

WEBVTT

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00:00:00.100 --> 00:00:09.324

Kelly McGuire: Start recording alright. So good morning, everybody. We'll go ahead and get started. I know that.

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00:00:09.940 --> 00:00:15.610

Kelly McGuire: Jessica Harvey from Csa is gonna be joining us. Just in about 5 min or so.

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00:00:16.088 --> 00:00:19.591

Kelly McGuire: And I did make an announcement today the to share that

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00:00:20.120 --> 00:00:27.059

Kelly McGuire: Bill Doyle, who is often here from the team that

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00:00:27.790 --> 00:00:32.600

Kelly McGuire: I honestly always forget that the the official title that he

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00:00:32.750 --> 00:00:39.818

Kelly McGuire: has, but he the work that he does is really an interaction between the

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00:00:40.410 --> 00:01:04.700

Kelly McGuire: the New York City and New York State. So he kind of like trans helps to translate the things that are required by the State, and then are implemented here in the city. So all of the things that are connected to grants different ways, that policies play out in the city that are mandated or created by the State. So

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00:01:05.071 --> 00:01:18.978

Kelly McGuire: he won't be sharing today. And so we have may have like we will as it is presented here. An abbreviated agenda, because Bill often has things that he needs to share. But he won't be sharing those today.

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00:01:19.952 --> 00:01:22.159

Kelly McGuire: I will ask that

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00:01:22.300 --> 00:01:31.730

Kelly McGuire: we just please sign in. And I'll just put that sign in in the chat. It's just again, like the same Google form that we use.

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00:01:33.380 --> 00:01:35.610

Kelly McGuire: And so yeah, please do that.

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00:01:36.219 --> 00:01:44.120

Kelly McGuire: Leslie, I didn't check in with you ahead of time. Are there minutes that are to be shared, or we should we wait till

13

00:01:45.370 --> 00:01:47.459

Kelly McGuire: march to look back at some minutes?

14

00:01:48.050 --> 00:01:50.110

Kelly McGuire: You're on mute, Leslie, just.

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00:01:53.740 --> 00:01:55.190

LHurdle: Glad I was on mute.

16

00:01:57.480 --> 00:02:01.109

LHurdle: Because I didn't say that. Well, I'm sorry we're gonna have to wait.

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00:02:02.300 --> 00:02:05.056

Kelly McGuire: No problem. So we'll come back to

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00:02:05.900 --> 00:02:15.729

Kelly McGuire: the minutes. There! There are transcripts that are uploaded to a shared drive that I think everybody has access to

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00:02:16.440 --> 00:02:22.520

Kelly McGuire: and I'll just make sure that that shared drive is

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00:02:23.270 --> 00:02:31.249

Kelly McGuire: available. I think everybody has access to the to the shared drive. But if you don't let me know, in case you ever want to look at

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00:02:31.440 --> 00:02:39.869

Kelly McGuire: some of our Dlt transcripts or videos of past recordings, those are all there as well.

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00:02:40.360 --> 00:02:41.015

Kelly McGuire: But

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00:02:42.040 --> 00:02:50.187

Kelly McGuire: If there aren't any questions I will start by sharing a brief report from the superintendent, and then

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00:02:51.180 --> 00:03:02.459

Kelly McGuire: We will give each of you to share any announcements or ask questions as a result of your role. But are there any questions just to start? Just

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00:03:04.630 --> 00:03:08.620

Kelly McGuire: okay, alright. So then we'll go into this

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00:03:17.330 --> 00:03:18.210

Kelly McGuire: So

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00:03:19.490 --> 00:03:26.190

Kelly McGuire: got a few things that to share this morning I did just wanna put one stat page up. We always like to

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00:03:27.300 --> 00:03:32.970

Kelly McGuire: give a little bit of an update. I know. You know, lots can come out from

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00:03:33.596 --> 00:03:40.259

Kelly McGuire: the district team or the central team that might be might sound more like opinions, but

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00:03:40.400 --> 00:03:56.530

Kelly McGuire: we also want to couple, and some of those opinions may be fully accurate, and all of that as well, but we also want to couple our announcements with some numbers that are connected to our district.

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00:03:56.560 --> 00:04:14.809

Kelly McGuire: So we continue to hold about the same. You know our district attendance is up by a little over 6% this year as compared to last year, and we are not seeing that drop month over month. So we're continuing to

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00:04:14.900 --> 00:04:25.440

Kelly McGuire: serve and support a little over 22,000 kids here in the district. And again, that's about a 6% increase over last year

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00:04:26.000 --> 00:04:48.129

Kelly McGuire: the numbers of students in temporary housing. We did see a little bit of a dip earlier this year by a couple of 100, but holding at 2,000, which is more than we've had in years prior to our district and city, beginning to serve lots of students and families seeking asylum.

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00:04:48.170 --> 00:05:04.839

Kelly McGuire: So you know, prior to that influx of kids, we served more like 5 or 600 kids. So the 2,000 is definitely an increase there. But that number really hasn't been changing since earlier this year. And these data are

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00:05:05.000 --> 00:05:20.720

Kelly McGuire: updated again. These are just rough numbers, but they're pretty close to accurate. And so 4,100 students with disabilities, 2,400 students who are English language or multilingual learners. Again.

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00:05:21.060 --> 00:05:48.339

Kelly McGuire: that number is higher than in previous years, and we have about 553 K and pre-k students that are not figured into the total number of students in the district. They are recorded separately. We have about 550 of them, including 22 students who are in our new special classes for pre-k students that are

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00:05:48.440 --> 00:06:00.839

Kelly McGuire: a part of the district 2 pre-k center, which is housed at the Peck Slip building. And I'll talk a little bit more about that, because those students started school today. So it's very exciting. Update.

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00:06:01.070 --> 00:06:04.399

Craig Slutzkin: Our district attendance rate, 93%.

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00:06:04.400 --> 00:06:05.659

Kelly McGuire: Question on that? Sure.

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00:06:05.660 --> 00:06:06.320

Kelly McGuire: Yeah.

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00:06:06.320 --> 00:06:08.950

Craig Slutzkin: So on the 22 new students in this special class.

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00:06:09.070 --> 00:06:23.260

Craig Slutzkin: Maybe I misunderstood when you spoke about it at the Cec meeting. Wasn't that for Iep specifically for Iep because you have it under the 2,400. Ell, mll, what does Mll remind me what Mll stands for.

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00:06:23.380 --> 00:06:28.680

Kelly McGuire: Sure. So it's either English language learners or multilingual learners.

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00:06:28.680 --> 00:06:29.010

Kelly McGuire: Okay.

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00:06:29.010 --> 00:06:29.780

Craig Slutzkin: So yeah.

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00:06:29.780 --> 00:06:37.850

Craig Slutzkin: have the 22 under that ell, mll, but if they're iep, I just are we mixing up and oranges a little bit? I just have.

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00:06:37.850 --> 00:06:42.084

Kelly McGuire: My formatting those dots should not be there. They should, I should have.

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00:06:42.410 --> 00:06:42.840

Craig Slutzkin: Okay.

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00:06:42.840 --> 00:06:44.020

Kelly McGuire: Formatted, left.

