



Community District Education Council 26

New York City Department of Education

Address: 61-15 Oceania Street, Bayside, NY 11364 Phone: (718) 631-6927 Fax: (718) 631-1347 E-mail: CEC26@schools.nyc.gov

Albert Suhu <i>President of the Council</i>	Ribhi Alam <i>First Vice- President</i>	Sae-Jung Lee <i>Second Vice President</i>	David Rosenfeld <i>Recording Secretary</i>	Qian Kang <i>Treasurer</i>
<i>Council Members:</i> Dennis Chan Sulinda Hong Monica Huang	(Louis) Hsuante Tsai Zhao Shao (Liz Tsen)	<i>Student Members:</i> Arleen Chodha Isaiah Tandjung	<i>District 26 Community Superintendent:</i> Anthony Inzerillo	

PUBLIC NOTICE: CEC 26 Calendar Meeting followed by Working Business Meeting

Date: Thursday, March 26, 2026

Meeting Format: In-person with virtual option for community members

Virtual Registration Link: <https://zoom.us/meeting/register/yvJOW9FMSTO08wIFeidpcw>

In-Person Meeting Venue: 61-15 Oceania Street, Bayside, NY 11364 **(Limited seating)**

Please e-mail CEC26@schools.nyc.gov to reserve seats & bring photo ID to school safety officer

Calendar Meeting Agenda

1. Call to order & roll call
2. Superintendent's Report
3. Proposed Resolutions:
 - a. Resolution on Improving NYC School Governance under Mayoral Control
 - b. Resolution on Amending the Class Size Reduction Law to Prioritize the Earliest Grade Levels
 - c. Resolution urging Universal Screening and Testing for G&T Programs Beginning in 2nd Grade
 - d. Resolution on Reforming Waitlist Mechanisms to Improve Equity
 - e. Resolution to Update the Foundation Aid Regional Cost Index
4. Public Comments (speaking available only in-person)
5. Voting on resolutions
6. Adjournment

Business Meeting Agenda

1. Call to order & roll call
2. Approval of Minutes
3. Budget Review
4. President's Report
5. Member reports
6. Committee Reports
 - Town Hall with Chancellor
7. Old Business
8. New Business
9. Adjournment

Next CEC 26 Meeting is scheduled for Thursday, April 16, 2026.



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Draft

Resolution to Update the Regional Cost Index to Reflect Current Costs of Living and Labor in the New York City-Long Island Region.

WHEREAS, the New York State Foundation Aid formula was established to ensure that every school district receives sufficient funding to provide a "sound basic education" as mandated by the State Constitutionⁱ; and

WHEREAS, the New York State Court of Appeals in Campaign for Fiscal Equity v. State of New York affirmed the State's obligation to provide adequate education funding aligned with the actual cost of delivering educational servicesⁱⁱ; and

WHEREAS, the Foundation Aid formula utilizes a Regional Cost Index (RCI) to adjust aid based on the varying costs of labor and living across different geographic regions of New York Stateⁱⁱⁱ; and

WHEREAS, the Regional Cost Index (RCI) for the New York City-Long Island labor force region has remained frozen at 1.425 since its implementation in the 2007–2008 school year pursuant to New York State Education Law § 3602^{iv}; and

WHEREAS, this prolonged freeze has failed to account for nearly two decades of cumulative inflation and escalating labor costs in the downstate metropolitan region, significantly eroding the purchasing power of Foundation Aid, resulting in larger class sizes, reduced staffing capacity, and diminished student support services; and

WHEREAS, according to data from the U.S. Bureau of Labor Statistics, the Consumer Price Index for the New York–Newark–Jersey City metropolitan area has increased by more than 55 percent since 2007, substantially outpacing cost growth in other regions of New York State, where inflation has been comparatively lower^v; and

WHEREAS, New York State Senate Bill S8125 and corresponding Assembly Bill A9049^{vi} propose updating the RCI for the New York City-Long Island labor force region from 1.425 to 1.496 to better reflect current economic conditions; and

WHEREAS, an analysis by the New York City Independent Budget Office (IBO) indicates that updating the Regional Cost Index to 1.496 would result in an estimated \$539.7 million annual increase in Foundation Aid for New York City, providing critical revenue to offset rising operational costs, prevent program reductions, maintain adequate classroom staffing levels, and support state-mandated initiatives^{vii}; and

THEREFORE, BE IT RESOLVED, that Community Education Council 26 (CEC 26) formally calls upon the New York State Legislature to pass, and the Governor to sign, Senate Bill S8125 and Assembly Bill A9049 to update the Regional Cost Index from 1.425 to 1.496; and

BE IT FURTHER RESOLVED, that such an update should be implemented as a supplemental increase in Foundation Aid to ensure that New York City Public Schools can meet the statutory requirements of the class size reduction law and the increasing costs of special education services, while requiring no structural modification to the Foundation Aid formula and minimal administrative implementation; and

BE IT FURTHER RESOLVED, that the New York City Department of Education and the Panel for Educational Policy shall include the RCI update as a primary legislative priority in their 2026-2027 state budget advocacy platform; and

BE IT FURTHER RESOLVED, that copies of this resolution be transmitted to Governor Kathy Hochul, State Senate Majority Leader Andrea Stewart-Cousins, Assembly Speaker Carl Heastie, and the members of the New York City delegation to the State Legislature.

ⁱ <https://www.nysenate.gov/legislation/laws/CNS/A11S1>

ⁱⁱ https://www.nycourts.gov/reporter//3dseries/2006/2006_02284.htm

ⁱⁱⁱ <https://www.nysenate.gov/legislation/laws/EDN/3602>

^{iv} <https://www.nysenate.gov/legislation/laws/EDN/3602>

^v https://www.bls.gov/regions/northeast/news-release/consumerpriceindex_newyork.htm

^{vi} <https://www.nysenate.gov/legislation/bills/2025/S8125>

^{vii} <https://www.ibo.nyc.ny.us/iboreports/impact-of-state-legislature-proposals-for-foundation-aids-regional-cost-index-march-2025.pdf>



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Proposed

Resolution on Amending the Class Size Reduction Law to Prioritize the Earliest Grade Levels

WHEREAS, the New York State Legislature enacted Chapter 556 of the Laws of 2022, amending Education Law § 211-D, to establish mandatory maximum class size limits of 20 students for Kindergarten through Grade 3, 23 students for Grades 4 through 8, and 25 students for high schoolⁱ; and

WHEREAS, the statutory implementation plan mandates an incremental 20% annual increase in compliant classrooms without regard to grade levels, targeting 60% in September 2025, 80% in September 2026, and 100% by the 2027-2028 school year, with failure to comply risking the loss of around a billion dollars in state Contracts for Excellence fundsⁱⁱ; the law also requires New York City Public Schools (NYCPS) to publicly post an annual report by November 15 and mandates a corrective action plan if the State determines the report does not show sufficient class-size decreases; and

WHEREAS, the law restricts exemptions to four narrow categories—space constraints, over-enrolled students, teacher license shortages, and severe economic distress—all of which must be jointly approved by the Chancellor and the presidents of the United Federation of Teachers (UFT) and Council of School Supervisors and Administrators (CSA)ⁱⁱⁱ; and

WHEREAS, the New York City Department of Education (NYCPS) announced a 64 percent compliance rate for the 2025-2026 school year, yet analysis of publicly reported NYCPS class size data indicates that this target was only achieved through the approval of approximately 10,500 exemptions for classes exceeding statutory limits, meaning actual compliance without these administrative passes stands at only 59.5 percent^{iv}; and

WHEREAS, state and city education leaders have testified that the NYC school system will face extreme difficulty meeting the next statutory deadline of 80 percent compliance in September 2026, as the "September Cliff" would require an estimated \$602 million in additional annual funding and the hiring of approximately 6,000 new teachers for which no workforce pipeline currently exists^v; and

WHEREAS, without targeted statutory adjustments to the implementation timeline and compliance methodology, the City of New York may be unable to meet mandated class size thresholds, risking both widespread exemptions and the potential loss of significant state education funding; and

WHEREAS, the Class Size Working Group Minority Report, issued in 2023, accurately predicted this impending failure and proposed amendments two years ago—such as implementing a phased-in approach by grade levels and extending the full implementation timeline to 20 years—that would have allowed the city to avoid the current fiscal and spatial crisis^{vi}; and

WHEREAS, the Department of Education, in partnership with the UFT and CSA, has successfully implemented a “school-based approach” that invites individual schools to develop their own compliance plans matched to specific building configurations and student needs; early implementation data shows this approach has accelerated compliance by 27 points in schools that received dedicated staffing funding, demonstrating that full compliance can likely be achieved citywide within a timeframe shorter than the 20 years originally proposed in the Minority Report^{vii}; and

WHEREAS, the opaque exemption process is decided at the centralized level by union and city officials without the knowledge or formal request of individual school principals and serves to skirt the fundamental intent of the law — underscoring the urgent need for a structural fix that returns decision-making authority to the communities closest to each building^{viii}; and

WHEREAS, testimony from the New York State Education Department (NYSED) hearings on mayoral control confirms that school stakeholders are demanding precisely that kind of democratic community input into school governance, a standard that the integration of School Leadership Teams (SLTs) into the "school-based approach" for class size planning effectively models^{ix}; and

WHEREAS, School Leadership Teams (referred to as "school-based management teams" in Education Law § 2590-h) are the legally mandated governance body for every school and must consist of an equal number of parents and staff, including the Principal, the PA/PTA President, and the United Federation of Teachers (UFT) Chapter Leader^x; because these teams are responsible for the school's Comprehensive Educational Plan (CEP) and possess the most intimate knowledge of their specific building's space constraints, the SLT is the only appropriate body for making informed decisions about school configuration, including determining whether to seek exemptions from the class size law^{xi}; and

