suspensions are down 38%

- Based on CREW survey results, CREW has strengthened students' connections with school staff and peers.

- Through GEM & MBK, students are speaking up, leading, and helping improve their school communities.

Next Steps:

- Creating an MTSS Plan for social emotional learning and behavior

- Deepen CREW practices by using survey feedback to further strengthen student connections with staff and peers

- Expand leadership opportunities through GEM & MBK so students continue to elevate their voices and lead positive changes in their school communities.



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Technology & Innovation:

Supporting Student Learning:

- Course Mojo helps students become more independent as writers while staying engaged with grade-level work and asking rigorous grade-level questions.
- Edmentum is providing personalized learning support based on assessment results, so students get what they need to grow.

Supporting Educators:

- We are introducing AI tools for teacher teams to help them determine instructional strategies that support stronger learning outcomes.

Partnering With Families & Leaders:

- We are launching a District AI Advisory made up of school leaders and families to guide how AI is used ensuring transparency, fairness, and alignment with our community values.

- ✓ Devices for Students: 19K065, 19K273, 19K938 will be receiving new devices for students as part of the continued initiative to ensure all students have a device.
- ✓ Technology is being used to expand access to grade-level learning, personalize support for students, strengthen teaching through better use of information, and increase transparency and partnership with families all in service of improved student achievement!

Family and Community Engagement:

Key Priorities

- Engage parents and caregivers as learning partners through academic workshops, resources, and new partnerships so that families can use the tools and information at home with their children to bridge the home-to-school connection.
- Build the capacity of Parent Coordinators around the district and school priorities, program and initiatives in order to better support families
- Develop action plans aligned to the district pillars and commitments made by families during our Fall Community Conversations, where we developed a working definition of trust, to make sure families feel connected, included, and informed.

How family workshops align to academics and MTSS

- **Literacy:** Through our new partnership with Paloma Learning and our continued work of NYC Reads, families will learn activities they can use at home to build strong reading and writing skills. Our new partnership with Paloma Learning will include a digital app that provides early literacy experiences (phonics & reading) families can use at home with their children.
- **Math:** Workshops will share ways families can support problem-solving and confidence with numbers at home using Eureka Math tools and strategies.
- **MTSS:** Families are learning how schools support students at different levels and receive tools that match their child's learning needs, including Edmentum.

How feedback from families is being used

- The feedback received is used adjusting communication, schedules, and workshop formats based on parent input through direct communication with Community Education Council, President's Council, and through Community Conversations.
- Expanding high-interest programs (athletics, wellness, enrichment) in response to family priorities.

Highlight partnership and collaboration -

- NYCPS Cares and Family Connectors Programs
- District 19 Athletic League launched this month demonstrating what becomes possible when schools, families, and district leadership unite around a shared vision.

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District 19 Compliance Data Updates:

Attendance (1/12)	90.4% (36.1% Chronic Absenteeism) Citywide 90% (31.3% Chronic Absenteeism)
Special Ed Compliance (1/12)	District 19 - 90%
	Citywide - 89%
STARS Compliance - (Scheduling of the mandates as of 1/12)	District 19 - 92%
	Citywide - 92%
MLL Scheduling Compliance	98.2%
District Enrollment (1/12)	12,140 Students (8.4% students increase since SY 24-25)

Chancellor's Priority	District 19 Pillars	District 19 DCEP Attendance Goal	What has been done so far?
Additional Priority: Chronic Absenteeism	<i>Family and Community Engagement</i>	By June 2026, Attendance for All Students will increase by 1%, from 90% to 91%, as measured by Insight Attendance data and Chronic Absenteeism will decrease by 1% from 34% to 33% as measured by Insight, New Visions, and Data Hub Chronic Absenteeism data.	<ul style="list-style-type: none"> 30 Day Action plans submitted for Tier 3 and Tier School and feedback provided Attendance Site Visits For Tier 3 schools and including Tier 2 school Trends have been identified to inform the next steps in support for Attendance Teams

First Day (9/4): 81.6%

D19 Current YTD : 90.4%

NYC Current YTD: 90%

D19 Chronic Absenteeism: 36.1%

NYC Chronic Absenteeism: 33.1%

As of 1/12

Tier I 93% +	678, 89, 7
Tier II 90% - 92%	108, 935, 760, 65, 328, 149, 214, 662, 663, 452, 290, 345, 159, 13,306, 325, 292, 661, 346
Tier III Below 90%	677, 938, 171, 158, 202, 218, 557, 213, 907, 190, 273, 224

New Devices for Students:

District 19 has been newly allocated 847 additional devices, bringing us to a total of just over 9,751 devices.