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00:06:44.020 --> 00:06:52.360

Craig Slutzkin: Okay is that I just wanna make sure that the 22 students were in the special class dedicated towards Iep, because that was what I thought the intention was.

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00:06:52.360 --> 00:06:54.170

Kelly McGuire: Yep, I'm not sure why I did that, but.

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00:06:54.170 --> 00:06:55.029

Craig Slutzkin: Okay, that's fine.

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00:06:55.380 --> 00:06:56.820

Craig Slutzkin: Right? 5 times.

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00:06:56.820 --> 00:07:02.380

Kelly McGuire: Probably should be a space and justify left on those 2 dots there.

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00:07:02.490 --> 00:07:26.574

Kelly McGuire: But yeah, the all all 22 students that are in the special are new to the district as a part of the new pre-k classrooms are all students with special needs. At the school, and again. Then, we see our attendance rate here. 93% overall, 20% chronically absent.

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00:07:27.100 --> 00:07:30.860

Kelly McGuire: the range this year, so far

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00:07:30.980 --> 00:07:41.130

Kelly McGuire: from week over week. We did have one week in the which our district average attendance dropped to 80%

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00:07:41.230 --> 00:08:05.169

Kelly McGuire: and that week, just objectively stating it was the week of Martin Luther King Day, January 20, th and people may have a variety of reasons for saying, you know why the attendance rate dropped to 80%. Was it part of our new President's Inauguration day?

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00:08:05.250 --> 00:08:08.969

Kelly McGuire: Was it the fact that it was extremely cold that week?

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00:08:09.030 --> 00:08:22.779

Kelly McGuire: But I am happy to say that it did not remain at 80% and came back up to 93%. Our district average attendance prior to our

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00:08:22.830 --> 00:08:38.860

Kelly McGuire: serving a lot of students and families from seeking asylum who are seeking asylum was closer to 94, 94, and a half percent. And we know historically that we have a lot to work on in regard to

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00:08:38.860 --> 00:08:57.369

Kelly McGuire: supporting families who are living in temporary housing, to get to school every single day. We definitely see higher rates of absenteeism amongst families who are living in temporary housing, and we're always trying to do better with that in terms of supporting them and encouraging them to be in school every day.

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00:08:57.910 --> 00:08:59.459

Craig Slutzkin: Sorry, Kelly, I'm gonna ask another question.

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00:08:59.460 --> 00:08:59.950

Kelly McGuire: Yay!

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00:09:00.400 --> 00:09:04.280

Craig Slutzkin: How so? 2 questions on the on the chronically absent.

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00:09:04.400 --> 00:09:13.360

Craig Slutzkin: Have you ever done some kind of an analysis to see why, what? Why, someone is chronically absent, because I can understand, like I,

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00:09:13.370 --> 00:09:23.160

Craig Slutzkin: what I see sometimes. And this is, you know, not really why someone should be absent. But you know, especially in in this district, to be perfectly blunt. You get people who

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00:09:23.160 --> 00:09:46.210

Craig Slutzkin: decide that they're going to take a 2 week vacation instead of a 1 week vacation because they're able to do that, and they're chronically absent because of that. That's 1 reason to be chronically absent. And that's not good. I don't want to say that that's good, and excuse that as opposed to chronically absent because they can't get to school. There's transportation or family issues that we need to. You know there's 1 thing that the

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00:09:46.210 --> 00:10:02.880

Craig Slutzkin: taking 2 weeks of vacation to the Bahamas, or wherever is one thing. But you're not going to really work. There's not much you can do about that. Families are going to do what they're going to do. But on the other side, you know, they can't get to school. There's family issues. The family parents have to work and can't take them in whatever it is.

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00:10:03.190 --> 00:10:18.520

Craig Slutzkin: Have you ever done analysis to see what exactly is that breakout? And then the second question that I have, because it relates is, you were saying that you have to take steps to, for, especially in students with temporary housing. What do you? What steps are like? I'm just curious, like, what steps

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00:10:18.620 --> 00:10:35.819

Craig Slutzkin: can you do like, I know, at my school they sort of have buddies. So like, there's a member of the faculty who tries to call up the family and say, How can we support you and try to make a 1-to-one connection, and that seems to have worked with some folks. But what do you do? What does the district do, and what what can the principals do?

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00:10:37.161 --> 00:10:51.147

Kelly McGuire: So there are a lot of things, and if anybody else wants to chime in after I say a couple of things, please feel free to do so. I will say that. And this is just

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00:10:52.090 --> 00:10:55.048

Kelly McGuire: that, I think fits into

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00:10:55.710 --> 00:11:23.009

Kelly McGuire: There's some reasoning around why the attendance rate for chronic why students may be chronically absent and just to define chronic absenteeism. It is 10 days of I'm sorry. 10% of the days absence so far this year. So it is, we've had close to 100 days of school. So kids who have been absent 10 days

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00:11:23.150 --> 00:11:28.140

Kelly McGuire: so far around, that would be fit into this chronic absence.

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00:11:29.570 --> 00:11:31.710

Kelly McGuire: This group of kids who are chronically absent.

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00:11:32.883 --> 00:11:44.619

Kelly McGuire: So that's 1 thing. The other thing is, we do see the highest rates of absenteeism amongst students who are in pre-k

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00:11:44.890 --> 00:11:58.590

Kelly McGuire: and 3 K. So again, you know, these are some of the, you know, decisions or family factors that might figure into why a student is not able to get to school.

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00:12:00.000 --> 00:12:16.580

Kelly McGuire: we have done some analyses, and I think that those are most effective when thinking about what the impact of work has been at different schools on different groups of

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00:12:16.690 --> 00:12:36.180

Kelly McGuire: families. So, for example, what is the best way, or what? What are we seeing around students from families seeking asylum, or students who are living in temporary housing? You know what are the factors that weigh into that. And

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00:12:36.370 --> 00:12:47.169

Kelly McGuire: you know, we hear a lot about like different appointments that families need to attend, that there is our childcare issues and things like things like that.

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00:12:48.180 --> 00:13:03.600

Kelly McGuire: schools have done. I think a increasingly, they've gotten a little bit better each year that I've been in this role at addressing absenteeism with families. And

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00:13:03.820 --> 00:13:16.979

Kelly McGuire: you know, I I think, that the number of automated communications and responses that have been coming from schools have really become much more prolific across the district. That's 1 thing.

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00:13:17.310 --> 00:13:21.180

Kelly McGuire: And I think also that with

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00:13:21.310 --> 00:13:37.599

Kelly McGuire: a lot of our schools that they have, you know, they had. Sometimes schools have to be real investigators, because families might leave the school and not necessarily inform the school that they had left. So

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00:13:38.280 --> 00:13:43.360

Kelly McGuire: ultimately, when a child or family is found and identified, then

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00:13:43.490 --> 00:13:52.959

Kelly McGuire: we can go back and correct attendance. But until that happens, students are listed as absent.

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00:13:53.392 --> 00:14:02.467

Kelly McGuire: So that's like a little bit of a mishmash of different things. There's definitely like more ideas and work that we can do around this. In order to

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00:14:02.930 --> 00:14:18.919

Kelly McGuire: learn more about individual families as well as other strategies. But those are some things that just come to mind as you're sharing this. But if there are other folks who might who want to share thoughts on this, I'm happy to. I'd love to

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00:14:19.250 --> 00:14:20.540

Kelly McGuire: feel free to chime in.