WHEREAS, the UFT and CSA have already demonstrated constructive partnership in implementing the school-based approach citywide; transferring exemption authority for space constraints and over-enrollment to School Leadership Teams extends that collaboration to the school level, where UFT Chapter Leaders and CSA-represented principals — both required SLT members — are best positioned to weigh building-specific conditions alongside parent representatives in the interest of students; and

WHEREAS, decades of educational research—including the Tennessee STAR study and subsequent national analyses—demonstrate that class size reduction produces the greatest academic benefits in the earliest grades, particularly kindergarten through grade two, where smaller cohorts facilitate individualized attention, critical early literacy development, and stronger teacher-student relationships^{xii}; and

WHEREAS, both publicly reported and internal data confirm that compliance deficits are concentrated in the earliest grades: the NYC Public Schools FY26 Class Size Reduction Plan (Figure 3)^{xiii} shows below-average compliance rates within the K–3 grade band, and school-year 2025–26 data illustrated in Exhibit 1 shows that the highest frequency of non-exempt classes exceeding statutory caps occurs in Kindergarten, followed in descending order by grades 1 through 5; and

WHEREAS, prioritizing compliance with class size limits in the earliest grades would align statutory implementation with the strongest body of educational research, ensuring that the students who benefit most from smaller classes receive those benefits first while NYCPS continues to expand classroom capacity for upper grades;

WHEREAS, NYCPS has identified 495 schools as “Group Two” schools—defined in the FY26 Class Size Reduction Plan as schools requiring targeted capacity interventions to meet statutory class size limits—highlighting a widespread, systemic challenge across the district^{xiv}; and

WHEREAS, while NYCPS is actively utilizing “Non-Instructional Room Conversion” to reclaim space, this measure provides only a temporary stopgap and is insufficient to meet the long-term mandate; furthermore, the New York City School Construction Authority (SCA) typically requires five or more years to design, approve, and complete new school construction or major building expansions^{xv}, which is necessary for long-term capacity; and

WHEREAS, large-scale public infrastructure and workforce expansion initiatives rarely progress at a constant linear rate; instead, project management research demonstrates that implementation typically follows an “S-curve,” in which early progress is slower due to planning and capacity constraints before accelerating during full execution^{xvi}; applying this framework to the NYC Public Schools class size reduction effort suggests that achieving full compliance will require a longer implementation timeline aligned with realistic workforce and construction capacity (see Exhibit 2);

WHEREAS, the current law's focus on "actual" classroom caps rather than "average" class sizes severely restricts the ability of school leaders to optimally allocate instructional resources across grades and makes it mathematically more likely that schools will be forced to seek exemptions for even minor fluctuations in enrollment and scheduling constraints^{xvii};

THEREFORE, BE IT RESOLVED, Community Education Council (CEC) 26 formally urges the New York State Legislature to amend Education Law § 211-d to ensure its successful and sustainable implementation across the New York City school system by aligning statutory requirements with workforce, infrastructure, and enrollment realities:

1. **Amend the Timeline for Compliance:** The statutory compliance timeline should be revised to prioritize early grades, ensuring that the youngest students—who benefit most from smaller classes—receive the earliest reductions while still committing to full systemwide compliance as the school system expands staffing and classroom capacity for higher grade levels (see Exhibit 3 for justification of revised timeline):
 - K-3: Full compliance by September 2031
 - 4-5: Full compliance by September 2033
 - 6-8 and 9-12: Full compliance by September 2037;
2. **Decentralize Exemption Authority:** Amend § 211-d(4) to authorize School Leadership Teams (SLTs), which includes union representatives—the bodies most familiar with the unique space constraints and programmatic needs of their respective schools—to determine whether class size exemptions based on space constraints and over-enrolled students are necessary, replacing the current centralized DOE/UFT/CSA oversight process only for these two types of exemptions, while leaving the exemption approval process unchanged for the system-wide problems of teacher license shortages and severe economic distress;
3. **Adopt an Averages-Based Metric:** Shift the method for calculating class size compliance to use the average class size within a grade level for each school, rather than requiring rigid, per-class caps. This approach preserves the law’s objective of reducing overall class size while allowing school leaders to allocate teachers and classrooms more efficiently across grade levels and respond to normal enrollment fluctuations;

BE IT FURTHER RESOLVED, CEC 26 urges the New York State Education Department to adopt grade-differentiated compliance reporting in its annual review of NYCPS class size data, specifically tracking and publicly disclosing K–3 compliance rates as a distinct metric separate from Grades 4–12, beginning with the annual report due November 15, 2026, so that progress for the youngest and most research-supported grade band is transparent, measurable, and prioritized in any corrective action plan issued to NYCPS. The annual report must also demonstrate year-to-year progress in each of the grade levels.

ⁱ <https://www.nysenate.gov/legislation/laws/EDN/211-D>

ⁱⁱ <https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/fy26-class-size-reduction-plan-final.pdf>

ⁱⁱⁱ [https://www.nysenate.gov/legislation/laws/EDN/211-D\(4\)](https://www.nysenate.gov/legislation/laws/EDN/211-D(4))

^{iv} <https://www.chalkbeat.org/newyork/2025/11/18/nyc-officials-approve-thousands-of-exemptions-to-state-class-size-law/>

^v <https://www.chalkbeat.org/newyork/2026/01/30/nyc-schools-face-class-size-mandate-funding-hurdles/>

^{vi} <https://drive.google.com/file/d/1XcTJBulJzzGt2N7i9LbXjQV6pHGekEOB/view>

^{vii} https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/fy26-class-size-reduction-plan-final.pdf?sfvrsn=72fcdcc0_2

^{viii} https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/fy26-class-size-reduction-plan-final.pdf?sfvrsn=72fcdcc0_2

^{ix} <https://www.nysed.gov/news/2024/state-education-department-releases-report-mayoral-control-new-york-city-schools#:~:text=FOR%20IMMEDIATE%20RELEASE,and%20review%20of%20mayoral%20control.>

^x <https://www.schools.nyc.gov/get-involved/families/school-leadership-team>

^{xi} <https://law.justia.com/cases/new-york/appellate-division-first-department/2016/100538-14-203.html>

^{xii} <https://www.brookings.edu/articles/class-size-what-research-says-and-what-it-means-for-state-policy/>

^{xiii} <https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/fy26-class-size-reduction-plan-final.pdf>

^{xiv} <https://infohub.nyced.org/docs/default-source/default-document-library/2024-2025-class-size-space-analysis-publish.pdf>

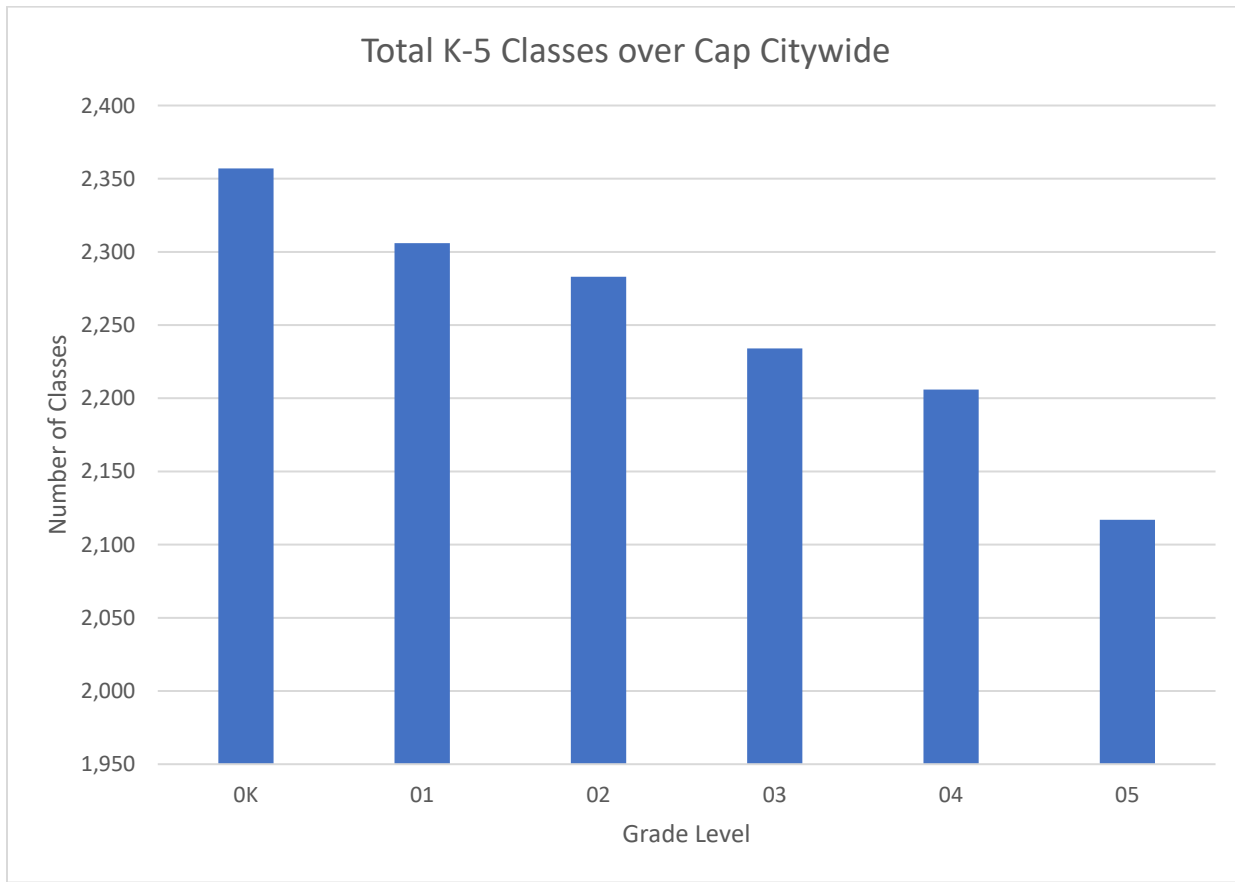
^{xv} https://dnnhh5cc1.blob.core.windows.net/portals/0/Design/Manuals/Capacity/Capacity_ProjectManual.pdf

