

WEBVTT

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00:00:02.000 --> 00:00:02.800

Kelly McGuire: Okay.

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00:00:03.160 --> 00:00:03.820

Leslie Hurdle: Okay.

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00:00:04.120 --> 00:00:07.500

Kelly McGuire: I'm sorry, can you repeat that one more time, Lolita?

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00:00:08.740 --> 00:00:28.099

Lalita Kovvuri: Sure. Our President's Council co-presidents from last year, both of them, have stepped down, they're not part of their PTAs anymore. We will be having elections for the President's Council on October 6th at 9am. One off the coast, Caitlin, is going to run the elections.

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00:00:28.900 --> 00:00:29.470

Kelly McGuire: Great.

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00:00:29.620 --> 00:00:31.090

Lalita Kovvuri: Thank you so much for that.

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00:00:31.090 --> 00:00:34.330

Kelly McGuire: And,

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00:00:34.580 --> 00:00:49.319

Kelly McGuire: So, just to give you kind of, like, a little preview of what the agenda looks like, I have been dropping them into the, into the shared drive, but I'll, just share it real quick here.

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00:00:50.160 --> 00:01:06.959

Kelly McGuire: Bill is gonna go over a few of the opening logistics that, we always need to, follow, as a part of the, agenda today. We don't have a minute... we don't have minutes to approve, but,

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00:01:08.080 --> 00:01:21.710

Kelly McGuire: there was the suggestion that we bring in, some district team members who are working on, some of the DCEP goals, like, in different, ways, and,

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00:01:21.710 --> 00:01:31.830

Kelly McGuire: This summer, Sarah Maiolo and Tegan Costanza, the two student services managers, they conducted a, workshop

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00:01:32.310 --> 00:01:44.880

Kelly McGuire: on, TCIS, and they're going to share, or Sarah, I asked to share a little bit about that, because it was one of the strategies that we're using to address Priority 2.

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00:01:45.080 --> 00:01:54.160

Kelly McGuire: Around ensuring that students are going to school in a safe and healthy environment. So, that's a part of, the, the deck that I'm going to share.

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00:01:54.480 --> 00:02:11.960

Kelly McGuire: And, I'll turn it over to Sarah when we get to those slides. Again, Bill will share, a little update, from, the federal and state programs, including the DCEP, and, then we'll hear from all of our

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00:02:12.020 --> 00:02:27.999

Kelly McGuire: members, I know we can't vote on anything specific, because we're, missing one of those core members, but, we'll review this. But, Pamela, it's great to have you. Thanks for joining us this morning.

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00:02:28.000 --> 00:02:33.659

Kelly McGuire: We have a little sign-in form that I just dropped into the chat, and would love to have you.

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00:02:33.660 --> 00:02:36.880

Kelly McGuire: Sign in, and, thanks for being here today.

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00:02:41.740 --> 00:02:48.329

Kelly McGuire: So, any questions before, we get into that, the slide deck

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00:02:51.510 --> 00:02:54.220

Kelly McGuire: Great, be safe, Pamela, be safe, be safe.

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00:02:56.300 --> 00:03:13.289

Kelly McGuire: Alright, I'm gonna just share this and, give a quick little intro to, the start of the year. So, we've had a really good start to the school year. All of our team members were out in schools visiting

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00:03:14.210 --> 00:03:24.430

Kelly McGuire: Kids in classrooms, seeing them, in class and in transitions, has been a really fantastic start to the school year, by all reports.

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00:03:24.640 --> 00:03:31.470

Kelly McGuire: We also have, 3 new school leaders this year, Amy O'Brien at PS290, Marshall Wallace.

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Kelly McGuire: At, the Salk School, and Rachel Rosenbaum at PS2. So we've been visiting those schools, this year as well, making sure that we have a strong presence to help to support our new school leaders.

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00:03:46.500 --> 00:04:04.320

Kelly McGuire: During our CEC meeting, I shared a little bit about, the New York City School Survey, that came out and was compiled at the end of the year last year, and identified a few, things that, across some different topics that were.

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Kelly McGuire: Both positive, as well as some areas to continue to, grow in.

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00:04:09.740 --> 00:04:14.110

Kelly McGuire: The first one is around academics, and instructional leadership.

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00:04:14.110 --> 00:04:32.679

Kelly McGuire: We did see an increase in the number of teachers who had a positive perspective on the instructional vision and professional learning in the district. We're happy to see that because we have been implementing new curricula in the district and have been adding additional coaching.

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00:04:32.780 --> 00:04:42.449

Kelly McGuire: We do note that, in relationship to this topic around academics, that students who are in grades 6 through 12 are also surveyed.

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00:04:42.450 --> 00:04:55.509

Kelly McGuire: And, one of the stu- one of the items that's come up for us in the student survey is that kids would really like to have more, unique, course offerings, different opportunities.

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Kelly McGuire: For how it is that they can show.

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00:04:58.380 --> 00:05:05.689

Kelly McGuire: what they know and are able to do. I think that essentially it comes down to they're looking for more creative.

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00:05:05.690 --> 00:05:20.249

Kelly McGuire: ways of showing, what they know and are able to do, rather than just, you know, traditional tests and quizzes and things like that. Those are important, but we also want to make sure that our classes are engaging and responsive.

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00:05:20.250 --> 00:05:22.169

Kelly McGuire: To our students as well.

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00:05:23.070 --> 00:05:38.889

Kelly McGuire: We also saw some increases around climate and school safety. We had, 96% of our parents felt as though our classrooms were, not disruptive and allowed their children to focus in class.

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00:05:38.890 --> 00:05:57.620

Kelly McGuire: That was... there was also an increase in the percentage of students who felt that way. That increase to 85% of students felt positively about the climate in their classroom.

But we do know that there is ongoing work that needs to be done around bullying and harassment.

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Kelly McGuire: The percentage of students, that reported that bullying and harassment was not a problem, did get better, so fewer students are saying that bullying and harassment

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00:06:09.380 --> 00:06:33.540

Kelly McGuire: was not a problem last school year as compared to the previous school year, but we know that we still have work to get done there. Students did report, some bullying around cyberbullying, and, other things, so we... we know that that is a part of the work that we need to do. We're hopeful that the cell phone ban, in schools will have a positive effect on that.

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00:06:34.690 --> 00:06:50.210

Kelly McGuire: And then, for the last category, we know that, or we saw that, there's a strong population of, both teachers, and, I'm sorry, of families who felt as though the teachers were of high quality in District 2,

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Kelly McGuire: 97% of parents feel... are very satisfied, with the quality of their child's teacher. And we also know that one of the areas in which we're continuing to work on is continuing to provide support in relationship to, the periods of transition, in a child's schooling from...

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Kelly McGuire: Pre-K to kindergarten, from 5th grade to middle school, and from middle school to high school.

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Kelly McGuire: We are, working to improve those, transitions. We actually just sent something out today, and that was, a list of all of the school tours and open houses that are gonna be held in District 2.

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Kelly McGuire: The tours and open houses aren't yet open, but we wanted to give parents a heads up of what the schedule will look like, so that they can plan,

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00:07:42.610 --> 00:07:47.940

Kelly McGuire: where it is that they want to visit, which high school... I'm sorry, which middle schools they want to visit.

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00:07:47.940 --> 00:08:07.140

Kelly McGuire: And on what dates, and then, the link that we shared with families, I'm sorry, the schools will open their tours on, on Wednesday of this week. So that's, a way in which we're trying to give parents a little bit more of a heads-up and information on, the, that

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Kelly McGuire: Period of transition from 5th grade to middle school.

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Kelly McGuire: We dug in a little bit more on, some of the data that has been coming out of the New York State ELA and math exams.

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00:08:22.710 --> 00:08:41.630

Kelly McGuire: One of the areas that we were really looking at was third grade. We've been focusing so much on foundational literacy, the phonics program, so we were really happy to see that our third graders, did improve, as well as our English language learners and students with disabilities on that third grade exam.

