

WEBVTT

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00:00:00.240 --> 00:00:01.090

Kelly McGuire: Okay.

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00:00:01.400 --> 00:00:11.127

Kelly McGuire: So now we're recording. So but we just shared this slide in regard to the new class size,

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00:00:11.870 --> 00:00:24.200

Kelly McGuire: numbers and the impact on the additional funding on district 2 classrooms. I'll just pause here for a quick second to see if anybody has any questions or comments or things that they'd like to share in regard to this update.

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00:00:25.930 --> 00:00:45.040

Jessica Harvey: I would. This is Jessica. I think that it's great news that so many of our schools were able to apply for this and receive the funding. I was interested at the time. I went around from school to school to kind of find out

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00:00:45.530 --> 00:00:55.810

Jessica Harvey: who was applying, and and there were several schools who that chose not to apply, and it wasn't

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00:00:56.040 --> 00:01:02.439

Jessica Harvey: really fully evident why they were choosing not to apply from

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00:01:02.750 --> 00:01:14.179

Jessica Harvey: from my perspective. It looks like they had space available, and that was really the main consideration. But there were some schools that felt like this was.

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00:01:14.860 --> 00:01:20.616

Jessica Harvey: I don't know, tricky in some way, and I was wondering if you had any

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00:01:22.270 --> 00:01:28.000

Jessica Harvey: any thoughts on that, or could help clarify for me what was going on there.

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00:01:28.000 --> 00:01:50.940

Kelly McGuire: Sure. Sure I will say that we did encourage schools to apply for the additional funding because it was available, and we should take advantage. And the there were kind of like 2 things that I think were factors. One is.

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00:01:51.050 --> 00:02:02.840

Kelly McGuire: while there might have been space available in some schools. There were concerns about the impact to the overall school program

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00:02:02.900 --> 00:02:28.770

Kelly McGuire: that a plan would have on the school, so it might have meant repurposing certain spaces that the school didn't necessarily want to repurpose, or it might have meant a greater sharing of classrooms amongst teachers, and that might have been raised as a concern in some schools, as folks

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00:02:29.150 --> 00:02:33.390

Kelly McGuire: probably know, the application

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00:02:33.650 --> 00:02:49.609

Kelly McGuire: required the school to maintain the present level of students, the current number of students. You couldn't reduce the overall enrollment of the building

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00:02:49.610 --> 00:03:03.990

Kelly McGuire: in your application. So that was one of the factors. And you know there were just some school leadership teams, some communities where there wasn't the support for it.

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00:03:04.000 --> 00:03:10.500

Kelly McGuire: And there are some schools that I will say are going through quite

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00:03:10.570 --> 00:03:28.729

Kelly McGuire: creative strategies, I think to in order to help meet those class size limits, the new class size limits. And you know, some schools just didn't want to go to those links to do that.

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00:03:29.070 --> 00:03:39.200

Kelly McGuire: And I understand. It wasn't just the principal's decision. It was, I think, a school-based decision. The other thing is that you know, there are some schools where it just would have been

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00:03:39.650 --> 00:04:00.760

Kelly McGuire: much, much more difficult. Schools with class sizes that are pretty close to the current caps, and obviously like the numbers, would have been more difficult in those circumstances as well. That's that's what I got from individual schools that were that did not apply.

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00:04:02.190 --> 00:04:09.010

Jessica Harvey: And then the other thought I had was, I think, there were 3 schools that applied but did not get funding.

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00:04:09.360 --> 00:04:19.429

Jessica Harvey: and I wanted to say that the uft was analyzing the situation with schools that did not get funding

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00:04:19.630 --> 00:04:21.759

Jessica Harvey: and have pretty much come up with

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00:04:22.793 --> 00:04:25.459

Jessica Harvey: just issues in their applications

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00:04:25.830 --> 00:04:34.120

Jessica Harvey: that could have been done differently that would have enabled them to get funding. And we are

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00:04:34.790 --> 00:04:38.190

Jessica Harvey: happy to work with those schools.