^{xvi} [https://www.pmi.org/learning/library/s-shape-curve-greater-accuracy-](https://www.pmi.org/learning/library/s-shape-curve-greater-accuracy-5162#:~:text=The%20S%2Dshape%20curve%20is%20a%20common%20planning,in%20the%20remaining%2050%20percent%20of%20time)

[5162#:~:text=The%20S%2Dshape%20curve%20is%20a%20common%20planning,in%20the%20remaining%2050%20percent%20of%20time](https://www.pmi.org/learning/library/s-shape-curve-greater-accuracy-5162#:~:text=The%20S%2Dshape%20curve%20is%20a%20common%20planning,in%20the%20remaining%2050%20percent%20of%20time)

^{xvii} https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/fy26-class-size-reduction-plan-final.pdf?sfvrsn=72fcdcc0_2

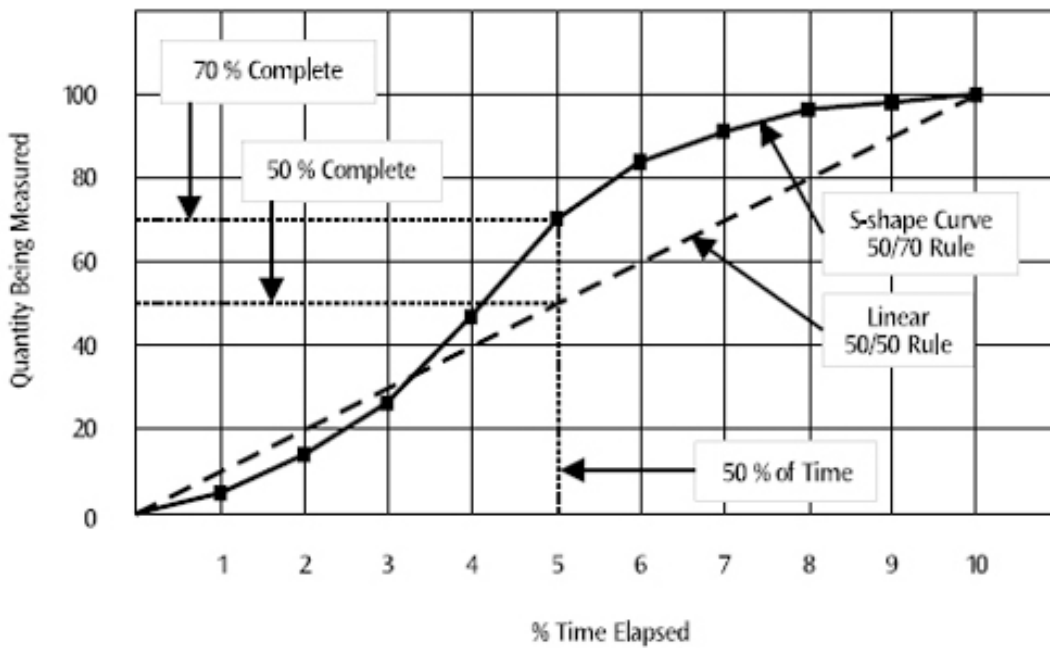
Exhibit 1 – Total number of classes over cap by grade level SY25-26



Source: https://docs.google.com/spreadsheets/d/1fqwMFdwg89baxE_6UBUsLA2Ye16s_x-F/edit?gid=1067728619#gid=1067728619

Exhibit 2 – Progress Percentage using the S Curve

S-Shape Curve



Source: <https://www.pmi.org/learning/library/s-shape-curve-greater-accuracy-5162#:~:text=The%20S%2Dshape%20curve%20is%20a%20common%20planning,in%20the%20remaining%2050%20percent%20of%20time>

Exhibit 3 – Estimation of timeline to achieve 100% compliance

The class size compliance rate was approximately 40% prior to enactment of the law, and the current compliance rate of 60%, achieved after three years of effort, represents one-third of the progress toward full compliance. The total project duration can then be extrapolated to be nine years using the curve in Exhibit 2. Therefore, full compliance should occur by School Year 2032-33 assuming the remaining scope of work is identical, specifically to hire teachers for empty classrooms. However, the remaining scope of work mostly involves intensive school construction, which requires 5 years per building, and so it is likely the expected project completion must be extended for several more years, resulting in an estimated 100% compliance rate by School Year 2037-38.



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Proposed

Resolution on Improving School Governance under Mayoral Control of New York City Public Schools

WHEREAS, pursuant to Chapter 364 of the Laws of 2022, the New York State Education Department (NYSED) conducted a comprehensive review of the structure, accountability, and community engagement practices under mayoral control of New York City public schoolsⁱ; and

WHEREAS, at public hearings convened by NYSED between December 5, 2023 and January 29, 2024, testimony overwhelmingly identified the following systemic failures in the current governance structureⁱⁱ:

- Excessive concentration of authority in a single executive, reducing transparency on consequential policy decisions, including budget cuts that directly affect students and schools;
- Centralized decision-making creating a “one-size-fits-all” approach that disregards local community needs;
- Limited institutional checks and balances to constrain the exercise of unilateral authority by the mayor and chancellor;
- Too many mayoral appointees on the Panel for Educational Policy (PEP) and their lack of independence;
- Lack of meaningful community engagement, such that divergent and pluralistic views are largely excluded;
- Absence of meaningful policymaking authority for Community and Citywide Education Councils (CCECs), bodies established by law specifically to ensure democratic community input into school governance; and

WHEREAS, the public testimony yielded the following reform recommendationsⁱⁱⁱ:

- Reducing the share of PEP seats held by mayoral appointees to restore balance among stakeholder voices;
- Restructuring PEP membership to ensure proportional representation for parents and school communities;
- Strengthening CCEC authority relative to the PEP so that families and communities have genuine decision-making power at the district level;
- Holding public forums on major policy changes to allow for meaningful deliberation and shared decision-making; and

WHEREAS, the New York City Council Committee on Education convened a public hearing on mayoral control of NYCPS on February 10, 2026; testimony at that hearing substantially reiterated the structural concerns documented in the NYSED report, confirming that the identified failures remain unaddressed^{iv}; and

WHEREAS, effective governance of the public school system requires a balance of executive accountability, democratic representation, operational efficiency, and meaningful community participation, and reforms to mayoral control should seek to strengthen these principles while preserving the system’s ability to implement coherent citywide policy; and

WHEREAS, the statutory authorization for mayoral control of New York City Public Schools is scheduled to expire on June 30, 2026^v and Governor Hochul has proposed a four-year extension of mayoral control as part of the State Executive Budget released on January 20, 2026^{vi}; and

WHEREAS, Mayor Zohran Mamdani has expressed support for a four-year extension of mayoral control, citing the need for clear accountability and the capacity to execute system-wide policy changes across a school system of New York City’s scale and complexity, and has proposed the following reforms as part of that extension:

- Meaningfully engaging parents, teachers, and students in decision-making^{vii};
- Expanding awareness of and participation in CCEC meetings, with particular attention to accessibility for working parents^{viii};
- Expanding the authority and scope of CCECs^{ix}; and

WHEREAS, Chancellor Kamar Samuels has similarly supported a four-year extension, committing to give families and communities greater voice in how the school system operates, and has initiated borough-level community conversations with parents, advocates, and community members to gather input on governance and policy^x; and

WHEREAS, in April 2024, the State Legislature expanded the PEP to 24 voting members and CECs to 12 members; while the expansion was intended to broaden representation, it instead produced a governing body of unwieldy size^{xi}; and

WHEREAS, the governing boards of the 15 largest school districts in the United States range in size from 5 to 24 members, with a mean of 10.3 and a median of 9 members; the PEP’s 24 members represent a statistically significant outlier among these systems, raising serious concerns about deliberative effectiveness (see Exhibit 1); and

WHEREAS, research on nonprofit and public governance consistently finds that decision-making bodies larger than approximately ten to twelve members experience diminishing deliberative effectiveness, as discussion becomes concentrated among a small subset of participants while the larger body functions primarily as a ratifying forum^{xii}; a 24-member PEP far exceeds this evidence-based threshold and, as demonstrated by the comparative analysis in Exhibit 2, is a pronounced statistical outlier among the governance structures of the nation’s largest school systems^{xiii}; and

WHEREAS, under the current 24-member PEP, the mayor controls 58% of appointments (14 members, one of whom is an independent chair selected by the mayor from a nominee list provided by state leaders), borough presidents hold 21% (5 members), and CECs select just 5 members—the same number as unelected borough president appointees—effectively marginalizing the parent community whose children are directly served by the system^{xiv}; and

WHEREAS, Education Law § 2590-B provides that 5 PEP members shall be selected by CECs, yet that selection is not a democratic election open to parents at large; instead, candidates are screened and chosen by a small group of CEC presidents within each borough, excluding the broader parent community from meaningful participation in determining who represents them on the PEP^{xv}; and