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00:08:41.650 --> 00:09:06.370

Kelly McGuire: That was a strong showing. We also saw generally strong performance amongst our elementary school grades, on the, current curriculum. The, across the city, as well as in District 2, our third graders and 5th graders, performed quite well. The fourth graders were, of those three grades, were the, the lowest

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00:09:06.370 --> 00:09:07.900

Kelly McGuire: Lowest performing group.

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00:09:07.910 --> 00:09:13.129

Kelly McGuire: In elementary school. And when we start talking a little bit more with

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Kelly McGuire: teachers about that, school leaders about that. The thing that people most often point to is that this was the first year that 4th graders had to take the, exams on the computer.

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Kelly McGuire: And that that transition was, tough for kids. And, next year, the third graders will have to take the exam on the computer. So, unless kids have an exemption, there's always an exemption for students who have that written into their IEP.

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00:09:43.020 --> 00:09:54.150

Kelly McGuire: So, but in 3rd and 5th grade, we saw a lot of really strong improvement, as well as for, subgroups of kids who have not always done so well.

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Kelly McGuire: And overall, in the district, we did see, a 2-point increase, as well as increases for students with disabilities and English language learners. I think it's always important to put this

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00:10:07.970 --> 00:10:14.420

Kelly McGuire: point out there that students who are neither English language learners nor students with disabilities

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00:10:14.420 --> 00:10:25.160

Kelly McGuire: Didn't... also grew, on the, stated ELA exam, so, that's a positive thing to... to show as well. We want to make sure that we're.

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00:10:25.160 --> 00:10:39.750

Kelly McGuire: working on our subgroups of kids who had traditionally, not performed as well, and also continuing to see, growth, in kids who fit in neither of those categories. Craig, I see you have your hand up.

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00:10:39.750 --> 00:10:49.939

Craig Slutzkin: Yeah. So, you made the comment that students had a bit of an issue transitioning to the online version of the test, or the...

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Kelly McGuire: That's a hypothesis, yeah.

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Craig Slutzkin: Right, I understand. What are you doing... what is the district or DOE, I guess, doing for this? Because, for example, at my school.

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Craig Slutzkin: students are going to get typing lessons, but the PTA is paying for it, and I don't think that all schools, the PTA will pay for it, or even can pay for it. So what... what is this... what are the... what is the DOE going to do to address this transition, especially for third graders, because they're even, you know, they're even smaller, they're even younger, and they have an even bigger... bigger issue this year.

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00:11:21.470 --> 00:11:25.820

Kelly McGuire: Yeah, honestly, we, have not yet...

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00:11:25.960 --> 00:11:36.619

Kelly McGuire: had that full-on discussion with our principals yet. I've heard anecdotally that more schools are, looking to do what your school is,

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00:11:36.620 --> 00:11:47.289

Kelly McGuire: doing Craig, including more opportunities for, whether it's, like, deliberate instruction and typing, or just giving kids more chances to complete assessments on the computer.

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00:11:47.500 --> 00:11:50.260

Kelly McGuire: You know, it's something that,

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Kelly McGuire: we were aware of last year, because the 5th graders, you know, took the exams on, the computer, and, the exam scores in 5th grade were a bit lower than in the other grades, so I think it's, like.

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00:12:04.560 --> 00:12:16.420

Kelly McGuire: definitely a thing. It's definitely something that we need to, you know, continue to work on. And, we actually have a principal conference tomorrow, and so we're gonna raise it with



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Kelly McGuire: The principal's there, to, ask them what their plans are gonna be to include more access to computers in their schools for third graders.

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Kelly McGuire: But I appreciate the point, and it's... Yeah, it's,

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Kelly McGuire: definitely an area in which I think we can grow.

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00:12:39.220 --> 00:12:43.659

Kelly McGuire: Looking a little bit at, the state math exam.

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Kelly McGuire: So our 6th grade was the grade that, performed least well, on the state exams, but our 7th grade improved, and, you know, in our district, very few 8th graders actually take the

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00:12:59.200 --> 00:13:06.880

Kelly McGuire: New York State 8th grade exam. Just about 350 kids, take the New York State 8th grade exam.

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Kelly McGuire: We are, you know, with the drop in 6th grade, we are continuing to, have conversations with school communities about transitioning to a curriculum that is standards-aligned.

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Kelly McGuire: There are two very popular ones in our district, both the Eureka Squared, curriculum and Illustrative math curriculum. I can't say for sure that that is, what accounts for the, dip in 6th grade. There's...

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00:13:41.570 --> 00:13:56.780

Kelly McGuire: Often been a dip in 6th grade test scores across the city as kids are transitioning from elementary to school to middle school, but we don't want to have to, you know, make up so much ground when kids go into middle school.

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00:13:56.780 --> 00:14:05.749

Kelly McGuire: So, we need to do more to not just build that, middle school... not just build that elementary school curriculum.

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00:14:05.870 --> 00:14:19.889

Kelly McGuire: and middle school curriculum, but also think about how it is that we're bridging that year. The good news is that, you know, once kids get into 6th grade and they go from 6th to 7th, that there is strong growth, amongst those students.

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00:14:19.890 --> 00:14:33.740

Kelly McGuire: And then we also saw that, in algebra as well, with an increase both in the number of students who are taking the Algebra 1 regents and the percentage of kids who are passing the Algebra 1 regents,

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00:14:33.770 --> 00:14:44.810

Kelly McGuire: including students with disabilities and English language learners, we saw a really strong, improvement there in terms of how many kids were actually... or the percentage of kids who were passing.

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00:14:44.870 --> 00:14:47.709

Kelly McGuire: those exams. So,

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00:14:48.760 --> 00:15:08.210

Kelly McGuire: Yeah, this is, definitely ongoing. You know, District 2 has the highest test scores in the city in ELA, the second highest in math. We're always chasing our friends over in District 26, and they're always chasing us. So we go...

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00:15:08.240 --> 00:15:17.439

Kelly McGuire: back and forth, on that. But as we're continuing to roll out these new curricula, we'll continue to... to focus on this development for sure.

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00:15:20.380 --> 00:15:32.859

Kelly McGuire: just a quick little note, about, what our... what... who's currently in our district, and actually, I should have looked at the new data midpoint. Maybe I'll try and do that before we finish the meeting today, but,

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Kelly McGuire: We have about 2,100 teachers, around 22,000 kids. Last week, we had about 60 vacancies to hire. There were 12 teaching positions, and then 50 additional positions. A lot of those positions are paraprofessionals.

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00:15:48.570 --> 00:16:07.280

Kelly McGuire: Our, schools have been, working really hard to hire paraprofessionals. We're hoping that the, city... the way that new paraprofessionals come into the system is often through, first serving as a substitute paraprofessional.

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00:16:07.280 --> 00:16:10.729

Kelly McGuire: And then transitioning into a full-time position, so...

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00:16:10.730 --> 00:16:18.359

Kelly McGuire: Currently, the system at the beginning of the year always tries to get a handle on how many,

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00:16:18.600 --> 00:16:23.450

Kelly McGuire: People we actually do need to hire for positions like that, and then once they...

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00:16:23.570 --> 00:16:41.839

Kelly McGuire: do have a good handle on it, then they open up nominations for new folks to be, nominated for paraprofessional positions, so we're anticipating that that's gonna happen very soon, so that, some of these vacancies can be, filled with, new, public school staff.

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Kelly McGuire: Just quick note, the Internet Naval Devices letters went out to all families, if there are any concerns about.

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Kelly McGuire: Those... the policies and practices in schools, families should definitely reach out to the school, but we're also very available, to address these, questions.

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00:17:06.829 --> 00:17:26.260

Kelly McGuire: We also wanted to reiterate that all of our school leaders and parent coordinators and school safety agents were recently retrained in non-local law enforcement practices, so that they know what to do and know how to make sure to know how to get in contact with both

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00:17:26.270 --> 00:17:29.489

Kelly McGuire: Our Senior Field Council and the Chancellor's Office.

