

District 28 CEC Presentation



Superintendent: Dr. Eric L. Blake
Date: Thursday, April 16, 2026



District 28 Mission and Vision



Mission:

In Community School District 28 we focus on equity as a lever for achievement for every single scholar. We are a district of excellence. We commit to every school maintaining high academic standards and working closely with families so that all scholars are learning at high levels. Beginning with school leaders, teachers, students and community partners, we also commit to being a district of learners ensuring that we promote critical thinking rooted in core content conceptual understanding through creative problem solving, technology innovation, social emotional learning and community advocacy.

Vision:

In Community School District 28 we celebrate our differences because we understand that woven into those differences is the knowledge that they offer us unlimited possibility to learn and expand our knowledge of and commitment to all humanity. We are beautifully diverse, varied; coming from countless racial, ethnic, language, and belief backgrounds. We commit to striving for inestimable contribution to the lives of our scholars.

D28 Superintendent Priorities



01

Improve outcomes in Mathematics by implementing a common research-based curriculum and introducing or scaling, where appropriate, Regents level courses for scholars

02

Improve literacy skills by implementing research-based, Science of Reading (SOR) HMH curriculum in all K-8 schools.

03

Work to substantially improve daily attendance and reduce chronic absenteeism.

04

Continue to increase Parent and Family Engagement and Community Partnerships.

D28- District Non-Negotiables



- **Standards-Aligned Instruction:** All lessons must be aligned to grade-level standards and learning objectives.
- **Small Group Instruction**
- **Explicit Teaching with Gradual Release:** Teachers model, guide, and then release responsibility for independent practice.
- **Active Student Engagement:** Students are consistently engaged through questioning, discussion, and checks for understanding.
- **Data-Driven Differentiation:** Instruction is adjusted based on formative assessment to meet diverse student needs within the core lesson.

How will we meet the class size mandate in D28 without cutting essential programs or over-crowding existing school buildings?



NYCPS has allocated hundreds of millions of dollars specifically for class size reduction, including funding earmarked for teacher hiring in schools that already have available space. Class size reduction is funded at the state level through a per-student formula, ensuring schools receive dedicated resources without needing to divert funds from current programs.

Why is the requirement to become a school food employee so discouraging and once becoming a school food employee?



The requirements and hiring practices for School Food employees are not part of the district 28 portfolio. These matters are overseen centrally and should be directed to the New York City Department of Education's Office of Human Resources and the Office of Food and Nutrition Services (OFNS).

What are your goals for district 28?



Our goals for District 28 are focused on strengthening instructional outcomes, improving student engagement, and deepening partnerships with families and the community. Specifically, we aim to:

- **Improve outcomes in Mathematics** by implementing a common, research-based curriculum and introducing or scaling Regents-level coursework where appropriate to ensure scholars are academically prepared and challenged.
- **Improve literacy skills** by implementing a research-based, Science of Reading (SOR) aligned HMH curriculum in all K–8 schools to build strong foundational reading skills.
- **Substantially improve daily attendance** and reduce chronic absenteeism through targeted, student-centered supports and consistent family outreach.
- **Increase Parent and Family Engagement and Community Partnerships** to strengthen collaboration, trust, and shared responsibility for student success.

Together, these goals reflect our commitment to equity, academic excellence, and whole-child development across District 28.

Will the gifted and talented program continue? One teacher can't take care of 25 students properly. Is there any plan to help with this?



Gifted & Talented (G&T) programs currently continue in NYC, with active admissions for the 2026–2027 school year confirmed by NYC Public Schools.

Decisions about whether G&T programs continue, expand, or their staffing levels are made centrally by NYCPS, not by District 28.

Why are schools using computer-based learning when all the evidence suggests it lowers performance & discourages learning?



NYCPS guidance makes clear that technology is to be used intentionally and only as a supplement to teacher-led, in-person instruction. District 28 fully adheres to and complies with these guidelines and expectations.

How can we make our District more coherent with an SEL/Literacy focus through redesigning all subjects in the curriculum ?



District 28 cannot redesign or create curriculum, as NYCPS makes those decisions centrally, but the district *can* strengthen coherence by supporting schools in implementing NYCPS approved, research-based instructional frameworks, which is the goal of every school in D28. In addition, every school in District 28 actively engages in SEL activities and initiatives designed to build students' SEL awareness and competencies, further reinforcing the district's commitment to whole-child development.



Will the DOE bring financial literacy into the schools?

Yes. The NYC Department of Education has already integrated financial literacy into schools citywide, primarily through required civics and social studies instruction, math applications, and career-connected learning at the middle and high school levels.



Will the chancellor work with Daymond John from Shark Tank to teach financial literacy/end Poverty?

At the district level, we cannot answer or commit to whether the Chancellor will partner with Daymond John or any specific individual or organization.