WHEREAS, pursuant to § 2590-B, Regulation of the Chancellor D-200 “Composition and Selection of Members of The New York City Board of Education”^{xvi} establishes a process whereby a nominating committee screens applicants and presents a narrowed slate for election by CEC presidents alone—a process conducted without public notice or transparency, and in which parents who are not CEC presidents have no vote and no visibility; and

WHEREAS, the five borough president appointees to the PEP are a carryover from the pre-2002 Board of Education governance structure; borough president appointees, unlike democratically engaged parent representatives, bear no direct accountability to the school communities they govern, meaning their presence on the PEP as voting members dilutes the influence of the elected parent members; and

WHEREAS, CECs are intended to represent the interests of parents, and their most important duty as stated in § 2590-E is to “promote achievement of educational standards and objectives relating to the instruction of students,” yet the same section also states “the community councils shall have no executive or administrative powers or functions,”^{xvii} which effectively prevents CECs from fulfilling their statutory mandate, further disenfranchising parent voices; and

WHEREAS, state law requires CECs to “submit an annual evaluation of the superintendent to the chancellor,”^{xviii} yet no equivalent obligation exists requiring the PEP to evaluate the Chancellor—the executive whose decisions most directly affect the system’s nearly 1 million students—creating a fundamental asymmetry in accountability; and

WHEREAS, state law increased the number of authorized non-voting student members on CECs to two in 2022^{xix}; however, the restrictive eligibility criteria—limiting candidates to high school seniors who hold elected student leadership positions—has produced an 84% vacancy rate across the city, demonstrating that the current standard fails to generate a sufficient pool of engaged and qualified applicants; and

WHEREAS, neither borough president nor public advocate appointees to the CCECs are required to be parents of children enrolled in public schools or to have any children in the district; Education Law § 2590-C authorizes borough presidents to appoint two voting members to each CEC, and Education Law § 2590-B authorizes the public advocate to appoint two voting members to each of the four citywide councils (one to CCHS), on the shared basis that such appointees

"will make a significant contribution to improving education in the district"—yet the statute imposes no requirement that either set of appointees have a direct stake in the schools they govern, undermining the accountability these appointments imply; and

THEREFORE, BE IT RESOLVED, Community Education Council (CEC) 26 formally urges the New York State Legislature to condition the extension of mayoral control on the enactment of the following structural amendments to Education Law § 2590 et seq., as necessary to address the systemic governance failures documented in the NYSED report on Mayoral Control of New York City Public Schools:

Improvements for the PEP (Education Law § 2590-B)

1. **Streamlined Governance:** Reduce the number of voting members on the Panel for Educational Policy (PEP) to twelve, to bring its size within the evidence-based range associated with effective deliberative governance;
2. **Balanced Appointments:** Six members shall be appointed by the mayor; at least three of those six must be parents or legal guardians of children enrolled in specialized programs (special education/IEP, bilingual or English as a New Language, or District 75), and one independent member who shall serve as chair of the board;
3. **Democratic Representation:** Five voting members shall be parents or legal guardians of children currently enrolled in New York City public schools, elected citywide through a democratic process administered by the Department of Education's Office of Family and Community Empowerment (FACE) using the established CCEC election infrastructure; any parent or legal guardian with an active NYC Schools Account (NYCSA) shall be eligible to vote;
4. **Independent Chair Nomination:** The independent chair shall be selected by the Mayor from a pool of nominees provided by the Public Advocate and the five Borough Presidents, replacing the current selection process involving state legislative leaders as codified in Education Law § 2590-B;
5. **Ex-Officio Advisory Expertise:** Designate Borough President appointees as non-voting Ex-Officio Advisory Members with the right to introduce motions, participate in executive sessions, and serve on standing committees, ensuring borough-specific perspectives inform citywide policy while final voting authority remains with the eleven elected, mayoral-appointed members, and independent chair;
6. **Chancellor Accountability:** Require the PEP to conduct and submit to the Mayor and City Council an annual performance evaluation of the Chancellor, parallel to the existing statutory obligation of CECs to evaluate district superintendents, and require that the evaluation be made publicly available within 30 days of submission, followed by a written response by the Chancellor; and
7. **Continuity of Service:** Extend elected PEP member terms from one to two years to allow sufficient time for members to develop subject-matter expertise, build productive working relationships with DOE leadership, and provide meaningful oversight, consistent with term lengths used in comparable public governance bodies;

Improvements for CCECs (Education Law § 2590-B, 2590-C, and 2590-E)

1. **Decentralization/District-Level Flexibility:** Grant greater decision-making rights to district superintendents to tailor district-wide educational policies, in consultation with CCECs, to address the unique needs of the community, for example, improving access to high-demand academic programs that may be curtailed under "one-size-fits-all" policies that are centrally determined;
2. **Shared Decision-Making:** Building on the district-level flexibility granted above, and with respect to the statutory duty of CCECs to "promote achievement of educational standards and objectives relating to the instruction of students," authorize shared decision-making rights for CCECs and the district superintendent on the development of high-level educational goals for the district comprehensive educational plan; such shared decision-making shall include participation in establishing district priorities, reviewing proposed programmatic changes affecting multiple schools, and providing recommendations on district-wide academic initiatives prior to final approval by the superintendent;
3. **Increased Student Voice:** Expand eligibility for non-voting student CEC members to include any high school senior residing in the district who demonstrates civic engagement through honor societies, competitive academic or athletic teams, or student union involvement;
4. **Ex-Officio Advisory Status:** Designate Borough President and Public Advocate appointees to CCECs as non-voting Ex-Officio Advisory Members with the right to introduce motions, participate in executive sessions, and serve on committees, while reserving final voting authority for the democratically elected parent members;
5. **Quorum Integrity:** Amend Education Law to exempt CCECs from General Construction Law § 41 by defining quorum as a majority of currently seated (in-office) members rather than a majority of total authorized membership; unfilled vacancies can prevent councils from conducting lawful business, effectively suspending

community representation in affected districts (see CEC 26 Resolution “Mitigating the Effects of Vacancies in Community and Citywide Education Councils,” December 11, 2025);

BE IT FURTHER RESOLVED, CEC 26 urges FACE to take the following administrative actions to complement the statutory reforms above and ensure broader, more equitable community participation:

- **Meaningful Community Engagement:** Convene public forums prior to the adoption of any major policy change, providing communities with adequate notice and opportunity for meaningful deliberation before a decision is finalized;
- **Student Engagement:** Develop and implement a structured outreach protocol, in coordination with high school superintendents and school principals, to actively recruit eligible student members and ensure every CEC student seat is filled within 60 days of a vacancy arising. A comparable recruitment protocol shall be developed for the appointing authorities responsible for student seats on the four citywide councils — the Office of Special Education (CCSE), the District 75 Superintendent (CCD75), the Division of Multilingual Learners (CCELL), and the Citywide Student Advisory Council (CCHS);
- **CEC Authority:** Coordinate with the PEP to amend Regulation of the Chancellor A-655 to include the president of the District CEC (or designee) as a required voting member of the District Leadership Team;
- **Direct Democratic Elections:** Coordinate with the PEP to amend Regulation of the Chancellor D-200 to eliminate the nominating committee and allow for a full democratic election open to all eligible parents, consistent with the process used for CCEC members;
- **Elections Infrastructure:** Publicize the PEP candidate application period using existing outreach mechanisms, but administer the election of parent PEP members using the existing CCEC elections infrastructure, including NYCSA for voting, and publish a public election calendar no later than 90 days before each election date; contract the services of an independent advisory services firm to ensure independence of the election process.

BE IT FURTHER RESOLVED, CEC 26 urges that the reforms described herein should take effect upon the enactment of the necessary amendments to Education Law § 2590, with elections for parent PEP representatives under the new structure to be administered before December 31, 2026.

ⁱ <https://www.nysed.gov/news/2024/state-education-department-releases-report-mayoral-control-new-york-city-schools#:~:text=FOR%20IMMEDIATE%20RELEASE,and%20review%20of%20mayoral%20control>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=7858190&GUID=406BCE21-05FC-4F94-97DB-AD186C587967&Options=&Search=>

^v <https://www.nysenate.gov/legislation/laws/EDN/2590-B>

^{vi} <https://www.chalkbeat.org/newyork/2026/01/20/hochul-budget-education-mayoral-control-school-funding-2-care/>

^{vii} <https://www.chalkbeat.org/newyork/2025/12/31/zohran-mamdani-taps-kamar-samuels-as-chancellor-and-reverses-mayoral-control-stance/>

^{viii} Ibid

^{ix} <https://gothamist.com/news/inside-mamdanis-reversal-on-mayoral-control-of-nyc-schools>

^x <https://www.nysenate.gov/sites/default/files/admin/structure/media/manage/filefile/a/2026-01/updated-cks-state-budget-testimony-fy2027.pdf>

^{xi} <https://www.chalkbeat.org/newyork/2024/04/20/ny-lawmakers-governor-hochul-extend-mayoral-control-in-budget-deal/>

^{xii} https://theliptonarchive.org/wp-content/uploads/1056040_1.pdf

^{xiii} <https://www.bain.com/insights/effective-decision-making-and-the-rule-of-7/#:~:text=Once%20you%27ve%20got%207,Michael%20Mankins%2C%20and%20Paul%20Rogers>

^{xiv} <https://www.nysenate.gov/legislation/laws/EDN/2590-B>

^{xv} Ibid

^{xvi} <https://www.schools.nyc.gov/docs/default-source/default-document-library/d-200-composition-and-selection-of-members-of-the-new-york-city-board-of-education.pdf>

^{xvii} <https://www.nysenate.gov/legislation/laws/EDN/2590-E>

^{xviii} Ibid

^{xix} <https://www.nysenate.gov/legislation/bills/2021/S9459>

Exhibit 1 – Number of School Board Members in the 15 Largest School Systems in the U.S. 2025

School System	Board Members
New York City Public Schools	24
Los Angeles Unified School District	7
Miami-Dade Public Schools	9
Chicago Public Schools	21
Clark County Public Schools	11
Broward County Public Schools	9
Hillsborough County Public Schools	7
Orange County Public Schools	8
Palm Beach County School District	7
Houston Independent School District	9
Gwinnett County	5
Fairfax County	12
Hawaii DOE	9
Wake County Schools	9
Montgomery County	8

Board Members	
Mean	10.33333
Standard Error	1.354592
Median	9
Mode	9
Standard Deviation	5.246314
Sample Variance	27.52381
Kurtosis	3.352212
Skewness	1.981187
Range	19
Minimum	5
Maximum	24
Sum	155
Count	15
Confidence Level(95.0%)	2.905312

Source: <https://www.edsurge.com/news/2025-01-23-how-enrollment-in-the-100-largest-school-districts-has-changed-since-the-pandemic>

Exhibit 2 – Outliers in Number of School Board Members of the 15 Largest School Systems in the U.S.