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00:17:29.870 --> 00:17:44.219

Kelly McGuire: And we are currently, in the middle of our beginning of year screener, windows. That is, a quick snapshot of math and ELA performance.

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00:17:44.380 --> 00:17:48.589

Kelly McGuire: In all of our schools. There are 3 of those windows.

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Kelly McGuire: Per year, but we really do look to those screeners as a way of evaluating progress that schools are making in regard to serving and supporting their students.

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00:18:01.550 --> 00:18:09.589

Kelly McGuire: The screener is not an in-depth assessment, but does give us a good snapshot of how the school is helping students to grow.

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00:18:11.230 --> 00:18:15.439

Kelly McGuire: And I mentioned that, our,

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00:18:15.660 --> 00:18:32.779

Kelly McGuire: TCIS is a therapeutic crisis intervention system? I don't know, I'm gonna turn it over to Sarah so that she can explain a little bit more about how TCIS was a professional learning activity in which a lot of our

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00:18:32.780 --> 00:18:43.330

Kelly McGuire: school leaders and teachers participated this past summer, and a little bit about how it is that, TCIS fits into our action plan,

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00:18:43.590 --> 00:19:00.020

Kelly McGuire: In regard to reducing the number of serious incidents, safety incidences, in schools, and really helping to support students, who, are in crisis or, experiencing.

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00:19:00.020 --> 00:19:07.220

Kelly McGuire: strong emotional, response to the situation. So with that, I will, turn it over to Sarah.

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00:19:08.020 --> 00:19:25.749

Sarah Maiolo: Well, thank you, and I'm Sarah Mayolo. I think I know pretty much everyone on this call, but, just in case, there's someone that doesn't know me as well, I am one of the two student service managers on our district team, and one of the two,

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00:19:25.750 --> 00:19:32.059

Sarah Maiolo: TCIS, which is Therapeutic Crisis Intervention in Schools, trainers on our district team.

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Sarah Maiolo: So if you want to go to the next slide, please.

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00:19:35.760 --> 00:19:50.069

Sarah Maiolo: Okay, so what is TCIS? It looked prettier when I did it, but it's okay. So, like I said, it's, TCIS for short, but it's Therapeutic Crisis Intervention in Schools.

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00:19:50.070 --> 00:19:56.479

Sarah Maiolo: It is a 4-day, certification course, and it was... came out of Cornell University.

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Sarah Maiolo: And it's an evidence-based, informed crisis prevention and management system that's shown to decrease incidents of aggression and violence and improve the staff and organizational capacity, within the school and enable staff to,

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00:20:10.500 --> 00:20:25.830

Sarah Maiolo: effectively manage, crisis events. So, so it is, like, a full, like, four-day course where, the participants actually, take an exam at the end. I know Rennie, Rennie participated, so he could attest to that, and they do a,

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00:20:26.210 --> 00:20:28.929

Sarah Maiolo: role play, right? So they're really,

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00:20:29.430 --> 00:20:32.860

Sarah Maiolo: Building skills that we also assess at the end.

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00:20:33.050 --> 00:20:34.359

Sarah Maiolo: And they get a certificate.

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00:20:35.060 --> 00:20:48.139

Sarah Maiolo: And what is the... what does this aim to help staff with, right? So I... like I said, it's a four-day course, so it covers a lot, but I wanted to pull out some of the highlights,

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00:20:48.310 --> 00:20:50.900

Sarah Maiolo: To get... so to give you a sense of, like, what...

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00:20:51.010 --> 00:20:53.759

Sarah Maiolo: participants really walk away with.

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00:20:53.770 --> 00:21:12.849

Sarah Maiolo: And it's really hoping to create safe and welcoming environments, which in turn would decrease the likelihood of behavioral escalations or stress responses, right? So really digging deep into how are schools and classrooms really creating this warm and welcoming environment for, for students, for families, for staff.

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00:21:12.860 --> 00:21:21.710

Sarah Maiolo: Giving school staff the tools to recognize how they can be that source of strength for students in a time of crisis, so it's really a lot of self-reflection.

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00:21:21.710 --> 00:21:36.139

Sarah Maiolo: that happens in TCIS, of managing the adult being able to manage their own emotions so they can remain calm. And we teach a lot of co-regulation skills, right? So if the adult can stay calm, they can help,

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00:21:37.250 --> 00:21:54.689

Sarah Maiolo: help the student that's having some sort of escalation, de-escalate effectively. It also does provide some... oh, not yet... some concrete, behavioral support techniques, right, that can be used in the classroom. These are many skills that our teachers are very,

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00:21:54.830 --> 00:22:16.920

Sarah Maiolo: that many already are doing, but really, we kind of dig deep in being intentional, of what skill... what... what techniques really work well in different situations for individual students. And it gives staff a framework to help students learn and practice ways to regulate their emotions, so it kind of really focuses on not just that support, but also that teaching, and helping

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00:22:16.920 --> 00:22:23.139

Sarah Maiolo: Students, learn, regulation skills. Okay, so now I can go to the next slide, please.

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00:22:24.820 --> 00:22:27.410

Sarah Maiolo: So,

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00:22:28.750 --> 00:22:45.950

Sarah Maiolo: like, what schools have participated so far? So, as you can see, many schools, PS2, 3, many staff at PS3, many staff at PECSLIP, and then, we've been, like, rolling it out and had different staff participating,

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00:22:45.950 --> 00:22:51.400

Sarah Maiolo: At different schools, and we're just... we want to just keep increasing, the more...

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00:22:51.590 --> 00:22:59.139

Sarah Maiolo: Staff and administrators that have had this training and kind of have that common understanding and that common language.

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00:22:59.140 --> 00:23:11.839

Sarah Maiolo: the better, and, and, just increasing capacity, and it really, I think, and, I see Reddy giving a little, little nod in the chat, but I think,

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00:23:12.130 --> 00:23:17.630

Sarah Maiolo: Like, even if you're very, experienced, and you've been doing it a long time, it just gives you, like.

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00:23:17.900 --> 00:23:19.850

Sarah Maiolo: I feel like a new,

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00:23:20.400 --> 00:23:34.600

Sarah Maiolo: like... like, a good boost, right? Kind of, kind of, you step back, kind of take a moment to kind of refresh, re-examine your practices, and come back even stronger and, refreshed.

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00:23:35.940 --> 00:23:39.699

Sarah Maiolo: And so if we go to the next slide...

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00:23:42.020 --> 00:23:56.429

Sarah Maiolo: So what have we done so far, right? So over the past, two years, Tegan and I have been rolling these out. So, these, dates represent, cohorts that we've held of, each training is about,

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Sarah Maiolo: You know, give or take 20 to 25, sometimes a little higher, sometimes a little lower, of participants.

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Sarah Maiolo: And it's those full four days, so it's a commitment. So we've done it a lot. Like, we started back in December of 2023, and we've done about two trainings during the school year, and last summer, we did two... well, two summers ago, we did two. This past summer, we did, one in July.

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00:24:23.880 --> 00:24:41.549

Sarah Maiolo: And... and we have more scheduled, right? We have another one scheduled coming up in December that we're gonna... it's going to be held at, but it will include, staff



members from various schools, right? We open it up to the district, but we're gonna have a cohort in December that we're gonna hold at PS2.

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00:24:41.550 --> 00:24:47.070

Sarah Maiolo: And then in March, we're gonna do another cohort, and it's going to be held at PS3.

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00:24:47.070 --> 00:24:58.650

Sarah Maiolo: So, it's approximate, but like I said, each cohort is about, you know, up to 25 participants, so I rounded it up to about 175,

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00:24:59.040 --> 00:25:07.460

Sarah Maiolo: District 2 staff members have been trained, right? And it's a mix. It's been, teachers, paras.