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00:14:21.192 --> 00:14:47.597

Tina Sibulkin Yacker: I'll jump in only because I help support attendance during over the pandemic district. So got to work with the schools a little bit, but you know, overall or district 2 has always been known to have very high attendance. Compared to a lot of districts. So a lot of the focus was on individual populations or groups of students. And that's where a lot of the work can be done. A lot of the really individual work.

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00:14:48.240 --> 00:15:13.190

Tina Sibulkin Yacker: I know that the attendance teachers and school attendance teams meet together, and it really is going through each student and family to understand what the obstacles are, what the barriers are. That's always the goal is to figure out the barriers. And how can they help bridge that and support the family. So it's really a. It is investigative

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00:15:13.290 --> 00:15:20.519

Tina Sibulkin Yacker: kind of approach, and is always the best strategy, and it's a lot of outreach, but that always has had the most positive effects.

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00:15:20.860 --> 00:15:28.389

Tina Sibulkin Yacker: you know, aside from other other strategies that are more broadly used, like rewards, assistance. But I think really the

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00:15:28.530 --> 00:15:38.130

Tina Sibulkin Yacker: handling individual students and families has always had the the best outcomes in terms of those who are really who have the who are.

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00:15:38.370 --> 00:15:41.300

Tina Sibulkin Yacker: I guess, the highest percentage of of Ca.

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00:15:45.450 --> 00:16:13.020

Kelly McGuire: Thanks, Tina. Just welcome, Jessica Harvey. Thanks. Great, great to have you here today. I did just drop a attendance report into the chat. And we're on our 1st slide. This is literally the 1st thing we've done just some background data and information on the on the district. But we were asked. We were looking at this question around attendance and chronic absenteeism and if anybody else has anything they'd like to share in regard to what they've heard being done, or

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00:16:13.380 --> 00:16:15.939

Kelly McGuire: stories that they've heard. Please feel free.

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00:16:21.120 --> 00:16:28.729

Kelly McGuire: Some other notes. Then here on the right hand column, are other measures that we are

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00:16:29.010 --> 00:16:31.618

Kelly McGuire: looking at and monitoring too.

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00:16:32.630 --> 00:16:36.800

Kelly McGuire: We have seen a big drop in the number of level 4 and 5 incidents

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00:16:37.170 --> 00:17:03.179

Kelly McGuire: down by 44 at this point, and last, since last year, as well as principal suspensions, down by 39, see a slight increase in the number of superintendent suspensions which are a more serious suspension for bigger incidences. We're not seeing an increase in weapons or things like that, but these could be used as a result of a fight

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00:17:03.190 --> 00:17:11.209

Kelly McGuire: or threat overall the number of suspensions in the district has dropped by 24% since last year.

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00:17:11.380 --> 00:17:12.290

Kelly McGuire: And

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00:17:13.660 --> 00:17:37.990

Kelly McGuire: we also look at suicidal ideation which is increased by 7 points. Or, excuse me, 7 incidences since last year. At this time we are working to gather incidences regarding bullying those data are not as readily available because there's not one category of bullying that

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00:17:39.122 --> 00:17:45.777

Kelly McGuire: is recorded. It's not like bullying is is one measure. It can show up in a bunch of different ways.

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00:17:50.180 --> 00:17:52.986

Kelly McGuire: But it can show up in a bunch of different ways. But

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00:17:55.580 --> 00:17:57.129

Kelly McGuire: Just gonna ask

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00:18:01.120 --> 00:18:07.745

Kelly McGuire: But we? I'm looking to have those numbers. By Wednesday. Our Cec meeting.

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00:18:08.270 --> 00:18:14.369

Kelly McGuire: Jessica. Sorry about that. I'm not sure what happened, but I did just make you co-host so hopefully, you're able to unmute. Now.

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00:18:14.370 --> 00:18:16.659

jessica harvey: Yes, thank you. Sorry about that.

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00:18:16.660 --> 00:18:17.769

Kelly McGuire: No no no problem.

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00:18:17.770 --> 00:18:29.899

jessica harvey: I just wanted to share that throughout the schools. I'm hearing many, many stories of parents being really afraid of

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00:18:30.590 --> 00:18:47.369

jessica harvey: the potential of ice coming in to the point where they're keeping students at home. And I have concerns with what you were talking about regarding our previous methods of investigating absences

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00:18:48.003 --> 00:18:52.540

jessica harvey: in schools, because it may be seen as ice adjacent.

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00:18:53.887 --> 00:19:06.389

jessica harvey: And also because it may be seen as overly invasive at this time, and I wanted to

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00:19:07.170 --> 00:19:15.949

jessica harvey: sort of hear about that, because what I don't see in this slide is any mention of that at all? And and it was actually the last slide.

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00:19:18.090 --> 00:19:35.720

Kelly McGuire: yeah, I I bet we're on the same page with this. Just I I just wanted to reiterate it or or explain like what I was sharing in regard to investigations. You know, when I was talking about attendance investigations, it was really

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00:19:35.720 --> 00:19:52.139

Kelly McGuire: in the circumstance under which and I think Tina might have commented on this too. The circumstance under which a child just hasn't come to school, and you know, if we don't hear from a family for one day, you know.

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00:19:52.230 --> 00:20:11.489

Kelly McGuire: Fine! We'd love to hear from families every day that a child is absent, but one day, maybe doesn't send up a red flag. But if a child is absent for 2 days or 3 days, and we're not hearing from families, then, you know, we have an obligation, and we start to worry so.

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00:20:12.010 --> 00:20:19.820

Kelly McGuire: But I bet that that's consistent with you know your thoughts and feelings on it, too. I don't want to assume, but I I bet.

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00:20:20.120 --> 00:20:21.370

jessica harvey: Well, I do.

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00:20:21.580 --> 00:20:26.779

jessica harvey: I do think it is somewhat consistent. I I

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00:20:27.620 --> 00:20:31.730

jessica harvey: also am concerned that getting multiple calls

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00:20:33.820 --> 00:20:44.202

jessica harvey: home or getting multiple calls to a place of temporary residence regarding lack of attendance.

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00:20:46.160 --> 00:20:51.570

jessica harvey: can be very frightening for families in their current situation with

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00:20:52.620 --> 00:21:05.240

jessica harvey: feeling that ice is potentially after them. And I also think that it's really problematic that we, as a district, are using attendance as part of

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00:21:05.420 --> 00:21:12.910

jessica harvey: looking at how well we are doing when we know that that

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00:21:13.775 --> 00:21:21.549

jessica harvey: many families feel at this time that attendance is potentially dangerous for their family.

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00:21:23.700 --> 00:21:24.380

Kelly McGuire: Yeah.

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00:21:25.340 --> 00:21:32.960

jessica harvey: So I want to see what can be. You know how we're going to deal with that. I mean, we chose that before this was happening.

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00:21:33.680 --> 00:21:34.340

Kelly McGuire: Thank you.

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00:21:34.820 --> 00:21:35.600

Kelly McGuire: Yeah.