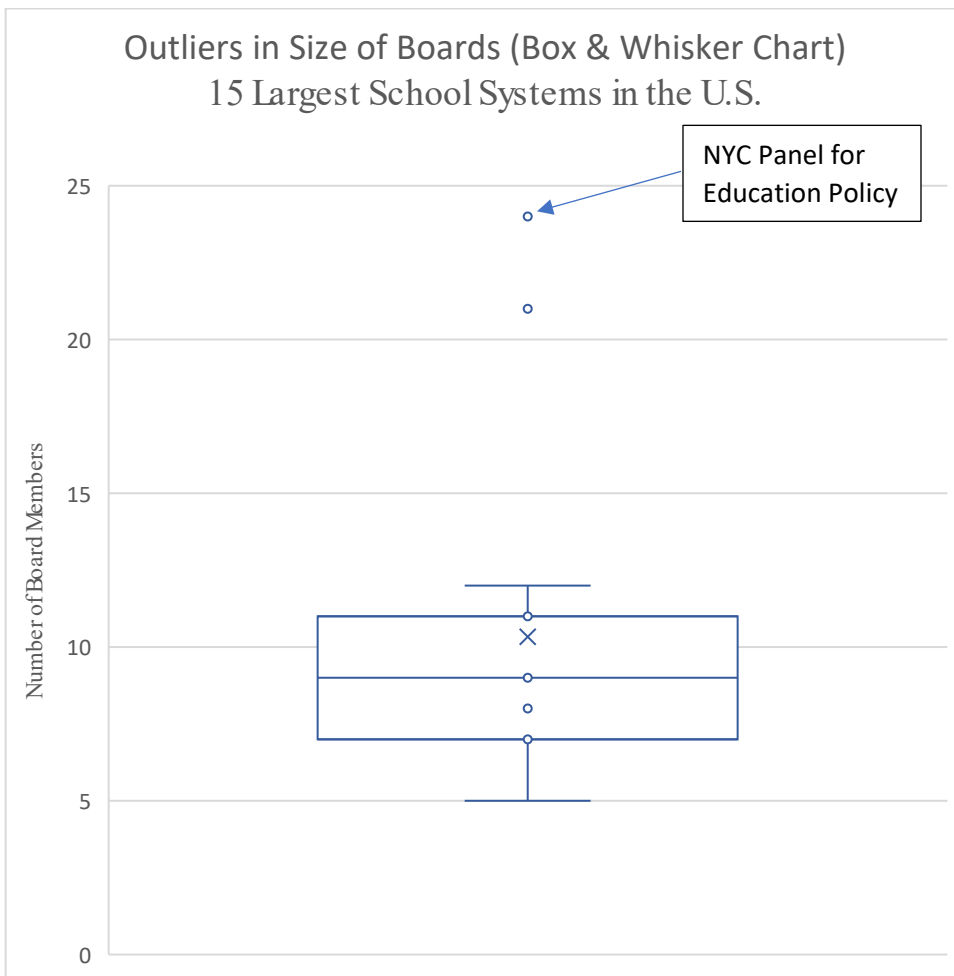


Exhibit 3 – Seated Student Members on Community Education Councils

CEC	# of Student Members
1	1
2	2
3	1
4	
5	
6	
7	
8	1
9	
10	
11	
12	1
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	2
27	
28	
29	
30	
31	2
32	



Community District Education Council 26

New York City Department of Education

Address: 61-15 Oceania Street, Bayside, NY 11364 Phone: (718) 631-6927 Fax: (718) 631-1347 E-mail: CEC26@schools.nyc.gov

Albert Suhu <i>President of the Council</i>	Ribhi Alam <i>First Vice- President</i>	Sae-Jung Lee <i>Second Vice President</i>	David Rosenfeld <i>Recording Secretary</i>	Qian Kang <i>Treasurer</i>
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Proposed

Resolution urging the NYC Department of Education to Reform Waitlist Mechanisms to Improve Equity

WHEREAS, prior to 2003, New York City's high school admissions process was decentralized and left approximately 31,000 studentsⁱ — nearly one in three rising ninth-graders — without any school placement before the start of the academic year, prompting the Bloomberg administration to partner with Nobel Prize-winning economist Alvin E. Rothⁱⁱ and a team of economists including Atila Abdulkadiroğlu and Parag Pathak to redesign the entire admissions system by using the Nobel Prize-winning Gale-Shapley deferred acceptance algorithm, which in its first year reduced unmatched students by over 90%ⁱⁱⁱ; and

WHEREAS, for open/unscreened programs and as a tie-breaker within screened program tiers, the random number (lottery ID) becomes the sole determinative factor in whether a student receives an offer when applicants exceed available seats, meaning a single randomly assigned number governs a student's competitive standing across EVERY oversubscribed program on their application simultaneously^{iv}; and

WHEREAS, random numbers (lottery IDs) are generated using Python's uuid4() function — a 128-bit cryptographically random value — and the DOE has confirmed that no student demographic characteristics, including race, income, zip code, or disability status, are used as inputs to the random number generation process^v; and

WHEREAS, each student can view their assigned random number in their school application; the number appears as a 32-character string of hexadecimal characters (0, 1, 2 ... 9, A, B, C, D, E, F), in which numbers beginning with 0 are the most favorable while numbers beginning with the letter F are the least favorable^{vi}; and

WHEREAS, the widespread use of random lottery numbers as a primary admissions mechanism — significantly expanded during the COVID-19 pandemic — was originally justified as an equity measure to counteract historical underrepresentation of Black, Hispanic, low-income, and English Language Learner students in selective schools, recognizing that grades and test scores were themselves inequitably distributed due to systemic resource disparities^{vii}; and

WHEREAS, a 2022 Freedom of Information Law (FOIL) request for high school program offers in the 2020-21 and 2019-20 admissions cycles found that approximately 73 percent of students received one of their top three program choices (See Exhibit 1); and

WHEREAS, assuming similar matching rates under the expanded use of random numbers, a substantial proportion of students—those with more favorable lottery numbers—are likely placed into one of their top-ranked programs (See Exhibit 2), and

WHEREAS, students who receive favorable lottery numbers benefit not only from across-the-board increased access to higher-ranked initial offers but also from greatly reduced reliance on waitlists, and strongly weakens any justification for such students to participate in waiting lists on equal ground with those who are locked out from desirable programs^{viii}; and

WHEREAS, despite the neutral intent of random number generation, a student assigned an unfavorable random number is systematically disadvantaged not at one program, but across ALL oversubscribed programs on their application simultaneously, creating a compounding structural inequity that the original merit-based screened system did not impose in the same totalizing way^{ix}; and

WHEREAS, under current policy, students who are not matched to their top choice are automatically placed on waitlists for programs ranked higher on their application, including those already matched to one of their top three choices, and

receive a NEW independently-generated random number for each waitlist — meaning waitlist placement is determined by a separate lottery unrelated to the original application lottery outcome (favorable or unfavorable)^x; and

WHEREAS, new random numbers provide a statistically equal probability of a favorable outcome for each student on any individual waitlist, but does NOT guarantee compensatory improvement for students who were assigned a highly unfavorable random number in the main round, because each random draw is independent — meaning a student who drew an unfavorable number in the main round has an equal probability of again drawing an unfavorable number on each waitlist, and no structural mechanism corrects for their original disadvantage experienced in the application round^{xi}; and

WHEREAS, students without guaranteed placements — those who lack a zoned school assignment or continuing student priority — face disproportionate risk when attempting to use their application choices strategically in anticipation of a favorable waitlist number, as being unmatched in the main round and receiving unfavorable waitlist numbers could result in administrative assignment to a school entirely outside their preference list^{xii}, with research demonstrating that such students were less likely to graduate^{xiii}; and

WHEREAS, research in matching theory suggests the most equitable and algorithmically simple corrective mechanism — requiring no new data collection, no demographic profiling, and no changes to the deferred acceptance algorithm itself — is to reuse each student's original application random number for waitlist placement but apply it in REVERSE priority order: students with the most unfavorable application random numbers (who were most disadvantaged in the main round) would receive the highest waitlist priority, while students with the most favorable application random numbers (who benefited most in the main round) would receive lower waitlist priority^{xiv}; and

WHEREAS, reversed-application-random-number waitlist priority is superior to a new random draw^{xv} because it (a) guarantees structural compensatory benefit to an unfavorable main-round lottery by directly offsetting the bad luck, rather than merely offering probabilistic relief by issuing new random numbers; (b) eliminates the compounding advantage that favorable-number students currently enjoy in both the main round and the waitlist; (c) is transparent and predictable to families; (d) preserves the existing priority group framework; and (e) is technically trivial to implement through multiple options such as a simple sort-order reversal on an already-stored data field or taking the “one’s complement” of the application random number, requiring no additional funding and minimal system modification (See Exhibit 3); and