139

00:25:07.610 --> 00:25:15.160

Sarah Maiolo: APs, principals, parent coordinators, we've had such a mix, and it's been so great, because

140

00:25:15.390 --> 00:25:18.180

Sarah Maiolo: Different voices, different,

141

00:25:18.280 --> 00:25:27.950

Sarah Maiolo: different viewpoints, different experience levels, like, coming together and learning together has been, I think, terrific. And with every cohort, you know.

142

00:25:27.950 --> 00:25:42.829

Sarah Maiolo: I learn something new. I get to know our staff, our District 2 staff members in a deeper way. It's so much, so exciting when we go into the schools, and they remember being in our training, and we get to know them. Actually, a little anecdote,

143

00:25:44.370 --> 00:25:53.249

Sarah Maiolo: I've also been... I also do some trainings for, Central, and so that's a citywide, but so some of our D2,

144

00:25:54.290 --> 00:26:05.529

Sarah Maiolo: principals have been said to those. So, a principal was at that... at my Saturday training, and then just recently, their... the AP was at our summer training, and she said.

145

00:26:05.530 --> 00:26:23.379

Sarah Maiolo: now I see what... what our principal has been doing with TCIS. Like, I... now I... I can know when she's doing something that she learned in TCIS, and in a good way, right? So, like... like I said, the more we get, people trained, you know, we're just building capacity, and that common understanding.

146

00:26:23.840 --> 00:26:43.699

Sarah Maiolo: So if we go to the next slide, so what do we hope to continue to see? And I think this kind of aligns with what, Kelly was highlighting just at the beginning of his presentation about, like, looking at, like, the student, student survey, parent surveys, teacher surveys, right? What do we want to see? We hope to see, you know, decrease in suspensions, right? Because if...

147

00:26:43.700 --> 00:26:54.450

Sarah Maiolo: If teachers feel equipped and school administrators to kind of help students de-escalate, right, and hopefully it doesn't end up in a situation where

148

00:26:55.470 --> 00:27:02.120

Sarah Maiolo: You know, someone gets hurt, or, you know, something happens where it could lead to a suspension, so we want to, you know, help

149

00:27:02.120 --> 00:27:26.330

Sarah Maiolo: everyone be able to recognize how to, like, intervene effectively, de-escalate quickly, so that we have increased, like, positive outcomes for students, and not things leading in, hopefully, any kind of suspension or disciplinary action. We want to see, like, that increase in some of the student surveys of feeling trust and support, and that also, like, aligning with

150

00:27:26.330 --> 00:27:32.690

Sarah Maiolo: those CEP goals that Kelly, mentioned that we're really trying to align this work with.

151

00:27:33.280 --> 00:27:37.240

Sarah Maiolo: Teachers feeling supported, teachers feeling,

152

00:27:37.660 --> 00:27:44.109

Sarah Maiolo: Like, there, there's a cohesive and a collective, approach within their school.

153

00:27:45.020 --> 00:27:54.980

Sarah Maiolo: teachers really feeling like they have the skills to build those relationships, to help students, when... when needed. And... and for our teachers to, like.

154

00:27:55.630 --> 00:28:10.779

Sarah Maiolo: continue to want to work in our district and to have those higher retention rates, because of feeling those supports and... and because they feel like they have those skills to help students, even in, crisis or escalated

155

00:28:10.940 --> 00:28:11.870

Sarah Maiolo: moments.

156

00:28:13.390 --> 00:28:17.770

Sarah Maiolo: So I know I was talking fast, but... That's it.

157

00:28:19.100 --> 00:28:19.720

Kelly McGuire: Great.

158

00:28:21.070 --> 00:28:23.330

Kelly McGuire: Thanks, Sarah. Appreciate it.

159

00:28:24.080 --> 00:28:40.090

Kelly McGuire: Just a couple things to wrap up. We are doing two different types of district-wide engagements that are, been new in the past couple of years. This year, we're adding, community town halls. Our first one is October 17th.

160

00:28:40.090 --> 00:28:46.970

Kelly McGuire: Involving schools in Hell's Kitchen. We're looking forward to that as a way of,

161

00:28:46.970 --> 00:29:05.459

Kelly McGuire: having families join. I've been hearing from some families, actually, that are excited to come out to that meeting. And then we're also continuing with our school spotlight visits, the first one also being in October with PS42, in Chinatown. It'll be really fun as well.

162

00:29:06.250 --> 00:29:17.869

Kelly McGuire: Thanks everybody, for the, for the time, and with that, I will, just check to see if there's any questions before, turning it over to, Bill.

163

00:29:31.620 --> 00:29:34.400

Kelly McGuire: Oh, go ahead, Jessica.

164

00:29:34.900 --> 00:29:40.580

Jessica Harvey: I just was hoping you could send me the list of the school community visits, because I missed the...

165

00:29:40.850 --> 00:29:43.850

Jessica Harvey: Dates on it. Thanks.

166

00:29:43.850 --> 00:29:47.460

Kelly McGuire: For sure, yeah, why don't I just drop the whole presentation in the chat, and you can...

167

00:29:47.660 --> 00:29:48.990

Jessica Harvey: Great, thank you.

168

00:29:48.990 --> 00:29:49.540

Kelly McGuire: Yep.

169

00:29:52.130 --> 00:29:57.940

Kelly McGuire: Alright, Bill, do you wanna... Jump in.

170

00:29:57.940 --> 00:30:00.839

WDoyle: Yeah, let me, share my slides here.

171

00:30:03.150 --> 00:30:05.060

WDoyle: Does everyone see this slide?

172

00:30:05.300 --> 00:30:05.860

Kelly McGuire: Yep.

173

00:30:06.750 --> 00:30:26.459

WDoyle: All right, so, so welcome back, everyone. 25-26 school year, without cell phones. That'll be, interesting. I think that's a real great step, for all of our students, social-emotional needs, as well as teachers.

174

00:30:26.580 --> 00:30:32.380

WDoyle: So, this next slide, this is really just the agenda items.

175

00:30:32.400 --> 00:30:40.960

WDoyle: So, kind of a realignment, with Chancell's Regulations A655, which comprises

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00:30:40.970 --> 00:30:52.099

WDoyle: the Chancellor's regulations around the rules for, SLT and DLT. As many of you already know, A655 is currently

177

00:30:52.100 --> 00:31:02.930

WDoyle: being redrafted, so when we do have a new version of that, we'll be sure to share it with you. But for right now, we're still going under the old,

178

00:31:03.980 --> 00:31:21.349

WDoyle: regulation. We do have the rules, the roles and responsibilities of DLT members. Most people here are not new, and if you do want more detailed information on that, please let me know. I could always have a sidebar with anyone on the team.

179

00:31:21.350 --> 00:31:28.180

WDoyle: And... or we could, create little small groups to have, a better understanding of that.

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00:31:28.210 --> 00:31:33.549

WDoyle: Reviewing the updated bylaws, for, D...

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00:31:33.780 --> 00:31:49.080

WDoyle: D2, we can do that as well. Reviewing the SLT and the DLT monthly calendars, again, these are being updated as well. And once they are updated, they will be available on the iPlan portal.

182

00:31:49.190 --> 00:32:07.029

WDoyle: The district leadership team support for SLT is establishing that district-wide DLT communication thread. Obviously we use, email. There's also, recommendations of, using the, district website.

183

00:32:07.030 --> 00:32:26.820

WDoyle: For, communication, especially with parents, putting the parent-family Compact on there, and other, links that would be supportive of all the efforts and the work that, the DLT is doing. And then the last thing is reviewing, this year's 2526 CON app, the Consolidated Application.

184

00:32:26.940 --> 00:32:43.539

WDoyle: So, just a broad view of the alignment of Chancell's regulations. I want to emphasize, right, the role of the DLT is really to work collaboratively to develop the DCEP, which is a District Comprehensive Educational Plan.