80% of k-5 students are receiving devices as part of the city newly announced schools:

19K065, 19K273, 19K938 Schools that have already received 19K149, 19K214, 19K661, 19K935, 19K190, 19K202, 19K213, 19K306, 19K325, 19K328, 19K452, 19K557, 19K654, 19K662, 19K678, 19K907, 19K290, 19K345, 19K158, 19K013, 19K089, 19K108, 19K677, 19K663, 19K224, 19K007, 19K218, 19K292, 19K760, 19K171, 19K159, 19K346



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Kindergarten and Gifted and Talented Application

Kindergarten Application: Beginning December 9, families with children born in 2021 can apply to attend kindergarten for the 2026–27 school year; the application deadline is **January 23**.

Please encourage all families with children born in 2021 to participate in kindergarten admissions, including families with children currently attending pre-K, students with disabilities, English language learners, and students with accessibility needs.

Please note that all families who apply by the deadline **will receive a kindergarten offer by March 31**. Families can apply to kindergarten in two ways:

- Online at [MySchools.nyc](https://myschools.nyc.gov);
 - Note that [Myschools.nyc](https://myschools.nyc.gov) features an online directory tool that enables families to explore program options, save programs of interest, and submit their applications, all on the same site.
- Over the phone by calling 718-935-2009.

Beginning this year:

- Schools will be asked to verify their current student applicants in MySchools. Schools already do this as part of their sibling verification.
- The Office of Student Enrollment will continue to check this information against ATS to ensure its accuracy but will give schools the first opportunity to review and edit this information.
- Schools will be reminded of this task and provide completion reports to schools that do not verify applicants during the application period.

High School Superintendent Report: Mr. Terrance Paulin reported on behalf of Dr. White, IA Superintendent for Brooklyn North High School.

Round #2 (Voting for new CEC member vacancy seat: Candidates: Amber Lewis and Shakima Sealy)

Ms. Reyes – Lewis

Mrs. Phillips-Webster - Sealy

Ms. Franklin – Lewis

Ms. Walker – Lewis

Ms. Garcia – Lewis

Mr. Prescott – Sealy

Ms. Pugh – Lewis

Ms. Ford – Sealy

Ms. Washington – Lewis

Ms. French - Lewis

(7) Votes for Ms. Lewis and (3) votes for Ms. Sealy. Congratulations to Ms. Lewis who has been elected to seat on the Community Education Council for District 19 for SY 2025-2027.

Public Comments:

1. Dom Alexander, Rep - NYC Councilwoman Sandy Nurse
2. Michael Lambert, Chief of Staff – NYC Councilman Chris Banks

Motion to adjourn calendar meeting Ms. French second by Ms. Washington at 8:07pm

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Business Meeting Minutes January 14, 2026

Business Meeting Start Time: 8:14pm

Ms. French opens meeting.

Roll Call: Joyce French, Kimberly Washington, Kimberly Ford, Evelyn Pugh, Kristen Garcia, Emily Walker, Shandale Franklin, Simone Phillips-Webster, Tion Prescott and Rebecca Reyes.

CEC President's Report: Ms. Joyce French reported on the following:

- SCA discussion, RESO-A school projects
- D19 Presidents' Council Meeting
- Votes on t-shirt color – Grey or white. CEC members voted for the grey t-shirt.

Treasurers' Report: Ms. Pugh on January's 2026 Treasurer's Report:

Current Expenditures:

\$3,000 - Website 8/2025 (PO)

\$1,320 – Copy Machine Lease 8/2025 (PO)

\$7,325 – CEC Members' Reimbursements (July-November) (SIPPs)

\$206.90 – Enzo Pizza 9/10 (SIPP)

\$247.73 - Panera Bread 10/8 (SIPP)

\$207.45 – Enzo Pizza 11/12 (SIPP)

\$214.88 – Food Bazaar (Water & Soda) 11/2025 (P-Card)

\$325.00 - Adrian & Rocky's Catering (Heros/Salads) 12/10 (PO)

Total Amount of Expenditures: \$12,846.96

As of 1/14/2026 - Current Balance: \$12,153.04

Discussion on voting publicly vs. privately on new CEC members candidates.

Motion to adjourn business meeting Ms. French second by Ms. Webster at 8:58pm.