WHEREAS, aside from serving as a systemic safety net for those who were unmatched or poorly matched due to initial bad luck, peer-reviewed research by Feigenbaum et al, “Dynamic Matching in School Choice,” on NYC DOE admissions data also demonstrates that a Reverse Lottery Deferred Acceptance (RLDA) mechanism reduces the number of student reassignments (unmatched students) by more than 50% compared to the current forward lottery practice^{xvi}; and

WHEREAS, the NYS Comptroller's 2025 audit of the NYC DOE student-school matching algorithm found multiple deficiencies in how the algorithm accounts for vulnerable student populations, including students in temporary housing and low-income students, underscoring that improvements to the equity of the admissions and waitlist mechanisms are urgently needed and within the DOE's administrative capacity to implement^{xvii}; and

WHEREAS, Community Education Councils exist specifically to advocate for the educational interests of all students in their districts, including ELL students, students with disabilities, and students in temporary housing, with particular attention to equity, transparency, and accountability in the systems that determine students' access to educational opportunity^{xviii}; and

THEREFORE, BE IT RESOLVED, Community Education Council (CEC) 26 urges the New York City Department of Education to evaluate the equity impacts of its current lottery-based admissions and waitlist systems, including the effects of using independently generated random numbers across multiple stages of the admissions process; and

BE IT FURTHER RESOLVED, that the New York City Department of Education discontinue the use of newly generated random numbers for waitlists and instead adopt a system that reuses each student’s original application lottery number in reverse order of priority within existing priority groups, such that students who received less favorable lottery numbers in the main round are given higher priority in waitlist placement; and

BE IT FURTHER RESOLVED, that the New York City Department of Education publish comprehensive annual reports on admissions and waitlist outcomes, disaggregated by race, income level, disability status, English Language Learner status, and borough, in order to ensure ongoing public accountability and enable evaluation of equity impacts; and

BE IT FURTHER RESOLVED, that the New York City Department of Education shall implement the changes for the 2026-2027 admissions cycle to ensure that the waitlist serves as a true restorative mechanism for students harmed by the lottery system.

ⁱ <https://ibo.nyc.ny.us/iboreports/preferences-and-outcomes-a-look-at-new-york-citys-public-high-school-choice-process.html>

ⁱⁱ <https://www.nobelprize.org/prizes/economic-sciences/2012/popular-information/>

ⁱⁱⁱ <https://blueprintlabs.mit.edu/research/how-do-new-york-city-schools-assign-seats/>

^{iv} <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/how-students-get-offers-to-doe-public-schools/random-numbers-in-admissions>

^v <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/how-students-get-offers-to-doe-public-schools/random-numbers-in-admissions>

^{vi} <https://amelie-marian.cs.rutgers.edu/2021/06/13/june-2021-decoding-the-nyc-school-admission-lottery-numbers/>

^{vii} <https://www.cityandstateny.com/policy/2022/09/nyc-overhauls-controversial-schools-admissions-process-middle-schools-selective-high-schools/377841/>

^{viii} <https://www.aeaweb.org/articles?id=10.1257/000282805774670167>

^{ix} https://www.nber.org/system/files/working_papers/w14864/w14864.pdf

^x <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/waitlists>

^{xi} https://www.nber.org/system/files/working_papers/w21046/revisions/w21046.rev1.pdf

^{xii} <https://www.osc.ny.gov/state-agencies/audits/2025/07/24/management-student-school-matching-algorithm>

^{xiii} <https://www.aeaweb.org/research/charts/nyc-high-school-admissions-matching>

^{xiv} <https://dl.acm.org/doi/fullHtml/10.1145/3593013.3594009>

^{xv} <https://ykanoria.github.io/mnsc.2019.3469.pdf>

^{xvi} https://business.columbia.edu/sites/default/files-efs/citation_file_upload/mnsc.2019.3469.pdf

^{xvii} <https://www.osc.ny.gov/state-agencies/audits/2025/07/24/management-student-school-matching-algorithm>

^{xviii} <https://www.schools.nyc.gov/get-involved/families/education-councils/community-education-councils>

Exhibit 1 – High school placement statistics per Citywide Council on High Schools FOIL Response

Admissions Cycle	% Received Top 3 offer	% Received Top 5 offer	% Received Top 10 offer	% Received offer 1-12	% Unmatched (no offers)
2020-21	73%	84%	92%	93%	7%
2019-20	73%	84%	93%	94%	6%

Exhibit 2 – Projected high school placement outcomes by random number

Random Number - first two characters	Percentile	Placement outcome
00	99.61%	likely to receive Top 3 offer
10	93.36%	likely to receive Top 3 offer
20	87.11%	likely to receive Top 3 offer
30	80.86%	likely to receive Top 3 offer
40	74.61%	likely to receive Top 3 offer
50	68.36%	likely to receive Top 3 offer
60	62.11%	likely to receive Top 3 offer
70	55.86%	likely to receive Top 3 offer
80	49.61%	likely to receive Top 3 offer
90	43.36%	likely to receive Top 3 offer
A0	37.11%	likely to receive Top 3 offer
B0	30.86%	likely to receive Top 3 offer
C0	24.61%	likely to receive Top 3 offer
D0	18.36%	likely to receive Top 5 offer
E0	12.11%	likely to receive Top 10 offer
F0	5.86%	likely to receive no offers

Exhibit 3 – Inverting of hexadecimal numbers

Hexadecimal	One's Complement
0	F
1	E
2	D
3	C
4	B
5	A
6	9
7	8
8	7
9	6
A	5
B	4
C	3
D	2
E	1
F	0



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Proposed

Resolution urging the New York City Department of Education to Implement Universal Screening and Testing for Gifted and Talented Programs Beginning in Second Grade

WHEREAS, the National Association for Gifted Children (NAGC) and peer-reviewed research define "intellectually gifted" students as those whose cognitive abilities, creativity, and potential for achievement so significantly exceed general education programming that they require specialized instruction and support to reach their potentialⁱ, and clinical research further identifies common traits of these learners — such as high processing speed, advanced language development, and the ability to absorb vast amounts of information — which, if not addressed through accelerated curriculum, can lead to boredom, disengagement, and underachievementⁱⁱ; and

WHEREAS, peer-reviewed research in the academic field of gifted education generally finds that approximately 5–15 percent of the student population demonstrates levels of advanced cognitive ability or academic readiness consistent with the need for gifted education services, with many scholars using 10 percent of students as a practical planning benchmark for program availabilityⁱⁱⁱ; and

WHEREAS, both federal and state law recognize and define gifted students as a distinct population requiring services beyond standard educational programming: the federal Jacob K. Javits Gifted and Talented Students Education Act defines gifted and talented students as those who “give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school,”^{iv} and New York State Education Law §4452 defines gifted students as “pupils who require educational programs or services beyond those normally provided by the regular school program in order to realize their full potential”^v; and

WHEREAS, the New York City Department of Education has operated Gifted and Talented (G&T) programs within elementary schools for nearly five decades^{vi}, providing accelerated instruction for academically advanced students typically in grades kindergarten through fifth grade, and these programs have undergone multiple policy changes in response to evolving educational priorities and debates regarding equity, admissions practices, and program structure; and

WHEREAS, from approximately 2008 through 2021, admissions to NYC G&T programs were determined primarily through a standardized assessment administered to children at approximately age four for kindergarten placement, a system widely criticized because disparities in test participation and preparation contributed to disproportionate enrollment of White and Asian students relative to overall public school demographics^{vii}; and beginning in 2022, the NYC DOE replaced that system with a framework in which kindergarten eligibility is determined through pre-kindergarten teacher observations and higher-grade admissions are based primarily on academic grades in core subjects, after which offers are made based on application preferences, seat availability, and admissions priorities^{viii}; and

WHEREAS, research and policy discussions have raised concerns that admissions systems relying primarily on grades or subjective teacher evaluations may fail to consistently identify highly gifted students, particularly those whose advanced cognitive abilities are not fully reflected in classroom performance or early behavioral indicators^{ix}; and

WHEREAS, educational research, including the findings of the "Rochester SAGE" and various child development experts, suggests that cognitive testing is most reliable and stable starting around the second grade, as "abilities do not even out" but rather become more measurable once children reach age 8^x; and

WHEREAS, educational researchers commonly recommend that gifted education services begin in the upper elementary grades and continue through middle and secondary school, because advanced learners often require sustained access to

accelerated curriculum and intellectually challenging peer groups in order to maintain academic engagement and achieve their full potential^{xi}; and

WHEREAS, families in New York City seek G&T programs to find a supportive peer community for "asynchronous learners^{xii}," to provide the "optimal match" between student ability and instructional difficulty, and to foster an environment where intellectual curiosity is not stigmatized^{xiii}; and

WHEREAS, some parents and advocates oppose G&T programs on the grounds that they exacerbate racial and socioeconomic segregation^{xiv}, prioritize students with access to private test-prep^{xv}, and create a "condition of separateness^{xvi}" that undermines the goals of a diverse public school system; and

WHEREAS, current policy proposals in New York City reflect a shared skepticism of early G&T identification: the current administration has proposed phasing out separate G&T entry for kindergarten by Fall 2027 in favor of integrated enrichment models to address concerns of "within-school segregation"^{xvii}, while some policymakers have separately proposed moving G&T identification to second grade on the grounds that later screening improves both accuracy and equity in admissions decisions^{xviii}; and