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00:32:43.540 --> 00:32:56.750

WDoyle: And really what we're trying to seek is as many stakeholders and constituent groups as possible, so that they have input into the development, and the execution of this particular plan.

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00:32:56.750 --> 00:33:02.810

WDoyle: Knowing that we're using, Chance's regulations that we have to, abide by.

187

00:33:02.810 --> 00:33:21.310

WDoyle: We also want to provide updates on the DCEP feedback, so those of you that are not in the know, the team, you know, Kelly's team developed the DCEP. It goes to various stakeholders throughout the DOE Central in order to provide feedback on that.

188

00:33:21.310 --> 00:33:28.040

WDoyle: So currently it is in the process of being reviewed by the, by the Chiefs.

189

00:33:28.140 --> 00:33:43.340

WDoyle: And once, in, like, a week or two, once that comes back, the team would have an opportunity to revise and modify any of the goals or the action plans for the DCEP.

190

00:33:43.340 --> 00:33:52.390

WDoyle: So that's, that's the turnaround. So just like a school would work on their CEP, the district does something very similar with the DCEP.

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00:33:52.540 --> 00:34:16.190

WDoyle: And then lastly, we have here collecting member information, which I'll probably get from Leslie. If anyone would want to modify or change their email, please put that in the chat now, because that will help me, because generally what happens with the consolidated app is it's really about me reviewing it with you, and once we review it.

192

00:34:16.190 --> 00:34:28.960

WDoyle: We ask that you sign off, and again, whenever we ask that you sign off on things, it's not you're signing off that you're agreeing with everything, but you're, okaying that we did have the time and the opportunity to review it in

193

00:34:28.960 --> 00:34:31.550

WDoyle: In, in this format.

194

00:34:32.350 --> 00:34:45.090

WDoyle: So, let's talk a little bit about the roles and responsibilities of DLT members, right? So, it's important that members are here, so that we have a better understanding

195

00:34:45.090 --> 00:34:59.450

WDoyle: of what your needs are, how you're supporting the schools, and then seeing what your suggestions could be, right? That's the other big piece here, is we want to have as many suggestions from different stakeholder groups as possible.

196

00:34:59.450 --> 00:35:24.060

WDoyle: We want to ensure that members know that the other big part of the DLT group is really to support school SLTs. So when SLTs have challenges, or they, you know, let's say they have

questions on Title I, or they have questions on parent engagement, or they have questions on how to develop their CEP, they could ask for help and support from the

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00:35:24.060 --> 00:35:25.130

WDoyle: DLT.

198

00:35:25.130 --> 00:35:48.220

WDoyle: And there is a... there's no, really no formal process for that, other than letting us know, and then, superintendent would be able to, position team members to work with those particular schools. But we can also use the time that we spend as a DLT to kind of review and foster additional helps and supports for those schools.

199

00:35:50.320 --> 00:36:07.759

WDoyle: So the 2526 SLT and DLT monthly calendars, the calendars are already out on iPlan Portal. You should be able to open them up and look at them. I'm going to show you what... Does everyone see the School Leadership Team Monthly Calendar?

200

00:36:09.330 --> 00:36:27.720

WDoyle: Everyone see that? So... so this is what it looks like. Again, it's in draft version now. It should change by the end of the month to the new version, but this really gives folks a month-by-month agenda. So this is especially useful for new principals.

201

00:36:27.720 --> 00:36:39.100

WDoyle: But even some of the veteran principals, if they're not sure when things happen during the calendar year, this is a great guide and a great tool. And it also has lots of links in it embedded to help.

202

00:36:39.100 --> 00:36:54.310

WDoyle: So you can see, right, this is the entire agenda for September, and then it scrolls down into... and of course, September is a lot of the... just like the DLT has to go over the parent engagement policy, so does the school.

203

00:36:54.310 --> 00:37:12.580

WDoyle: Right? See School Parent Family Engagement Policy. So, it's just month over month of what should be happening during those meetings. And in a similar way, I have the District Leadership Team Monthly Calendar, and this has been shared with, all the DLTs as well.



204

00:37:12.580 --> 00:37:19.819

WDoyle: And we have that, you know, month over month. So you can see September is very heavy with a lot of these items.

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00:37:19.820 --> 00:37:36.520

WDoyle: And just so that everyone's aware, the expectation is not that all these things happen in September. If it rolls over into the next month, that's fine. If it rolls over a couple months, that's fine as well. It's really just a matter of knowing, some of those items that need to get worked on and checked.

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00:37:36.520 --> 00:37:40.380

WDoyle: Because, as you know, the state oftentimes will

207

00:37:40.410 --> 00:38:00.480

WDoyle: have audits, and part of those audits, they want to see that the DLT is uploading their minutes, that they have their agendas, that they have the constituent groups, and of course, very importantly, that we're always asking for feedback from parents and different groups, and that people have an opportunity to chime in.

208

00:38:00.770 --> 00:38:10.769

WDoyle: So district leadership support and school leadership teams, right? We know that that's part of what we want to address, what we want to help schools with.

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00:38:10.900 --> 00:38:15.919

WDoyle: I'm gonna go to the next slide. Establishing DLT communications.

210

00:38:15.920 --> 00:38:34.110

WDoyle: I already know that last year, one of the things that I made a recommendation with, with most of the superintendents is to include a tile on their website for the DLT, so that you could click on that, and anyone throughout the district will be able to see the great work of the DLT, what they're doing.

211

00:38:34.110 --> 00:38:44.820

WDoyle: what those priorities are, what the minutes were, PowerPoint presentations, things of that nature. It really makes it very transparent and open for everyone to see the work that everyone is doing.

212

00:38:44.820 --> 00:38:54.239

WDoyle: The second thing is a bulletin board, so many districts will have a bulletin board outside of the superintendent's office or, with the, FLC or the FLS.

213

00:38:54.240 --> 00:39:09.439

WDoyle: And, they'll have calendared meetings, or they'll have press releases of things that are happening in the district. Again, it's just a way to share all those great things that are happening, all those

214

00:39:09.460 --> 00:39:27.429

WDoyle: calendared events. So then, right, I do have, two questions in here. How can we effectively share DLT updates with schools, and the broader community outside of this? So what some districts are doing is they're either using Instagram or,

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00:39:27.430 --> 00:39:46.450

WDoyle: another online, right, they used to use Facebook, I'm not sure what they're using now, X. So other digital platforms to try to get messages out. And then the second question, what communication methods or tools would, best ensure all stakeholders are informed and engaged in these district-wide activities?

216

00:39:46.460 --> 00:40:02.380

WDoyle: I do know that part of what I'm going to be doing this year is working with, the FLCs, in a more intimate way, and supporting their work, so I'm looking forward to that, and, trying to make,

217

00:40:02.380 --> 00:40:14.749

WDoyle: You know, parents more engaged throughout this process, because we know that, especially at the elementary level, but even more so at the high school level, when parent participation oftentimes drops off.

218

00:40:14.920 --> 00:40:26.139

WDoyle: Myself being a high school person, it's really important that we are always engaging those parents and always having their voices being heard and including them.

219

00:40:26.860 --> 00:40:44.090

WDoyle: So, now we're going to talk a little bit about the CONAP, the consolidated application. What's going to happen after I review this is I will be sending out a link, and the link is really for you to sign off that we've reviewed the CON app.

220

00:40:44.110 --> 00:40:49.410

WDoyle: And there's a whole separate PowerPoint that I'm going to go through for the Con app.

221

00:40:49.410 --> 00:41:12.189

WDoyle: And that's really kind of going over the different funding streams for the New York City schools. That's really what the CONAP is about. And the CONAP is something that's currently being written. It's like a draft version. And my colleague, Henry Ramazzotti, if we have any more specific questions, or if you'd want him to join in another meeting, I could always do that.

222

00:41:12.190 --> 00:41:23.789

WDoyle: But... but really, he's not going to tell you anything different than what I would be telling you, but he would... he's like the boots on the ground for the liaison between, the city and the state.