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00:21:36.721 --> 00:21:42.628

Kelly McGuire: I guess it's could certainly be like a much longer conversation. I I

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00:21:43.390 --> 00:22:07.383

Kelly McGuire: I think that you know a lot of things can be true. At the same time, I think that you're right, that families we do have some families that are afraid to come to school, because what happens if a parent is arrested when the child's at school, that by ice, or another by ice, or another non-governmental

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00:22:07.820 --> 00:22:19.739

Kelly McGuire: entity that is very scary for families, and I think it does affect has affected attendance in some cases. I think that we have an obligation to make sure that we

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00:22:19.890 --> 00:22:37.749

Kelly McGuire: know that children are safe. I think that attendance is always one of those things that you know we want to encourage. And you know, as the system we have communicated to principals, that

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00:22:38.150 --> 00:22:52.670

Kelly McGuire: we want families to know all families to know that schools are a safe place, and that we want kids to come to school every single day, and that school is.

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00:22:52.790 --> 00:23:01.210

Kelly McGuire: you know, often the best place for kids. And so we're trying to reassure.

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00:23:01.830 --> 00:23:10.215

Kelly McGuire: but also recognize that. You know the the circumstance right now is difficult for sure.

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00:23:11.080 --> 00:23:16.320

Kelly McGuire: And I, I guess, like one good thing is that you know schools.

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00:23:17.540 --> 00:23:21.011

Kelly McGuire: We certainly do look at attendance.

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00:23:21.690 --> 00:23:39.967

Kelly McGuire: but currently, there's not schools aren't being negatively impacted by low rates of of attendance. There is an understanding that the circumstance is

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00:23:41.820 --> 00:23:43.269

Kelly McGuire: unique right now, for sure.

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00:23:47.930 --> 00:23:50.267

Kelly McGuire: But more to come on that for sure.

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00:23:50.770 --> 00:24:00.170

Kelly McGuire: and we'll keep updating and and sharing data around attendance. As it is, you know, kids need.

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00:24:00.380 --> 00:24:03.889

Kelly McGuire: I think I don't think that any of us can say that. You know, kids.

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00:24:04.430 --> 00:24:08.880

Kelly McGuire: I think we all want kids to be in school, and we want families to feel safe for sure, too.

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00:24:13.040 --> 00:24:33.297

Kelly McGuire: The week before break we had a a spotlight visit at ps. 59. A huge thanks to Tina, and other members of our team for helping the Ps. 59 crew get their spotlight visit organized and and put together. Really. Well,

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00:24:34.280 --> 00:24:57.790

Kelly McGuire: Caitlin, we saw you at the spotlight visit. It was great to have you there, and you know they highlighted their math work, which is interesting, because, you know, people might have assumed that as an elementary school and part of Nyc. Reads that they would have highlighted reading. They're doing a fantastic job with their reading work, but they are also doing a fantastic job with

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00:24:57.850 --> 00:25:08.210

Kelly McGuire: math. They're in the second year of a new math curriculum. They chose to implement illustrative math in

152

00:25:08.370 --> 00:25:28.600

Kelly McGuire: elementary school as well. And across our district we've got kind of people schools in 3 different groups. Some are using illustrative math in elementary school. Some of them are using Eureka squared is another curriculum for elementary school. Some of them are still building and developing their own curricula.

153

00:25:29.067 --> 00:25:45.522

Kelly McGuire: But this visit was focused on math, and this picture here was of a crew of math leaders in the school, and they they started us off. Not not these 2 problems here, actually, but

154

00:25:46.230 --> 00:26:03.810

Kelly McGuire: or actually, it was, they were asking us to find the greatest common factor with 3 different variables. And so they gave us that problem. And then the kids came around to make sure that we knew what we were doing, and that we weren't struggling too much. And so they were. They were really fun to share, and

155

00:26:03.930 --> 00:26:06.020

Kelly McGuire: did a great job.

156

00:26:06.170 --> 00:26:16.899

Kelly McGuire: The and this photo here of the chart paper was actually a group of kindergarteners who were tasked with reading a problem

157

00:26:17.240 --> 00:26:44.469

Kelly McGuire: about a carnival that was happening, and they had each child had been given 10 tickets in this scenario, and they had to decide how it is that they would use their 10 tickets for different rides and activities that costs cost different numbers of tickets, and then they had to explain their thinking and draw a picture of it. So I thought the it was just. It was a really fun visit and great to get in and do some math with with the kids.

158

00:26:47.648 --> 00:26:58.329

Kelly McGuire: We did just wrap up respect for all week. There are a bunch of different activities going coming across. And good morning, Pamela. Great to have you here. Thank you so much for for joining us today.

159

00:27:00.190 --> 00:27:01.570

Pamela Rodriguez: Good morning, everyone.

160

00:27:01.570 --> 00:27:02.196

Kelly McGuire: Good morning.

161

00:27:04.510 --> 00:27:16.810

Kelly McGuire: yes, we have a student who was a finalist in one of the poster contests from Ps. 1, 83, very happy to have their submission for the respect for all week

162

00:27:18.600 --> 00:27:36.140

Kelly McGuire: and also just to share that coming up this week a little later on, is our 3rd wit and wisdom. New York City reads workshop for District 2 families again. That will be at 9 Am. But we have been recording this

163

00:27:36.230 --> 00:27:56.630

Kelly McGuire: these workshops and sharing them widely. We've even been encouraging some schools to replay portions of them to their Slt or their staff. If they think that there are material in there that is unique and hasn't been shared with their

164

00:27:56.960 --> 00:28:20.900

Kelly McGuire: communities yet. So this one is going to be this Friday at 9 Am. We're going to highlight. 3 schools, Ps. 1, 24, Ps. 3, 43, and Ps. 59. So this workshop is going to primarily focus on an issue of writing. And what we're trying to do is through our

165

00:28:21.050 --> 00:28:42.339

Kelly McGuire: shares by teachers and school leaders. Try to share a little bit about how writing has changed, or what the progression of writing is from September to winter to spring. So the families have a good sense of what they can expect from their child at different grade levels. So

166

00:28:42.510 --> 00:28:55.490

Kelly McGuire: should be a good one. And just a thanks to everybody who's been helping to support those. They've been a nice addition, I think, to the conversations around. Nyc reads in the new curriculum.

167

00:28:58.690 --> 00:29:08.789

Kelly McGuire: We also are. Yeah, we. I think we shared this a little bit before about some work we were doing around Mtss. So multi-tiered systems of support.

168

00:29:09.340 --> 00:29:12.859

Kelly McGuire: People don't have to read this slide here. But

169

00:29:13.200 --> 00:29:15.780

Kelly McGuire: what I think is important to point out

170

00:29:15.910 --> 00:29:39.689

Kelly McGuire: about this work is that multi-tiered systems of support is describes the approach that we are using both in District 2, and it is being discussed in the broader city around. How it is that we are approaching teaching students

171

00:29:40.182 --> 00:29:53.010

Kelly McGuire: who are performing at different grade levels, or who are performing at different levels of proficiency kids who are well beyond grade level kids who have unfinished learning and

172

00:29:53.070 --> 00:30:00.250

Kelly McGuire: the the the the Graphic over here on the on the right hand side.

173

00:30:00.939 --> 00:30:10.599

Kelly McGuire: Talks about. Basically we're trying to depict in this is that all of our students are receiving a level of core curriculum.