WHEREAS, while inclusive enrichment models such as "Enrichment for All" or "Brilliant NYC" provide benefits for the general student population, educational research indicates they may not deliver the curriculum acceleration, faster pacing, and sustained intellectual challenge that gifted students require to avoid repetitive material and stagnant growth^{xix}, as these elements are difficult to provide consistently within heterogeneous classrooms designed to serve students across a wide range of academic readiness levels^{xx}; and

WHEREAS, research from multiple school districts and gifted education scholars—exemplified by a landmark study in the Proceedings of the National Academy of Sciences^{xxi} (Card & Giuliano, 2016)—demonstrates that universal screening of second graders significantly increases the identification of high-ability students from historically underrepresented groups, including Black, Hispanic, low-income, and English Language Learner students, who are systematically under-referred by traditional teacher and parent nomination systems^{xxii}; and

WHEREAS, NYSED Commissioner's Regulations (8 NYCRR Part 117) require schools to conduct diagnostic screening of students to identify those who may require specialized educational services, including those who are possibly gifted, and to notify parents prior to further evaluation^{xxiii}; and

WHEREAS, research and technical guidance from NWEA identify MAP Growth as an effective first-phase screening tool for gifted identification that reduces reliance on subjective referrals and supports the use of objective performance thresholds—such as scores at or above the 95th percentile—to determine eligibility for further evaluation^{xxiv}; and

WHEREAS, the New York City Department of Education already administers MAP Growth as a universal screener within the Multi-Tiered System of Supports (MTSS) framework^{xxv} across multiple grade levels, thereby leveraging existing infrastructure to implement gifted screening without requiring additional procurement or cost; and

WHEREAS, for phase two cognitive testing to confirm giftedness, state law requires schools to inform the parent or guardian of such student's screening result and seek their approval to administer diagnostic tests; and

WHEREAS, The Naglieri Nonverbal Ability Test (NNAT), a standardized cognitive assessment that measures innate reasoning and problem-solving ability through a nonverbal, matrix-based format, without requiring a student to read, write, or speak English, and since there is no verbal component, it is effective for identifying giftedness in English Language Learners (ELLs), students with specific disabilities such as dyslexia, and students from low-income families who may not have had equivalent academic exposure as their peers^{xxvi}; research indicates that a multi-measure approach combining a phase one universal screener (such as MAP Growth) with a phase two standardized ability test produces more equitable and accurate gifted identification than either teacher nominations or any single instrument alone^{xxvii}; and

WHEREAS, Gifted and Talented programs are not equitably distributed across New York City's 32 community school districts, and research shows that students in historically underrepresented communities are less likely to attend schools offering such programs, indicating that program availability itself contributes to disparities in access^{xxviii}; and

WHEREAS, implementing a universal, research-based, and equitable identification system beginning in second grade would better align New York City’s Gifted and Talented programs with established educational research, existing screening practices, and the goal of expanding access to advanced academic opportunities for all qualified students; and

THEREFORE, BE IT RESOLVED, Community Education Council (CEC) 26 urges the DOE to implement:

- **Universal Screening:** Administer MAP Growth in second grade as a universal, phase-one diagnostic screen for possible giftedness, utilizing existing MTSS infrastructure at no additional procurement cost.
- **Parent Notification:** Notify all parents or legal guardians of students who score at or above the 95th percentile on MAP Growth of their eligibility for second-phase gifted evaluation, consistent with New York State Education Law requirements for parental consent prior to diagnostic testing
- **Testing Experience:** Provide sample test questions, produce video recordings explaining the various types of questions in gifted testing and inform parents or legal guardians of eligible students how to view the recordings
- **Second-Phase Assessment:** Administer a standardized, minimally-verbal cognitive ability assessment—such as the Naglieri Nonverbal Ability Test (NNAT)—to all students whose parents or guardians provide consent, as a second-phase confirmation of giftedness.
- **Program Seats:** Establish dedicated G&T programs beginning in Grade 3, ensuring sufficient seats to serve the research-benchmarked 5–15 percent of students identified as requiring advanced academic services.
- **Geographic Equity:** Re-evaluate locations of schools with existing G&T programs to determine whether there are convenient locations for gifted programs situated within or close to districts with historically underrepresented populations
- **Accelerated Pathways:** Ensure identified gifted students have early access to accelerated middle school coursework leading to early completion of Regents-level mathematics and science (Algebra I, Geometry, Earth Science, Biology), specifically by offering Accelerated Regents Pathways earlier than in 8th grade

BE IT FURTHER RESOLVED, CEC 26 urges the New York City Department of Education to publicly report annually the number and percentage of students identified for Gifted and Talented programs in each community school district and citywide, disaggregated by race, ethnicity, gender, English Language Learner status, socioeconomic status, and disability status, and including the number of students screened, tested, and admitted to Gifted and Talented programs.

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- ⁱ <https://nagc.org/about-giftedness/>
- ⁱⁱ https://www.researchgate.net/publication/368450326_Exceptional_Children_An_Introduction_to_Special_Education_12th_Edition
- ⁱⁱⁱ <https://nagc.org/about-giftedness/>
- ^{iv} <https://www2.ed.gov/programs/javits/index.html>
- ^v <https://www.nysenate.gov/legislation/laws/EDN/4452>
- ^{vi} <https://doi.org/10.35240/vue.100>
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- ^{xxi} <https://www.pnas.org/doi/10.1073/pnas.1605043113>
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Community District Education Council 26

New York City Department of Education

Address: 61-15 Oceania Street, Bayside, NY 11364 Phone: (718) 631-6927 Fax: (718) 631-1347 E-mail: CEC26@schools.nyc.gov

<i>Council Members:</i>	Sulinda Hong	<i>Student Members:</i>	<i>District 26 Community</i>
Sae Jung Lee	Albert Suhu	Isaiah Tandjung	<i>Superintendent</i>
Dennis Chan	Monica Huang	Arleen Chodha	Anthony Inzerillo
Qian Kang	Hsuante Tsai (Louis)		
Zhao Shao (Liz Tseng)	David Rosenfeld		
Ribhi Alam			

Meeting Type: Hybrid (In-Person and Virtual)

February 12, 2026

Calendar Meeting

Present: Qian Kang, Hsuante Tsai, Albert Suhu, Sae Jung Lee, Liz Tsen, Monica Huang, Sulinda Hong and Ribhi Alam

Student Member: Isaiah Tandjung, Arleen Chodha

Virtual Attendance:

Absent: Dennis Chan, David Rosenfeld

Also Present: Superintendent Inzerillo and District 26 Team

Welcome: The meeting was called to order by Alber Suhu at 7:03 PM and roll call.

A. Superintendent Report

- Recognition of **Respect for All Week**.
- Announcement of **Civics Week (March 9–13)** aligned with America’s 250th anniversary theme.
- District 26 schools received the **LSI (Local Support & Improvement)** designation.
- Appreciation extended to district family engagement staff.

- Scholarship activation efforts for kindergarten families.
- PTA election support and upcoming parent workshops.
- IEP Parent Member training completion.

B. Resolutions Presented

1. Strengthening Governance of the NYC School Construction Authority (SCA)

Council discussed concerns regarding SCA oversight, responsiveness, and long-term planning. The resolution calls for:

- Expansion of the SCA Board to include parent trustees.
- Improved oversight and accountability measures.
- Clear performance goals and trustee training.

2. Ending the “Cycle of Fiscal Entrapment” for Budget Appeal Schools

Council reviewed long-term data showing recurring “temporary shortfall” allocations for District 26 schools.

Key concerns:

- District 26 schools are smaller on average and cannot cover fixed costs under Fair Student Funding.
- Higher teacher salaries reduce purchasing power.
- Limited Title I eligibility creates funding gaps.
- Appeal allocations function like loans rather than permanent support.

Resolution:

- Permanent funding allocations instead of temporary shortfalls.
- Earlier appeal decisions to allow principals adequate hiring time.
- Meeting with DOE CFO to address structural funding inequities.

Comparative data showed District 26 receiving significantly higher cumulative appeal allocations than neighboring districts over 15 years.

3. Uniform Eligibility for ELL Members Serving on Citywide Education Councils

Resolution supports legislation sponsored by Senator John Liu to:

- Align eligibility requirements for CCELL members with CEC eligibility.
- Expand the pool of eligible ELL parents.
- Address quorum and vacancy challenges.
- Request FACE to notify unelected ELL candidates of other eligible appointment opportunities.

C. Public Comment

A speaker expressed strong support for all three resolutions and emphasized:

- Importance of SCA action for class size compliance.
- Need to formalize permanent funding solutions for appeal schools.
- Support for increasing participation and eligibility in ELL governance roles

D. Roll Call Votes (Calendar Meeting)

All three resolutions were approved unanimously.
Members present voted in favor; members on travel were excused.

Business Meeting

February 12, 2026

Business Meeting

Present: Qian Kang, Hsuante Tsai, Albert Suhu, Sae Jung Lee, Liz Tsen, Monica Huang, Sulinda Hong and Ribhi Alam

Student Member: Isaiah Tandjung, Arleen Chodha

Virtual Attendance:

Absent: Dennis Chan, David Rosenfeld

Also Present: Superintendent Inzerillo and District 26 Team

Welcome: The meeting was called to order by Alber Suhu at 9:03 PM and roll call.

A. Approval of January 8, 2026, Minutes

Minutes were reviewed and approved with minor attendance clarification.

B. Budget Modifications (Approved)

Prior to the March 3 deadline, the following adjustments were approved:

- Remaining funds reallocated to supplies.
- Member reimbursement maintained at \$12,000.
- \$45 dollars to move from computer equipment fee to member reimbursement
- \$1030 dollar to move from computer equipment to member reimbursement.
- \$1590 to move from Website to move to code 489 for parent activities food and other needs.