223

00:41:23.870 --> 00:41:40.670

WDoyle: So, so let's get into the CONAP for 2025-26. This is really the, the most important visual slide, because it shows how the funds go from the federal government, down to the school level.

224

00:41:40.760 --> 00:41:53.810

WDoyle: And so you'll see, right, the federal allocation moves to the state, from the state to the LEA, and from the LEA, so in New York City terms, the LEA is, New York City Public Schools, and then

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00:41:54.020 --> 00:41:56.659

WDoyle: From there, it goes to each individual school.

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00:41:56.780 --> 00:42:09.280

WDoyle: So, NYSET has developed, that particular program on that link, the ESSA-funded programs to support the administration of these different,

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00:42:09.360 --> 00:42:18.179

WDoyle: educational agencies. So, the idea, the four things that they wanted to do, they wanted to simplify the application process.

228

00:42:18.220 --> 00:42:23.499

WDoyle: Whereby the federal funds are used in districts.

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00:42:23.500 --> 00:42:43.499

WDoyle: They wanted to ensure that there was accountability, for those funds. They wanted to ensure that those funds were being used fairly and equitably. And then lastly, they wanted to have, coordinated educational programs. So again, there's, like, a variety of different programs, financial inst...

230

00:42:43.790 --> 00:42:58.489

WDoyle: what's the word I'm looking for? Federal funds that go towards different programs. And so, I'm going to show you on the next slide. So, how were the consolidated app, the DCIP, and the DCEP connected?

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00:42:58.490 --> 00:43:06.800

WDoyle: So you'll see the very top, there's an arrow that goes back and forth. The DCIP informs the, DCEP.

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00:43:07.120 --> 00:43:10.109

WDoyle: And both of those kind of funnel into the con app.

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00:43:10.290 --> 00:43:29.830

WDoyle: For target districts, so those are districts that are having more challenges with kids, being able to meet those benchmarks for literacy and mathematics, the action plan suggests that the CEP strategies are used.

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00:43:29.830 --> 00:43:44.769

WDoyle: And that they're really supposed to be using research-based strategies. So this would be for TSI, ATSI, or CSI school models. Fortunately, in District 2, there are no schools that are in that particular model.

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00:43:44.800 --> 00:44:03.179

WDoyle: But there are a variety of school districts throughout New York City that do have schools in those models. And for most of my career, I have worked in schools that were in some form of review or some form of support from the state.

236

00:44:03.180 --> 00:44:21.859

WDoyle: So, generally, what they're trying to do is target specific groups of students, and or, groups, let's say, ESL students, or, different groups that are not making, demonstrative improvement.

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00:44:21.860 --> 00:44:24.589

WDoyle: And that's really where those funds are going.

238

00:44:24.660 --> 00:44:39.690

WDoyle: Underneath the CON app, you're going to see that, right, the idea is that, there's different, titled programs that that funding source goes towards, and those are, those are federal guidelines to do that.

239

00:44:39.690 --> 00:44:59.449

WDoyle: And you'll see on the district level plan, our district DCEP is, A, it's aligned with the chancellor's five, priorities. Until we get a new chancellor, or if the chancellor remains, they have an opportunity to change that. The idea is also to improve instructional practices, always.

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00:44:59.450 --> 00:45:16.750

WDoyle: to support the needs of the CSI, TSI schools, increase student, performance, and align all this with the district CEPs so that, whatever's happening at the DCEP level should then trickle down into the school's CEPs.

241

00:45:16.750 --> 00:45:22.779

WDoyle: So now let's take a look at the, different types of programs that are being offered.

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00:45:22.780 --> 00:45:27.009

WDoyle: So there's, ESSA... ESSA is,

243

00:45:27.230 --> 00:45:43.210

WDoyle: includes a wide array of programs that are designed to help to ensure success of those schools and the programs. The programs provide schools and districts with resources focused on meeting the needs of students, parents, families, teachers, and school leaders.

244

00:45:43.240 --> 00:45:54.039

WDoyle: So, the ESSA program regulation is Title I. Title I is to improve the basic programs of education for school districts and schools to close the achievement gap.

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00:45:54.250 --> 00:46:12.040

WDoyle: Title I, Neglected and delinquent education. Title IIA, Supporting Effective Instruction. Title III is funding for our English language learners. Title IV is, student support and academic enrichment.

246

00:46:12.040 --> 00:46:27.800

WDoyle: So when it moves over to the ESSA program description, for the Title I, you'll see it provides that fair, equitable education and supplementary services. And again, these are for students that are at risk, as well as STH, students in temporary housing.

247

00:46:27.830 --> 00:46:45.019

WDoyle: And the funding sample would be... and everyone should have access to this. When you go onto the DOE website, you can scroll to the budget resources, and under the budget resources, you'll find the SAMS. The SAMS stands for the School Allocation Memorandum.

248

00:46:45.020 --> 00:47:06.379

WDoyle: And you can actually pull up each SAM, and each SAM will tell you the allocation of the funding, and then how much each district and or how much each school received for that funding. And again, each SAM, each funding allocation is earmarked for particular programs.

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00:47:06.380 --> 00:47:08.459

WDoyle: So... so...

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00:47:08.460 --> 00:47:15.669

WDoyle: at this point in time, I'm going to ask, does anyone have questions? Because I know this is a lot that I'm covering, and it's,

251

00:47:15.700 --> 00:47:18.549

WDoyle: A little bit detailed.

252

00:47:20.140 --> 00:47:24.199

WDoyle: Any questions? You can just come off mic and ask.

253

00:47:30.770 --> 00:47:33.110

Tina Sibulkin Yacker: Are you going to be sharing the PowerPoint, Bill?

254

00:47:33.670 --> 00:47:43.540

WDoyle: Yeah, I could drop a link into the chat when I'm finished, and I think Kelly and Leslie also have a copy of it as well.

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00:47:43.740 --> 00:47:49.310

WDoyle: So yeah, absolutely. So let me go to the next slide.

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00:47:49.310 --> 00:47:59.849

Kelly McGuire: I was just actually... I was wondering if, since we do have to have a hard stop at 10, do... is there some of it that we could push to October, or... I'm just not sure.

257

00:47:59.850 --> 00:48:05.619

WDoyle: Sure, I think, let me just see what I would want to cover for now.

258

00:48:05.770 --> 00:48:10.600

WDoyle: So this particular slide that I'm showing

259

00:48:10.600 --> 00:48:30.099

WDoyle: is the hard copy of... remember when I said that I would be sending out a link that you... that folks on this call would sign off on? That's really what this is here. And again, what they want to just see is that there are various stakeholders that are hearing this presentation, and that have an opportunity to ask questions.

260

00:48:30.100 --> 00:48:39.029

WDoyle: And just so everyone's aware, like, that CON app, I believe, is, like, a 200 or 300 page document, and I would have to get that from... from Henry.

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00:48:39.030 --> 00:48:58.279

WDoyle: But we can get that if you want to review that in more detail. And then lastly, I just put in here a slide of all the different links. Again, if the DLT would want to have different subgroups to review this as well, that's, like, another strategy that a lot of superintendents use to

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00:48:58.280 --> 00:49:00.919

WDoyle: kind of...

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00:49:00.970 --> 00:49:15.119

WDoyle: slice and dice a lot of the different information that comes to the team. So, again, I have the H655 regulations, I have the monthly calendars, we have the CONAP-funded program links.

264

00:49:15.120 --> 00:49:29.110

WDoyle: the ESS links, as well as the target districts, which D2 doesn't have, luckily, and then the SAM links. And that really kind of rounds out, what... what I wanted to, review anyway.

265

00:49:29.490 --> 00:49:33.570

WDoyle: So, so I've concluded, that presentation.

266

00:49:36.560 --> 00:49:40.310

Kelly McGuire: Thanks, Bill, I appreciate it. Of course. I, recognize that,

267

00:49:40.790 --> 00:49:43.980

Kelly McGuire: My share was a little long, too, but.