174

00:30:10.840 --> 00:30:40.320

Kelly McGuire: And then there are students who fit into this orange group. And this red group and the orange and red don't necessarily mean an increasingly number of or increasing level of like bad things. Basically, what we're trying to say is that we want all students to have exposure to the core curriculum. And then, if there are students who benefit from small group instruction, either because they are performing

175

00:30:42.120 --> 00:30:58.680

Kelly McGuire: at a level that is approaching grade level, or as a level that is above grade level that we are trying to find ways and time to do additional things for these smaller groups of kids.

176

00:30:58.730 --> 00:31:28.650

Kelly McGuire: I think that one of the myths that we are trying to bust here is that certain groups of kids shouldn't do don't need to have access to the grade level core curriculum. But actually, what our. What the research behind Mtss. Really shows is that all kids should have access to the grade level core curriculum. And then there should be different levels of differentiation that happen

177

00:31:28.690 --> 00:31:39.370

Kelly McGuire: not just within the general education classroom. Some of it could be, but also within smaller groups to impact and affect

178

00:31:39.420 --> 00:31:53.059

Kelly McGuire: small groups of of students. So this is really an approach that we are using. We are working to build up everyone's knowledge of Mtss across the district.

179

00:31:53.612 --> 00:31:58.058

Kelly McGuire: This slide and I'll make sure that everybody has access to this deck.

180

00:31:58.630 --> 00:32:08.146

Kelly McGuire: does. It is specifically connected to math. But really we can think about core instruction, small group and individual

181

00:32:08.710 --> 00:32:12.710

Kelly McGuire: across all different content areas and grade levels,

182

00:32:13.370 --> 00:32:21.030

Kelly McGuire: and including even for students who are having behavior difficulties, who are not.

183

00:32:21.220 --> 00:32:38.310

Kelly McGuire: who need something special in order to perform well in classrooms because of behavioral deficits. But this is kind of details. Some of the more specifics of what we see at each of these different groups.

184

00:32:39.720 --> 00:32:56.159

Kelly McGuire: and it aligns also with the progress monitoring work that we are working on across the district. I'm going to pull out this progress, monitoring number 3. All students have a high quality, academic experience

185

00:32:56.980 --> 00:33:23.550

Kelly McGuire: and talk a little bit about of the 5 different district priorities. I think Kelly Shannon shared a little bit in regard to the 1st 2 priorities last month. We're pulling out this high quality academic experience piece here and working to ensure that all of our school leaders and teachers have an experience with trained experts around Mtss

186

00:33:24.019 --> 00:33:28.930

Kelly McGuire: our, we find that a lot of teachers are very skilled with

187

00:33:29.130 --> 00:33:41.140

Kelly McGuire: work around adaptations, scaffolding, modification, and support. We want to make sure that everybody has a shared set of knowledge and language around that

188

00:33:42.720 --> 00:33:55.029

Kelly McGuire: We're looking at. Whenever a principal completes an observation of a teacher, we are. Those observations are recorded in a system called Advance

189

00:33:55.130 --> 00:34:12.020

Kelly McGuire: myself, and the deputy superintendents are taking a look at some of those observation reports to see where it is that school leaders are beginning to talk about Mtss. Related language in their observations of teachers.

190

00:34:14.170 --> 00:34:32.239

Kelly McGuire: in this 3rd priority around all students having a high quality academic experience. We are also looking at math performance in our district. And so I did include fall and winter screener proficiency

191

00:34:32.679 --> 00:34:33.989

Kelly McGuire: just in math.

192

00:34:34.843 --> 00:34:37.256

Kelly McGuire: And again, this is

193

00:34:38.480 --> 00:34:43.640

Kelly McGuire: not indicating that you know we would have if you combined in the fall

194

00:34:43.750 --> 00:34:59.569

Kelly McGuire: 37% and 36% and put it together and say, 72% of our students are predicted to have a level 3 or 4 on the state exam. That is not the case, really. What these screeners do is help us to

195

00:34:59.740 --> 00:35:19.489

Kelly McGuire: figure out which students are really on track for meeting grade level proficiency. And above, and which students are not. The screeners are not full assessments. They're just really an opportunity to take a quick snapshot of how our students are doing.

196

00:35:19.490 --> 00:35:38.899

Kelly McGuire: Obviously, we want to have more students who are in the high average or high average categories, and we do see that the growing number of students who have entered the average and high average category from the fall to the winter screeners just in math.

197

00:35:40.270 --> 00:36:08.979

Kelly McGuire: so we're trying again to like share data that we can. While also recognizing that this is not the end, all be all of data, the performance student performance. Individually, student performance across the district as well as predictive state exam performance is much more complicated than just these numbers can provide, but it is a snapshot, and of course we want them like moving in the right way.

198

00:36:09.480 --> 00:36:15.880

Kelly McGuire: I'll stop because I've said a lot of the last few slides, and just see if anybody has any comments or questions they'd like to share

199

00:36:28.740 --> 00:36:47.580

Kelly McGuire: another update just to let people know again that our new classes at the Pexlo pre-k center have started today. So we have 2 new classes that are size 8, with one teacher and 2 paraprofessionals and one new class that is size 6 with one teacher and 2 paraprofessionals.

200

00:36:47.760 --> 00:36:56.069

Kelly McGuire: These are district 2 students who are attending the who are enrolling, who have enrolled in these classes.

201

00:36:56.972 --> 00:37:07.189

Kelly McGuire: They're enrolled, not by Pecsclip, but not by the District 2 pre-k center. But there is a committee on Preschool education. They are doing the enrollment.

202

00:37:07.370 --> 00:37:30.579

Kelly McGuire: and it is a full school day with a bunch of different activities that are built into the school day, academic, non-academic, a lot of social activities. There's some pairing with arts, organizations to provide some resources for kids, and I can't wait to visit. There are again

203

00:37:30.730 --> 00:37:58.479

Kelly McGuire: 22 students who are currently enrolled in the class and in the classes. So that's, you know, getting pretty close. I guess it is. We're at capacity. They told us that that would fill up really, really quickly. And so yeah, all, all of the this. The seats are filled and so I'm excited to get down there and see the class classes in session.

204

00:37:59.514 --> 00:38:03.599

Craig Slutzkin: Kelly. What was what was the demand? In other words, if you had.

205

00:38:04.170 --> 00:38:19.560

Craig Slutzkin: you know you filled it up, you're almost filled up, or you're close to building, was it you people? There were 50 people, 50 kids that wanted this or and you were only able to accommodate half of them, or, roughly speaking, or was this what the demand was?

206

00:38:19.560 --> 00:38:24.480

Kelly McGuire: Yeah, you know I I don't know the answer to that. I

207

00:38:24.860 --> 00:38:26.260

Kelly McGuire: but I can find that out.

208

00:38:26.849 --> 00:38:36.069

Kelly McGuire: Find out how many students Cpse. May be still seeking to find placements for it's a really good question.

209

00:38:36.070 --> 00:38:44.439

Craig Slutzkin: And then the second question is, and that doesn't necessarily have to be a tech slip. But does Pexlip have capacity? In other words, if there was demand.