C. President's Report

- CEC25 passed a resolution supporting CEC26's quorum resolution.
- Meeting held with District Planning to explore additional school capacity.
- Chancellor's Queens Community Conversation scheduled for March 17.
- Upcoming PEP vote regarding Queens High School for the Sciences relocation.
- Summary shared from City Council hearing on mayoral control renewal:
 - Majority support for renewal with governance improvements.
 - Possible increased authority for parent bodies.
 - State Legislature expected to decide by June.

D. Town Hall Planning

- May 11 Town Hall planning underway.
- Kaamashri requested to be part of the committee. The committee is closed for any additional members.
- Additional committee members welcomed.
- Town Hall survey to be finalized and distributed.
- Members encouraged to observe other district town halls for preparation.

E. Old & New Business

Upcoming advocacy priorities before the May Town Hall include potential resolutions on:

- Mayoral control.
- Gifted & Talented program structure and testing.
- Specialized high schools.
- Class size reduction implementation.
- Regents exam access for middle school students.
- Expanded accelerated learning options.
- Online safety and AI policy considerations.

Additional action:

- Draft letter regarding large housing development and need for SCA school site planning.

F. Adjournment

Business meeting adjourned following motion and second.

President Suhu wished attendees a Happy Lunar New Year and a restful school break.

Budget Report: January 8, 2025

Community Education Council District 26

Starting Balance: \$25,000

Total Expense: \$434.70

Ending Balance: \$22,863.50

Requesting to shift \$1000 from Website to \$900 to Computer equipment. Additionally, requesting to shift \$100 to fee for set up of computer/equipment.

	Allocation	September	October	November	January	February	March	Total Expense/ Committed	Balance
Member Reimbursement Object Code 496	\$13,075.00							\$0.00	\$13,075.00
P-Card	\$2,500.00							\$0.00	\$2,500.00
General/Office Supplies -MS4R	\$1,500.00						\$1,500.00	\$1,500.00	\$0.00
General/Office Supplies -MS4G	\$1,000.00								
Meeting Expense (Food Expense)/ Workshop	\$4,590.00	\$574.90	\$201.90	\$800.00	\$434.70	\$354.90	\$279.85	\$2,366.40	\$2,223.60
Website	\$1,218.00							\$0.00	\$1,218.00
Furniture	\$0.00							\$0.00	\$0.00
Technology	\$1,015.00							\$0.00	\$1,015.00
Water rental	\$102.00							\$0.00	\$102.00
Total	\$25,000.00								
Total Expense	\$3,866.40							\$3,866.40	
Balance in Budget	\$21,133.60								

Bayside Milk Farm	WO260140407	\$279.85	489F	CEC26 March Meeting
Office Supplies		1500.00		

Please select the topic for the question	Public Comment or Question:
Academics & Curriculum	What research-based instructional models are being used for early literacy, and how are we monitoring their success across the district?
Academics & Curriculum	Elementary schools need to go back to the basics of math and language arts. The current method of teaching concepts and the how's and why's without establishing a factual foundation is making it harder for children.
Academics & Curriculum	I would like to share my concerns regarding the transition from paper-based to computer-based testing for mathematics within District 26. The shift to digital testing has been disconcerting due to frequent technical glitches, which I have personally observed on my child's device. Unlike paper, computer systems can fail, and we have experienced instances where mathematics homework and tests were incorrectly graded. Currently, students lack a way to appeal or correct these errors in real time. I propose that computer testing for mathematics be suspended until the technology is fully perfected. Our children's academic performance should not be subject to experimental and unreliable testing methods, particularly regarding State tests. Thank you for your attention to this matter.
Before care/ Early drop off	As both a parent and an educator with the New York City Department of Education, I'm finding it increasingly difficult to balance my professional responsibilities with my responsibilities at home. Like many working families, my day begins at 8:00 AM, yet there are no consistent early drop-off or before-care options available. It feels deeply unfair that I'm expected to be there for my students while struggling to secure safe, reliable care for my own children. What steps can be taken to provide meaningful before-care support so families like mine aren't forced to choose between their livelihoods and their children's well-being?
Bullying & Hateful Rhetoric	Our politicians all over the country have been spewing Muslim hate that seems to supersede 9/11 level anti-islam sentiments. What is being done across the city to make muslim students feel safe. This is especially concerning considering that for students that are pro-palestinian and anti-genocide, your voice is discouraged. Silence in being complicit and the silence of schools in the wake of a genocide and bombing little children, like our students is being swept under the rug. How are schools including this in the curriculum?
Cannabis Dispensaries	The cannabis dispensary that is on 245-02 Horace Harding Expy is NOT keeping to law the distance it needs to be from a school. The office of cannabis management should come and remeasure the distance from the dispensary door to the closest used door of 221. How can we make this happen?
Cannabis Dispensaries	there is a Cannabis Dispensary too close to the school
Class Size Law Mandate	The class size in the Gifted & Talented (G&T) program is too large, which makes it difficult for teachers to give enough attention to each student.
Class Size Law Mandate	It surprises me how ease and fast government approves billions of dollars to fight a war. Can we hire a person with good diplomatic strategy to appeal for new school buildings in out district 26?
ELL and Dual-Language Programs	I hope for ELL and bilingual education! In terms of natural phonics, vocabulary, reading, and pinyin, both need to be strengthened
Expansion of Specialized High School (SHS)	Are there any plans to establish a new specialized high school in Queens or expand specialized high school seats in the borough? Many outstanding Queens students face a substantial daily commuting burden to attend the current specialized high schools.
Extra Help for students	Provide extra help & Speech Services for students without necessary having an IEP.
General	I was wondering your stance on redrawing school district lines. Do you plan on bussing children throughout Queens if you do this? Just a yes or no.
Gifted & Talented Programs	Will Gifted and Talented Programs continue to be offered in our district.
Gifted & Talented Programs	Adding Gifted and talented classes to school
Gifted & Talented Programs	How to apply for Gift and Talented program
Guns in Highschools	What is the DOE doing to enforce zero tolerance of guns in highschools across all boroughs?? Student Safety especially in high schools is of great concern for families and I don't see enough about this topic from Dept. of Education. We cannot rely on NYPD to handle this serious issue within the school buildings and the community. It needs to start within the school buildings and expand to the communities and families.
Health & Safety	I would like to suggest adding more after-school programs for students.
Health & Safety	MS74 has an ongoing construction as well as construction is taking place next to LIE. With the construction traffic it is very unsafe for the children to cross the street. Can additional cross guards be assigned to the MS74 location?
Health & Safety	Is there an statistic about Teacher's performance in a overcrowded classroom?
Health & Safety	Is there an statistic about Teacher's performance in a overcrowded classroom?

Health & Safety	In our school there are children whos parents are Jewish and Islamic religion believers. Is the state of New York doing something to prevent any propaganda in favor or against those to believes and ideology?
Middle School & High School Admissions	Students are stressed about the admissions process just to get into a quality school of their choice, they should be allowed to make changes.
Middle School & High School Admissions	Which school is better?
Middle School & High School Admissions	Given the increasing stress around high school admissions and the limited number of high school options in Queens, what plans are in place to expand high school capacity and provide additional support to students? While new elementary schools are being built, when can we expect similar investment in high schools?
Middle School & High School Admissions	How is the change next year in the SHSAT format ensuring a standardized testing for all students?
Middle School Quality	How can middle schools strengthen their overall quality? There is a HUGE difference in the elementary school quality and middle school quality in D26. Parent outreach dips significantly, the quality of teacher investment in students dips tremendously, knowledge of teaching strategies shift negatively- elementary school is involved and student centered, whereas middle school is more teacher-centered. Student activities are also lacking. This is why school's lose students in middle school and when they get to 9th grade in HS, they're is much learning and SEL loss.
Parent & Community Engagement / Con	Excelente trabajo del director y profesores en la escuela
Parent & Community Engagement / Con	How can we improve the children resilience from the classrooms to home?
Ps 173 school abused my child,they hide	Noone is here for the parent.all people work for the school administrators, they all played with parents especially when they know parent doesn't know ENGLISH
Question	Please heated up students lunch . And give some time to take nap during winter weather. Transportation bus give matron to help kids to get down stops.
School Budgets & Fair Student Funding (Smaller classes.
School Lunch	i hope kids can have nice and warm food every day
School Lunch	How to improve the quality of public school lunch in general.
School Lunch	Are you working toward halal "hot" lunch in D26? Please share status. Thank you.
School Lunch	Deberian variar el menú no solo cereal y leche para desayuno eso. NO es alimento
School Lunch	When will school lunch be healthy for kids?
School Transportation	Plz queens to high school bus service must
School Transportation	My child will be attending second grade next year. I was told that starting third grade they will no longer have bus. This imposes a huge barrier to working parents who have jobs 8-5 and are forced to quit to pick up their children. In my case this will be true. Quitting my job means my family will not have health insurance, will not be able to afford rent and will have to scramble to meet ends meet. I urge you to reconsider to allow busing through middle grade to allow children get home safely while their parents continue working to pay their bills
Special Education Service Concerns	I would like to propose to open up NEST program for middle school in our own 26 district. My kid with learning disabilities under age 10 going into middle school in Flushing isn't a safe and good for our families. Please consider!
Special Education Service Concerns	When will the DOE start training staff to support disabilities outside of ASD? Teachers are not trained to support disabilities such as dyslexia, apraxia of speech, ADD & ADHD. Educators do not have the training to properly support students with these disabilities and it is affecting so many families.
Special Education Service Concerns	P.S.376 no small class for child with special needs