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00:49:43.980 --> 00:49:44.910

WDoyle: No worries.

269

00:49:44.910 --> 00:49:45.530

Kelly McGuire: Yeah.

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00:49:46.240 --> 00:50:01.249



Kelly McGuire: Yeah, I actually was just gonna shift now to, some of our, labor partners, giving you the chance to make any announcements or share anything. Pamela, good to see you. Are you,

271

00:50:01.380 --> 00:50:02.860

Kelly McGuire: Is there anything you'd like to share?

272

00:50:03.030 --> 00:50:14.939

Pamela Rodriguez DC37 Union Representative: Yes, hi, good morning, everyone. I just want to share that I'm glad to see everyone again, working with all of you, this school year. You know, I am, of course, still assigned to District 2, so that's wonderful.

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00:50:14.950 --> 00:50:21.619

Pamela Rodriguez DC37 Union Representative: But along with District 2, I'm also assigned to District 79 for the whole Manhattan Borough.

274

00:50:21.620 --> 00:50:34.980

Pamela Rodriguez DC37 Union Representative: And also, I've been newly assigned for another local, which I'm gonna be, covering Brooklyn Public Libraries as well. So I do have a huge, large assignment. But it's always a pleasure working, in District 2.

275

00:50:34.980 --> 00:50:46.680

Pamela Rodriguez DC37 Union Representative: So, really what I wanted to share is that as the same as last year, the union will continue to conduct site meetings, where, we will be visiting the schools.

276

00:50:46.680 --> 00:51:00.869

Pamela Rodriguez DC37 Union Representative: meeting with our members, just giving them an opportunity to see their reps, and just to provide information, to them as well. Also, my main goal is to try to work out where our members can have a shop steward.

277

00:51:00.870 --> 00:51:20.109

Pamela Rodriguez DC37 Union Representative: in the workplace as well. That has been a challenge, where they were shop stewards, and then they resigned, and then there was no one to fill in for them. So, that is my goal in establishing that, as well as having to participate in SLTs as well.

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00:51:20.110 --> 00:51:24.259

Pamela Rodriguez DC37 Union Representative: Not a lot of members are aware that DC37 can sit in.

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00:51:24.260 --> 00:51:35.429

Pamela Rodriguez DC37 Union Representative: can participate in the SLT, so I am sharing that information with them, so hopefully we'll have, you know, most of the members who will be attending SLTs.

280

00:51:35.500 --> 00:51:48.839

Pamela Rodriguez DC37 Union Representative: This year we will also be conducting district meetings. District meetings is within... with the union itself, where last year we haven't had the chance to conduct district meetings.

281

00:51:48.840 --> 00:52:05.659

Pamela Rodriguez DC37 Union Representative: But that would be, 4 district meetings in a year, so we're looking for a location in the school building where, we can have these district meetings. This district meetings, of course, is never during their working hours, it would have to be after working hours.

282

00:52:05.680 --> 00:52:10.200

Pamela Rodriguez DC37 Union Representative: So that will be, starting that up as well.

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00:52:10.700 --> 00:52:26.510

Pamela Rodriguez DC37 Union Representative: And we're also visiting, new hires. We're going to be conducting new member orientation, as we did last school year. And we're hoping to continue to keep the location, which we had it at 333 7th Avenue.

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00:52:26.620 --> 00:52:30.289

Pamela Rodriguez DC37 Union Representative: So usually the NEOs.

285

00:52:30.360 --> 00:52:40.510

Pamela Rodriguez DC37 Union Representative: We will be conducting them when there's no instructional, classes for the students, meaning it could either be a staff development, days, or chancellor's days.

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00:52:40.520 --> 00:52:58.619

Pamela Rodriguez DC37 Union Representative: So we're going to be reaching out to HR directors, just giving them, you know, see if we can get a location, confirm the location. She will send out emails to those new hires, within the district, informing them, of the new member orientation.

287

00:52:58.940 --> 00:53:12.899

Pamela Rodriguez DC37 Union Representative: So that way they can be released. Usually, TOPS is only an hour, TOPS, so if they can be released, principal can release them for that time, so they can attend the new member orientation. And I believe that's all that I have.

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00:53:13.400 --> 00:53:15.280

Pamela Rodriguez DC37 Union Representative: to report. Thank you.

289

00:53:15.720 --> 00:53:22.339

Kelly McGuire: Thank you, Pamela. Rennie, I'm sorry, I should have started with you. Before you go, is there anything you'd like to share aloud?

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00:53:22.690 --> 00:53:42.280

Renny Fong: No, just grateful for all of you, good to see everyone. Congrats, Craig, and I'm glad to have you guys all on board again. But Principal's always, appreciating all the support, Kelly and everyone, and yeah, the electronic devices has been going well, knock on wood, you know, out of sight, out of mind, and,

291

00:53:42.290 --> 00:53:45.460

Renny Fong: Yeah, just hoping for a smooth year, so thank you all so much.

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00:53:45.950 --> 00:53:48.139

Renny Fong: Thanks, Bill, that was a heavy lift, too.

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00:53:48.700 --> 00:53:57.359

Renny Fong: And Sarah, yeah, that's one of the best PDs, so, yeah, I recommend it. You should do it for parents, too, because it's really, really great.

294

00:53:57.690 --> 00:53:58.600

Sarah Maiolo: Thank you, Rennie.

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00:53:58.980 --> 00:54:02.020

Kelly McGuire: Yeah. Alright, hope the, fire drill goes well.

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00:54:03.370 --> 00:54:12.750

Kelly McGuire: Great. I should have, started with, our parent members. Craig, would you like to share any updates with the group here?

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00:54:12.750 --> 00:54:18.710

Craig Slutzkin: Sure. So, we had our first CEC meeting, well, we had our first three CEC meetings, because we started in July.

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00:54:18.710 --> 00:54:43.549

Craig Slutzkin: In the September meeting, we did elect office... three of the four officers. We did not elect a treasurer, but we offered... we elected a president, a vice president, and a recording secretary. We did, have four resolutions, each of which passed. One was on the cell phone ban, really communication surrounding it, one about PS33 and, supporting our students and the... and... and our staff in the building during the upcoming

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00:54:43.550 --> 00:54:47.480

Craig Slutzkin: construction that's going to be massive in that general area.

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00:54:47.480 --> 00:54:54.469

Craig Slutzkin: There was a resolution on ICE and protecting our students, and then there was a resolution that passed to rescind

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00:54:54.470 --> 00:55:19.050

Craig Slutzkin: A previous resolution, 248, which had gotten a lot of publicity. I think we probably all know about it with, we talked about, student sports. So all four have passed. We also did allocate our liaison, our school liaisons. Each CEC member is a liaison to, four to five schools, so each of them will be conducting, each of us will be conducting some school visits over the next year.

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00:55:19.100 --> 00:55:28.600

Craig Slutzkin: Jessica, I think you're at 3, right? So you have Tam. I think you know TAM pretty well. So, that will be, upcoming as well.

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00:55:28.600 --> 00:55:38.910

Craig Slutzkin: We're looking forward to a good year. We did move our meetings to the default to the fourth Wednesday, as opposed to the third Wednesday. Worked out for a few people better.

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00:55:38.910 --> 00:55:51.029

Craig Slutzkin: So our next meeting is going to be October 22nd. The plan is to go to a hybrid. Right now, we're just in person, and we broadcast it. The plan is to go to hybrid. That probably will not take effect.

305

00:55:51.030 --> 00:56:04.970

Craig Slutzkin: till November, because we have to present the bylaws, which we did set the bylaws revisions this month, and then approve them next month. So it's a... it's an ordinal process. So, that will allow more access for parents to participate, and we're very excited about that.

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00:56:06.400 --> 00:56:07.800

Craig Slutzkin: And I'm glad to be back.