210

00:38:44.630 --> 00:38:56.450

Craig Slutzkin: and it was just a matter of someone at the DOE or Nyps, whatever it's called now, has to just find money to pay for the teachers and the powers, etc. But does Pecsliip have the ability

211

00:38:56.660 --> 00:39:20.259

Craig Slutzkin: to do 2 more classes? If it was just an issue of finding the dollars because there is demand. Now, of course, as I said, doesn't have to be at Peck Slip. It could be on somewhere in health kitchen, because more of demand is over there, you know. Peck Slip is all the way downtown. But I'm just curious, you know. Is there capacity at that at that center to do more.

212

00:39:20.260 --> 00:39:26.112

Kelly McGuire: Yep, yep, so it is

213

00:39:26.820 --> 00:39:38.239

Kelly McGuire: you know. I would say that there was capacity to host, and just to I would just want to make sure that people differentiate. The principal who is in charge of the

214

00:39:38.620 --> 00:39:47.050

Kelly McGuire: Peck Slip pre-k center is not the same principal as the principal of the Peck Slip School.

215

00:39:47.220 --> 00:39:52.510

Kelly McGuire: In our pre-k center sites we have 2 principles.

216

00:39:52.820 --> 00:40:03.000

Kelly McGuire: 2 assistant principal, 3 assistant principals that are, and a bunch of many, many teachers and assistant teachers, paraprofessionals that are serving, but they are

217

00:40:03.790 --> 00:40:21.600

Kelly McGuire: under their own group. We did have more space to hold more classes there. We only went with these 3 because the Peck Slip schools also submitted a application for class size reduction

218

00:40:23.060 --> 00:40:32.763

Kelly McGuire: for the coming year, and if the application that was submitted to Central is accepted. Then.

219

00:40:34.620 --> 00:40:45.276

Kelly McGuire: I I don't think that we are going to be able to host more classes. In the Peck Slip building as a part of the pre-k center. But that is

220

00:40:47.130 --> 00:40:52.370

Kelly McGuire: we we would have, we would have. But I think that this is what our capacity will be.

221

00:40:53.330 --> 00:41:01.559

jessica harvey: So in essence, this is a co-located school. That's right. And it used to be a co-located school with just

222

00:41:01.820 --> 00:41:04.529

jessica harvey: 2 classes.

223

00:41:04.710 --> 00:41:12.750

jessica harvey: and then went all the way down to one class, and then was closed altogether, and now has reopened with 3 classes.

224

00:41:13.200 --> 00:41:14.240

Kelly McGuire: That's right. Yeah.

225

00:41:16.180 --> 00:41:31.229

jessica harvey: okay, but it's the only one, I think, of the of the pre-k centers that is actually a co-located school. Is that right. All the others are standalone sites.

226

00:41:32.610 --> 00:41:35.670

Kelly McGuire: Wow! I think you're right about that.

227

00:41:36.340 --> 00:41:36.805

jessica harvey: Yeah.

228

00:41:37.270 --> 00:41:37.949

Kelly McGuire: Yeah, I, never.

229

00:41:37.950 --> 00:41:39.050

jessica harvey: So this is not.

230

00:41:39.050 --> 00:41:39.689

Kelly McGuire: That's right.

231

00:41:41.160 --> 00:41:47.659

jessica harvey: Yeah, it's just in terms of the issue of class size

232

00:41:47.990 --> 00:41:53.880

jessica harvey: things. We we are not normally pitting Pre K centers against

233

00:41:54.400 --> 00:42:12.640

jessica harvey: appropriate class sizes for elementary school. In this situation it looks like that. But actually, we're only talking about space available till the end of the year. If we were looking at space available right now, and you'd have to reduce

234

00:42:12.750 --> 00:42:15.849

jessica harvey: at the end of the year, when the

235

00:42:16.690 --> 00:42:22.480

jessica harvey: when the school comes closer, more closely into

236

00:42:22.940 --> 00:42:25.850

jessica harvey: into accordance with the State law.

237

00:42:27.887 --> 00:42:34.869

Kelly McGuire: I will. Yeah, I will always, I will, just, you know, put my shameless plug in here for continued

238

00:42:35.010 --> 00:42:38.989

Kelly McGuire: advocacy and support for 3 K and pre-k.

239

00:42:39.200 --> 00:42:47.090

Kelly McGuire: and all for all groups of kids, whether they're for students with disabilities or not. Across District 2. We have

240

00:42:47.310 --> 00:42:48.669

Kelly McGuire: not yet

241

00:42:50.268 --> 00:42:57.151

Kelly McGuire: been able to serve all district 2 students within District 2, 3 K and pre-k

242

00:42:57.930 --> 00:43:19.329

Kelly McGuire: The city did an admirable job, I think of offering seats to all kids across the city. This past fall. Of course we'd love to have even more of those seats. Close to home for our district. 2 families. I know we're not arguing.

243

00:43:19.330 --> 00:43:29.000

jessica harvey: Yeah. But one of the problems that we're having with that is the the pre-k center classes are not

244

00:43:29.270 --> 00:43:30.710

jessica harvey: always full.

245

00:43:31.987 --> 00:43:34.789

jessica harvey: So because it. They sort of

246

00:43:34.970 --> 00:43:43.599

jessica harvey: attract based on microenvironment. Except for this one site, peck, Slip and the battery site.

247

00:43:43.870 --> 00:43:52.900

jessica harvey: because the both of those attract from a wider environment being specialized for students with additional needs

248

00:43:54.674 --> 00:43:56.130

jessica harvey: for children with disabilities.

249

00:43:56.130 --> 00:44:17.659

Kelly McGuire: Yes, I will say that. The addition of 3 K programs where we were able to convert Pre. K classes to 3 K classes. Those have filled up, really, really quickly across the district. And so the number of empty seats are have really reduced in the last year.

250

00:44:21.120 --> 00:44:35.119

Kelly McGuire: And just a reminder that community Education Council applications are still open through Thursday of this week there is an extension to the application period.

251

00:44:36.370 --> 00:44:46.519

Kelly McGuire: and I know Tina has been working a lot on this, but may have something to share in a later report. But, Tina, do you want to say anything about Cec elections. Now.

252

00:44:47.875 --> 00:44:59.140

Tina Sibulkin Yacker: I'll just a couple of things the April 9th candidate form. I think we're looking right now around 5 or 6 Pm. But everything is listed. The form

253

00:44:59.940 --> 00:45:25.279

Tina Sibulkin Yacker: candidate forms are listed on the site which I'll drop the link. There's now a dedicated site for all candidate forms for each borough. Ours is not up there yet, because ours is in April. They've listed all the way up through March. They do share some election. The election teams share some data. So we've been watching that. And right now, in terms of the Education Councils District 2 has the highest number of applicants.

254

00:45:25.300 --> 00:45:34.740

Tina Sibulkin Yacker: So we will probably most probably have to schedule another 2 2 nights for our Kennedy forums to break that up. So more to come. I'm sure.

255

00:45:37.400 --> 00:45:41.949

Kelly McGuire: We have one of the highest numbers of applicants. So far very exciting.

256

00:45:43.640 --> 00:45:44.948

Tina Sibulkin Yacker: You think that is? Yes.