Chancellor's Regulation A-660 currently prohibits PTAs from fundraising through movie theater partnerships unless the activity is curriculum-based. Given the financial challenges many school communities face, and the fact that movie theater fundraisers are widely used across the country as safe, inclusive, and community-building events, is the Department of Education open to revisiting this regulation? Allowing PTAs to partner with movie theaters under clear guidelines could provide an important and equitable fundraising tool that directly benefits students while maintaining appropriate oversight. Is there a process for reviewing and potentially modernizing this regulation?

Chancellor's Regulation A660 is a centrally issued NYC Public Schools policy, and decisions to revise or modernize it rest with the Chancellor and central DOE offices, not individual districts. At this time, any change to PTA fundraising rules including movie theater partnerships would require a formal central review and approval by NYCPS leadership, not district-level action.

What if any changes are you looking to make to Chancellor's Regulation 750a which currently allows the DOE to share with ACS any information about my child including my child without me being notified? While the policy may be well intentioned, we know that ACS regularly makes school visits even when parents are complying with them and they have the means to seek court orders to access the children. Schools never push back. I can only imagine the unnecessary trauma this is bringing young children who are taught to fear stranger danger but see their trusted adults (teachers) bend to the wishes of those same strangers.

At the district level, we are not involved in creating, changing, or enforcing Chancellor's Regulations, including A750A. Any review or modification of this regulation would occur centrally through NYCPS leadership, often in alignment with legal requirements and ACS protocols, not through individual community school districts.



One of the Chancellor's stated priorities is integration. Does the Chancellor intend to have another diversity grant for D28, and does the Chancellor envision a similar plan for parent engagement which some have criticized as "top down" and not "ground up"

At this time, there has been no public announcement from NYCPS regarding a new diversity grant specific to District 28 or a revised parent engagement model; any such initiative would be developed and communicated by central DOE leadership.



How will NYCPS prepare families in D28 so school integration can happen with curiosity and open-mindedness?

District 28 emphasizes celebrating diversity and providing individualized support for all learners, creating a strong foundation for integrating students with disabilities into inclusive integrated school communities.

Special-education resources in the district, including NYSED's *Parent's Guide to Special Education* and

NYCPS guidance for teachers of students with disabilities, help families understand the supports available in integrated settings



Can you commit to a streamlined, district-wide protocol that makes it easier for all schools to get speed bumps and physical traffic, calming infrastructure on every street with a school entrance. Currently, speed limits alone are failing to protect students across our districts.

We cannot commit to a district-wide protocol for speed bumps or traffic-calming infrastructure because those decisions fall under the authority of the NYC Department of Transportation. We will continue to elevate safety concerns, but DOT must evaluate and approve any street-level changes near school entrances.



I would like to know if there are specialized schools in the Jamaica areas like other communities?

Presently, there is a specialized school serving the Jamaica area. District 28 currently has 1 specialized school, Queens High School for the Sciences.



Many early childhood classrooms rely on YouTube read-alouds because teachers lack physical curriculum materials, while Pre-K–2 students are spending more time on screens through tools like i-Ready. How will NYCPS reduce screen time for young learners by providing books, hands-on materials, and clearer limits on digital tools and AI use? How will families be given transparency and meaningful choice around technology use in early grades?

NYCPS guidance requires technology to be used intentionally and only as a supplement to teacher-led, in-person instruction—not as a replacement for teachers or instructional decision-making. District 28 fully adheres to these policies, which emphasize strong human oversight and clear limits to ensure technology supports student learning



Summer Rising is essential for childcare for many families, but program quality varies across schools. How will the DOE ensure consistent, high-quality Summer Rising programming that includes enrichment—such as arts, sports, outdoor activities, STEAM, and social-emotional learning—so students are engaged throughout the day while supporting working families?

District 28 fully complies with all NYCPS Summer Rising requirements, including curriculum, enrichment, and student support expectations. Schools implement balanced programs that integrate academics with arts, sports, outdoor activities, STEAM, and social-emotional learning, while ensuring appropriate staffing and resources. The district works closely with school leaders and partners to support consistent, high-quality programming that engages students



Beyond awareness campaigns, what structural and preventive strategies will the DOE implement to reduce bullying before it occurs? Specifically, will the DOE expand restorative practices, peer mediation, and social-emotional learning, while strengthening transparent reporting for students and families? How will progress be measured, and how are schools held accountable for improving school climate?

As Chief of Safety and Prevention Partnership Ramparsant shared, the district uses data to track incidents across all schools and guide targeted support. In District 28, this data is reviewed regularly to adjust social-emotional and restorative supports where needed. As a result, D28 is making steady progress in strengthening SEL support and improving school culture.



Does the administration support cost-of-living increases, pay parity, and benefits for NYCEEC and community-based organization (CBO) early childhood educators to ensure stability in staffing and strong developmental support for our youngest learners?

This question is outside district authority and should be directed to the Mayor's Office, and possibly to the Office of Family and Community Engagement (FACE), which oversee early childhood workforce policy and funding.