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00:56:08.490 --> 00:56:15.500

Kelly McGuire: Great. Good to have you. Thanks so much, Craig. Alright, Jessica, sorry. Would love to hear from you.

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00:56:16.520 --> 00:56:26.700

Jessica Harvey: Oh, not at all. I'm really happy to be back and to see all of you. Craig, I did have a quick question. Who's the liaison for 281?

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00:56:26.990 --> 00:56:40.319

Craig Slutzkin: So what we did for 281, because there is so much going on there, is we had... we appointed two co-liaons, because there's just so much work to do. One person is Gavin Healy, who's an experienced member, he's been on for two... for one term.

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00:56:40.320 --> 00:56:40.990

Jessica Harvey: Yeah, nobody.

311

00:56:40.990 --> 00:56:51.299

Craig Slutzkin: One is Rustam Mavlanov, who's a new parent, new CDC member. His child is in the PECSLIP school, or his two children, I think, in the PECSLIP school. So there are two there.

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00:56:51.810 --> 00:56:52.919

Jessica Harvey: Thanks so much.

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00:56:52.920 --> 00:57:03.580

Craig Slutzkin: And I know both of them have already spoken to parents there. They know, you know, what's going on. People have certainly come to our meetings about it. But we did put two on there just because there's so much work to be done.

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00:57:04.460 --> 00:57:10.710

Jessica Harvey: Understood. Thank you very much for letting me know that info. Well, we...

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00:57:10.710 --> 00:57:20.109

Craig Slutzkin: Sorry, Jessica, also just... if you go to our website under District Schools, you'll... you can see all of the... for every school, in case you're curious. So I know that might be a concern for you.

316

00:57:20.490 --> 00:57:35.799

Jessica Harvey: Sure, thanks so much. We have had the pleasure of, bringing in thousands, literally thousands of new members, this year, because there are so many new teachers being hired, and we also

317

00:57:36.230 --> 00:57:44.029

Jessica Harvey: have, something really wonderful in the district, which is that I've done the first pass of oversized classes.

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00:57:44.430 --> 00:57:48.950

Jessica Harvey: And... it is like a sea change.

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00:57:49.260 --> 00:57:53.919

Jessica Harvey: There... in years past.

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00:57:54.260 --> 00:58:13.180

Jessica Harvey: several years ago, in years past, we would have maybe 20 to 25, schools with oversized classes in the district. And when I'm talking about oversized classes, I mean according to our contract, because we don't control the state law.

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00:58:13.180 --> 00:58:16.860

Jessica Harvey: We now just have, maybe two.

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00:58:16.990 --> 00:58:19.449

Jessica Harvey: Schools with oversized classes.

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00:58:19.680 --> 00:58:29.169

Jessica Harvey: According to our contract. That's huge. And, it's reflected in the smoothness of this year's opening.

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00:58:29.380 --> 00:58:49.120

Jessica Harvey: Even though it's a bit of a scramble sometimes for principals to have all of the new people properly placed and give them the supports they need, we can really see it when we walk through and go from classroom to classroom. Makes a huge difference. So I wanted to just...

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00:58:49.530 --> 00:58:57.600

Jessica Harvey: bring that out there. The second thing is that, we... as...

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00:58:57.950 --> 00:59:11.269

Jessica Harvey: not just our union, but the city unions are in the process of a renegotiation of healthcare, the likes of which hasn't been seen for about 40 years.

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00:59:11.620 --> 00:59:14.009

Jessica Harvey: And this could be...

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00:59:14.620 --> 00:59:24.049

Jessica Harvey: a... potentially a huge positive development, I believe, for, our union, but for all of the city unions.

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00:59:24.180 --> 00:59:31.819

Jessica Harvey: So I wanted to let you guys know about that. It should increase the number of

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00:59:32.110 --> 00:59:50.820

Jessica Harvey: of medical providers, both inside of the city, in the downstate 13, and throughout the country. So, this provides a much more comprehensive type of care, and I'm excited about that news for city workers in general.

331

00:59:50.820 --> 00:59:54.019

Jessica Harvey: So I wanted to share that with you.

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00:59:54.380 --> 01:00:07.940

Jessica Harvey: And, then I wanted to agree with Rennie that the... that the cell phone ban has gone a lot more smoothly than anyone anticipated.

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01:00:07.940 --> 01:00:20.099

Jessica Harvey: And so that's very exciting. And, we're hearing from both students and... and school workers that this has really been a high positive for them so far.

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01:00:20.590 --> 01:00:26.190

Jessica Harvey: So, just wanted to share that out. Thanks so much for the opportunity to share with you.

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01:00:27.780 --> 01:00:28.760

Kelly McGuire: Thank you.

336

01:00:29.600 --> 01:00:34.180

Kelly McGuire: Tina, Lolita, would you like to share any updates?

337

01:00:35.730 --> 01:00:37.080

Kelly McGuire: Alright, good luck, Rennie.

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01:00:42.690 --> 01:00:57.250



Tina Sibulkin Yacker: Now, I'll just mention on the spotlights, we will send out, you'll get an invite and save the date, so don't worry if you... don't write down the dates of all six, except for the one that's coming up October 23rd, but you will be on the list, the distribution list.

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01:00:57.250 --> 01:01:03.399

Tina Sibulkin Yacker: And the other small part is we continue to work with New York City Kids Rides on the Safer College program.

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01:01:03.400 --> 01:01:12.350

Tina Sibulkin Yacker: The all-new kindergarten, first through fourth grade new families are all eligible this year, so it's from kindergarten to 4th this year.

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01:01:12.440 --> 01:01:27.180

Tina Sibulkin Yacker: And this year, New York City Kids Rise proposed that we work together on targeting low-income families, schools with greater populations of low-income families, so we're going to be working with a cohort, small cohort of our District 2 schools for greater outreach.

342

01:01:35.020 --> 01:01:37.079

Kelly McGuire: Anything, Lolita, or...

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01:01:38.520 --> 01:01:41.470

Lalita Kovvuri: I think that'd be good.

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01:01:41.470 --> 01:01:42.150

Kelly McGuire: Okay.

345

01:01:42.550 --> 01:01:43.769

Kelly McGuire: But...

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01:01:45.370 --> 01:02:07.019

Kelly McGuire: All right. Well, where our, our next meeting coming up is, October 6th, and, same time, same place. We... you should have the, calendar invite, and, anything ahead of that meeting that you'd like for us to lift up and spend time on, please, let me know. We'll...

347

01:02:07.020 --> 01:02:18.830

Kelly McGuire: continue to bring some district team members in who are doing some of the work on the ground with schools, so, you can look forward to that. But, with that, I appreciate everybody's time.

348

01:02:18.830 --> 01:02:22.119

Kelly McGuire: Pamela, if you have a minute, I'd just love to touch base.

349

01:02:22.130 --> 01:02:23.240

Kelly McGuire: That would be great.

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01:02:23.880 --> 01:02:25.799

Kelly McGuire: Have a great... have a great week, everybody.

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01:02:27.480 --> 01:02:29.010

Jessica Harvey: Thank you, have a good week.

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01:02:29.830 --> 01:02:36.819

Jessica Harvey: Kelly, am I gonna see you this afternoon at the... Yes. Is there... okay, great.

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01:02:36.820 --> 01:02:37.790

Kelly McGuire: I'll be there.

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01:02:37.790 --> 01:02:38.890

Jessica Harvey: Alright, bye-bye.

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01:02:38.890 --> 01:02:39.540

Kelly McGuire: Right.

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01:02:44.680 --> 01:02:46.040

Pamela Rodriguez DC37 Union Representative: Hello, good morning.

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01:02:46.290 --> 01:02:47.279

Kelly McGuire: Hey, good morning!

358

01:02:47.280 --> 01:02:47.770

Pamela Rodriguez DC37 Union Representative: I...

359

01:02:47.770 --> 01:02:50.599

Kelly McGuire: This is me. I thought maybe I was gonna have to.