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00:04:38.892 --> 00:04:46.080

Jessica Harvey: To try to help get them set up for potential but

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00:04:46.460 --> 00:05:03.959

Jessica Harvey: additional funding for next year should that come about. So I wanted to offer that out, because I mean, especially like, I don't know if you're talking about which schools are doing this, but I especially think of one that has plenty of space.

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00:05:04.060 --> 00:05:07.910

Jessica Harvey: and really could have used this opportunity.

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00:05:07.910 --> 00:05:14.574

Kelly McGuire: Yeah, yeah, we did. really encourage and also try to.

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00:05:15.630 --> 00:05:32.159

Kelly McGuire: I had to take a look at the applications, and where there were some criteria and missing, you know, we poked the schools to to get that completed, but we should definitely work on it to make sure that all of our schools are

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00:05:32.330 --> 00:05:39.300

Kelly McGuire: taking advantage of any funding that might be available at for next year or sometime between then, for sure.

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00:05:40.600 --> 00:05:44.060

Kelly McGuire: But yeah, it is really exciting to have this.

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00:05:45.810 --> 00:05:46.880

Kelly McGuire: Yeah, Craig.

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00:05:47.130 --> 00:05:52.790

Craig Slutkin: Yeah, is there any concern on your end, or on your principals end

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00:05:52.900 --> 00:06:05.719

Craig Slutkin: of actually staffing the new positions with qualified teachers? And and where I'm going on. This is, I've heard, a bunch of parent. A bunch of parents have expressed concerns because there were advertisements from the Doa

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00:06:05.850 --> 00:06:24.259

Craig Slutkin: on. I guess Twitter or social media where you basically, they're saying, you know, you can take a 7 week course this summer, having no teaching experience, having no teaching background. You have to have a BA. But having no teaching educational experience.

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00:06:24.260 --> 00:06:41.429

Craig Slutkin: you take a 7 or 8 week course over the summer and you continue to take classes. But you're you can. You can. After those 7 weeks you're qualified to become a teacher. And you can start being in the class. And and you know a number of parents have expressed concern to me that 7 weeks of training

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00:06:41.480 --> 00:06:55.449

Craig Slutkin: does not necessarily make a teacher, you know. Certainly an experienced teacher that has, you know, that will have the experience necessary to teach a class on their own. And many of these teachers may want to teach in class on their own.

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00:06:55.530 --> 00:07:05.780

Craig Slutkin: Do you have any concern, or has there been any concern expressed about filling these positions with qualified teachers?

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00:07:05.920 --> 00:07:11.640

Craig Slutkin: And in the case of, let's say you get some of these teachers who only have the 7 weeks of training.

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00:07:11.810 --> 00:07:25.530

Craig Slutkin: What training or what? What support will you be giving those teachers because they clearly will have. I had an experience with a brand new teacher a couple of years ago, and she needed support, and she had years of, you know

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00:07:25.840 --> 00:07:41.459

Craig Slutkin: she had years of education, learning how to be a teacher. She had a BA in education, etc, and she needed support, and I get it, not a criticism of her. And I can only imagine someone who has 7 weeks of training is going to need a lot of support. So I was wondering what your thoughts are on that.

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00:07:42.170 --> 00:07:48.430

Kelly McGuire: Yeah. Well, I have a lot of thoughts on it. One is.

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00:07:48.560 --> 00:08:13.160

Kelly McGuire: for sure. It's a concern amongst schools that are going to be doing expanded hiring because they're going to be hiring for new positions. You know, people, school leaders want to hire great teachers that are highly qualified for all of the positions that are in our schools, and I would you know

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00:08:13.410 --> 00:08:21.789

Kelly McGuire: every year that we need to hire. It's always a concern to make sure that we're getting great candidates.