257

00:45:45.210 --> 00:45:46.843

Kelly McGuire: I think I don't know

258

00:45:50.454 --> 00:45:56.555

Kelly McGuire: and that's just a final note. District key dates ahead.

259

00:45:58.490 --> 00:46:01.070

Kelly McGuire: just our wit and wisdom workshop this Friday.

260

00:46:01.640 --> 00:46:04.180

Kelly McGuire: Parent teacher. Conferences are coming up in March

261

00:46:04.681 --> 00:46:09.898

Kelly McGuire: and schools being closed, march 31st and then spring.
Break ahead. So

262

00:46:10.880 --> 00:46:18.980

Kelly McGuire: With that I will stop and share, and if there are any
questions that people would like to.

263

00:46:20.220 --> 00:46:22.159

Kelly McGuire: I don't please feel free.

264

00:46:23.150 --> 00:46:28.580

Kelly McGuire: Otherwise we'll head into some different reports. But on
behalf of different groups. So

265

00:46:34.450 --> 00:46:43.470

Kelly McGuire: okay, maybe we'll start with parents who are here. Craig
and Caitlin would either of you like to

266

00:46:44.070 --> 00:46:46.019

Kelly McGuire: offer a report or share.

267

00:46:47.210 --> 00:46:49.389

Craig Slutzkin: Caitlin, do you want to start, or do you have anything.

268

00:46:49.930 --> 00:46:52.784

Caitlin Canfield: I don't. I don't really have anything. I mean, I

269

00:46:53.480 --> 00:47:06.002

Caitlin Canfield: yeah. The main thing that has come up in the President's council. Besides, sort of our normal business is the concerns about ice which we've talked about a little bit already today. So

270

00:47:06.640 --> 00:47:09.400

Caitlin Canfield: yeah, nothing else. Really new.

271

00:47:11.450 --> 00:47:33.039

Craig Slutzkin: On the Cec. Side. We have our monthly meeting this Wednesday at Ps. 1 30. Thank you, Rennie, for hosting hosting us at 6 o'clock. Kelly, I am going to ask you, and and I think you'll because I think you'll do just a better job doing it than I would if you'll reiterate the policy of the DOE

272

00:47:33.040 --> 00:47:48.599

Craig Slutzkin: on ice, you know, in terms of coming into the buildings. I think it's just. It's good for us for parents just to continuously hear it, and I'm happy to do it. But I think you would probably do a much better job at communicating that. So I want to be as thorough as possible.

273

00:47:48.600 --> 00:48:03.199

Craig Slutzkin: So I will ask you to do that in your report, and we've been hearing that also. Parents are concerned parent families, I should say parents, families are concerned about ice coming into the buildings, and what they're allowed and not allowed to do.

274

00:48:03.200 --> 00:48:31.969

Craig Slutzkin: And I've heard several Ptas. This has come up, so more communication is better than less on this. Even if we repeat ourselves on the CC. Elections. Again, people are encouraged to apply if they're interested. I think it's until Friday. I've spoken to many parents who are looking to to apply. So that's a good thing across the city.

275

00:48:31.970 --> 00:48:58.449

Craig Slutzkin: and I think that's it. Again. I'll reiterate what Kelly said. We have the wit and wisdom, the final wit and wisdom, family engagement session on Friday. I've listened to the 1st 2, and I think they've been very helpful. They've been very well received. Some people who are naysayers on wit and wisdom. Listen to it, and I think and and change their minds, or had their opinions evolved. And I think that's a testament to

276

00:48:58.865 --> 00:49:05.750

Craig Slutzkin: over communicating what and wisdom is supposed to do, and the way it's supposed to be approached.

277

00:49:06.177 --> 00:49:22.060

Craig Slutzkin: I think that different schools have taken very different approaches, and how they communicate what they're doing at Witten wisdom. I'm fortunate to be in a school where the principal was part of the team that chose Witten wisdom so naturally.

278

00:49:22.060 --> 00:49:41.639

Craig Slutzkin: and we piloted last year, so there was a lot of over there was over communication which I think is great, and I think what parents at my families at my school understood what we were trying to accomplish other schools. I don't necessarily know that that's been there. I think it's getting. We're all getting better as a district doing it, but I think that the

279

00:49:41.998 --> 00:49:47.070

Craig Slutzkin: the the Friday meetings have been the parent family engagement sessions have been extremely helpful.

280

00:49:47.130 --> 00:50:13.009

Craig Slutzkin: and I and I've communicated this to Kelly. What I think has been the most in the most impactful part of these meetings is seeing the teachers and the principals talk about what they're doing and showing what they're doing with the kids. There have been videos in there showing examples. So I think that that's very impactful. And I encourage everyone to listen to these, and and promote within their their parent their family groups. To do that.

281

00:50:13.420 --> 00:50:14.990

Craig Slutzkin: So thank you, Kelly, for that.

282

00:50:16.080 --> 00:50:21.819

Kelly McGuire: Yeah, for sure. Davon, would you like to share from Manhattan High School Presidents Council.

283

00:50:22.450 --> 00:50:50.879

Dayvonne Smith: Sure. So we share a meeting date. Our monthly meeting date is the same as our meeting here with Dlt. So we're meeting this evening in regards to Cec elections. That's something that we're focusing on. But we're also focusing on like tailoring our communication strategies to engage our high school families who might feel less connected as their children are nearing graduation. We're finding that

284

00:50:52.060 --> 00:50:58.489

Dayvonne Smith: there's, you know, our levels of engagement specifically dropped significantly so.

285

00:50:58.670 --> 00:51:12.459

Dayvonne Smith: And it is definitely a challenge. So each conversation we're really trying to figure out, you know, what's the way? What's the best way to continue to drive that engagement, engagement and interest for our families.

286

00:51:16.530 --> 00:51:17.914

Dayvonne Smith: and that's about it.

287

00:51:18.260 --> 00:51:32.230

Kelly McGuire: Thank you so much. Thank you. Thank you. One other note on citywide meetings is tonight. The Clinton School is hosting the Citywide Council on special education. So we'll I'll be there at Clinton tonight for that meeting.

288

00:51:33.015 --> 00:51:40.670

Kelly McGuire: Pamela, would you like to start sharing anything from our partners?

289

00:51:41.250 --> 00:52:03.110

Pamela Rodriguez: Yes. Hi, good morning. I'm sorry. I'm just in chat, you know, outside on the field. But no, as of right now, there aren't any updates for DC, 37, you know. Again, we're holding site meetings. At our prospective districts.

290

00:52:03.635 --> 00:52:17.010

Pamela Rodriguez: We have been communicating with the principals as well as parent coordinators. Informing them of a date and time that's feasible to meet with our DC. 37 members.

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00:52:17.830 --> 00:52:31.780

Pamela Rodriguez: So just to, you know, provide information and any updates to the Union for them. So that has been working out very well. Members have been pleased with that. Getting to see their reps. Coming to the sites.

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00:52:32.505 --> 00:52:42.329

Pamela Rodriguez: We also still conducting hiring calls for school food staff, because we are still currently under staff shortage.

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00:52:42.936 --> 00:52:52.973

Pamela Rodriguez: But we did get a little news about the amount of hires that they already hired, which I know for District 2 is about

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00:52:53.480 --> 00:52:58.669

Pamela Rodriguez: maybe about 600 new hires the

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00:52:59.080 --> 00:53:17.690

Pamela Rodriguez: hiring calls are being conducted at the Long Island City headquarters on Vernon Boulevard. They are being interviewed on the spot, and even hired on the spot. So which is wonderful. And I do believe I share the flyer out

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00:53:17.760 --> 00:53:31.380

Pamela Rodriguez: to, you know, to the team, so they can just share it with the community for those who are seeking employment. You know, they can apply and attend those hiring calls.

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00:53:32.190 --> 00:53:40.479

Pamela Rodriguez: We also gonna be holding another new member orientation in March 6.th

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00:53:40.810 --> 00:53:45.120

Pamela Rodriguez: I'm sorry. March. Yeah, that's right. March 6.th

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00:53:45.360 --> 00:53:53.889

Pamela Rodriguez: We'll be holding another new member orientation at the 3 3 7th Avenue we had prior

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00:53:54.433 --> 00:54:01.299

Pamela Rodriguez: last month. We did have one, and it was a success. It, you know, went very well with that.

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00:54:01.650 --> 00:54:26.109

Pamela Rodriguez: So we're going to be continuing to have these new Member orientation on the days where there's like Chancellor's days, parent teacher conferences. We had divided into 2 sessions for the Manhattan Borough. So we had a morning sessions for districts, one through 3 and the afternoon session for 4 districts, 4 and 6

302

00:54:26.841 --> 00:54:31.699

Pamela Rodriguez: and basically, that's it that I have to report. Thank you.

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00:54:32.260 --> 00:54:36.220

Kelly McGuire: Thank you. Great to hear about so many new hires.

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00:54:36.710 --> 00:54:37.630

Kelly McGuire: Really great.

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00:54:38.694 --> 00:54:40.580

Kelly McGuire: Jessica, would you like to share.

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00:54:41.270 --> 00:54:41.940

jessica harvey: Sure.

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00:54:42.760 --> 00:54:59.060

jessica harvey: we have an upcoming lobby day to Albany on March 11 of our primary focuses for that is to fix tier 6, which is part of the retirement programs for the

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00:55:00.392 --> 00:55:03.457

jessica harvey: municipal unions and

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00:55:04.860 --> 00:55:28.040

jessica harvey: so that that's going to be one of our major agenda things there. But we also have the City Council introduction of a bill to help respect paraprofessionals by balancing out Union wages overall, and to help give paraprofessionals a living wage. That's not part of our.

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00:55:29.210 --> 00:55:40.439

jessica harvey: It's not part of our direct negotiations for contracts or anything. This is separate from that. And it's a city council pathway which is similar to teachers. Choice

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00:55:41.536 --> 00:55:43.070

jessica harvey: and then

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00:55:44.655 --> 00:56:10.439

jessica harvey: I think oh, I also should just bring up that this year is also an election year at the uft. So it's an election year for the leadership of the uft as well as the representative members for the American Federation of Teachers and for Nysit, which means that there will be

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00:56:11.740 --> 00:56:22.080

jessica harvey: some election work going on before and after school and during lunchtime, sometimes within schools.

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00:56:23.180 --> 00:56:28.970

jessica harvey: and you may see people putting flyers into boxes or things like that.

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00:56:29.260 --> 00:56:30.690

jessica harvey: And that's about all.

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00:56:32.100 --> 00:56:33.200

Kelly McGuire: Thanks so much.

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00:56:34.816 --> 00:56:37.680

Kelly McGuire: Rennie, would you like to share and see a sec.

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00:56:39.400 --> 00:57:08.713

Renny Fong: we're just happy, grateful for all the support, as we know. The teachers have been a heavy lift with wisdom and new curriculum. But we just appreciate, you know, parent support, district support and communication, I think, is utmost important. We're also anxiously awaiting budgets right in terms of whether we'll get the budget for reduced class sizes and looking, I think we're supposed to find out in March. So we're looking forward to that

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00:57:09.080 --> 00:57:30.480

Renny Fong: federally, I think some people are, you know, just hearing so many things. So we're a little bit apprehensive about title one. You know the future. Ps. 130 is not title one this year. But you know, just going forward, what's going to happen with budgets, with students, with disabilities. And yeah, just appreciating all the advocacy and support. And yeah, just thanks for everything. Everyone.

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00:57:33.230 --> 00:57:34.279

Kelly McGuire: Thank you, Rennie.

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00:57:35.880 --> 00:57:41.320

Kelly McGuire: And Jennifer, would you like to share from Manhattan high schools at all? No, you're good. Okay.

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00:57:42.020 --> 00:57:43.000

Kelly McGuire: Got it?

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00:57:45.090 --> 00:58:04.107

Kelly McGuire: alright, yeah, I will. Reiterate, you know, there have, like. There has been a lot that has come from our Federal Government in

regard to different policies and practices. Craig, you mentioned ice. We also hear a lot about

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00:58:04.600 --> 00:58:17.889

Kelly McGuire: support for transgender students. New York City policies have not changed. Our policies have, and practices have remained the same. Of course that doesn't mean that.

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00:58:18.220 --> 00:58:25.729

Kelly McGuire: as you mentioned any that people are anxious for sure and but

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00:58:26.480 --> 00:58:29.590

Kelly McGuire: I can reiterate that

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00:58:29.810 --> 00:58:47.479

Kelly McGuire: our policies and practices have have remained the same. Now we have not, you know, had incidences, and where in which some of these have been directly challenged. I think that I heard something from our Labor Department around

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00:58:47.940 --> 00:58:52.489

Kelly McGuire: ice in buildings is that you know, when this was a concern and threat.

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00:58:54.250 --> 00:58:59.155

Kelly McGuire: Under the 1st administration of Donald trump that

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00:59:00.110 --> 00:59:15.129

Kelly McGuire: People thought that ice were going to come into schools, and it didn't happen across New York City. That doesn't mean that it's not going to happen in 2024. But regardless the policies and practices that

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00:59:15.310 --> 00:59:36.008

Kelly McGuire: we have been that have been shared with us, and how schools have been asked to implement this have not changed. And so our best work is to be of direct support to our students and families and teachers, and we won't. We won't change from that. So

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00:59:39.530 --> 00:59:48.630

Kelly McGuire: all right, if is, are all the reports. Our next meeting is scheduled for March 17th

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00:59:49.613 --> 00:59:52.530

Kelly McGuire: and same time same place.

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00:59:52.680 --> 00:59:58.389

Kelly McGuire: and if there are no final comments, be happy to kick it to them.

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01:00:01.540 --> 01:00:03.969

Pamela Rodriguez: Thank you. Have a wonderful.

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01:00:05.690 --> 01:00:06.320

Kelly McGuire: You too.

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01:00:06.320 --> 01:00:07.160

Dayvonne Smith: Thank you.

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01:00:09.030 --> 01:00:10.350

Kelly McGuire: Alright, take good care, everybody.

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01:00:10.350 --> 01:00:11.480

Caitlin Canfield: I think.

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01:00:12.200 --> 01:00:13.700

jessica harvey: Goodbye. Thank you.

341

01:00:13.700 --> 01:00:14.290

Kelly McGuire: Fight.