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00:08:21.970 --> 00:08:43.350

Kelly McGuire: But this year, obviously, it's a little bit more stressful, because many schools will be hiring more candidates. And they and that just kind of ups the stress level. I will say that we are. I'm very thankful this is one great benefit of having great schools here in District 2 and

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00:08:43.539 --> 00:08:48.040

Kelly McGuire: school leaders that are organized teachers that are

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00:08:48.170 --> 00:09:11.840

Kelly McGuire: with lots of years of experience that can help mentor new teachers in school buildings. A lot of people want to work in District 2, and so, you know, in some districts where they have a vacancy, and they might get, you know, 3 applications when we have vacancies in our district, we get like 70 applications, and so we feel very fortunate for that.

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00:09:12.000 --> 00:09:40.939

Kelly McGuire: In regard to like the, you know, small bits of experience or of training that you kind of allude to this. You know 7 weeks, you know the teaching Fellows program teach for America. These are all you know, alternative certification programs that have been around that do have proven track records of bringing teachers into the program

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00:09:41.060 --> 00:10:07.899

Kelly McGuire: along with supports from within the school. And and you know various organizations. There is a lot of support for new teachers coming in, especially through those methodologies. I will say that we tend to not hire as many teachers in District 2 who come to the profession from that background.

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00:10:08.000 --> 00:10:09.055

Kelly McGuire: And

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00:10:10.900 --> 00:10:21.920

Kelly McGuire: you know we I mean a great source of, you know, teachers in our district have been, you know, teachers from private schools or charter schools that are just, you know.

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00:10:21.950 --> 00:10:42.749

Kelly McGuire: tired of the of that of being treated poorly, or are tired of the working conditions in those spaces. And we get a lot of great certified teachers from those organizations coming into District 2, and you know, the last thing I would say, I guess, is just, you know, you kind of like.

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00:10:43.480 --> 00:11:03.529

Kelly McGuire: I think I think hit the nail on the head a little bit. Is that just because somebody's been in the profession for a long time doesn't mean that they're excellent at their work, and we see a lot of like great teachers who are new in their 1st 3 1st 5 years of teaching.

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00:11:03.680 --> 00:11:10.959

Kelly McGuire: But again, we tend to hire folks who have a good amount of experience.

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00:11:11.160 --> 00:11:36.500

Kelly McGuire: special education, bilingual education, the sciences, and the upper grades, like those, tend to be places where you know we find it to be a little bit harder to find teachers for hire, but even in those, even for those positions we tend to.

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00:11:36.630 --> 00:11:44.100

Kelly McGuire: you know, have a good number of people who want to work in District 2 for a variety of reasons, and so

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00:11:44.340 --> 00:12:04.259

Kelly McGuire: yes, for sure, concerned, and for sure, we need to rethink the teacher, induction and training and orientation, and all of that kind of coaching and supports for our new teachers. But we're very lucky to be able to have a good pipeline of folks coming our way.

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00:12:04.610 --> 00:12:31.880

Craig Slutkin: So so that's good for D 2, probably unfortunate for other districts, which is, you know, not necessarily concern for this group, but it's a concern for New York City in general, because we want to have equitable education for across all districts. One more question. And I know you want to move on with the teaching fellows in your experience, and I know you said we don't have a lot of the teaching fellows in District 2, but the teaching fellows? Do they tend to stay

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00:12:32.000 --> 00:12:36.229

Craig Slutkin: in the system? Or is there a higher level of attrition? Because we're

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00:12:36.380 --> 00:13:00.420

Craig Slutkin: we as a dish? As not we this group. But we, as as the DOE, you know, public schools, make a huge investment in these teaching fellows. But are they leaving at a higher rate, after 2, 3, 4 years to do other things. And I'm just questioning it from a return on investment point, you know, is that is that an issue, and I don't know the answer to that. It's more of intellectual curiosity on my end.

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00:13:00.420 --> 00:13:23.160

Kelly McGuire: Yeah, yeah, I don't have that. But maybe somebody else, Jessica or anybody else on the call might have that question about retention. Just to clarify. We do have a good number of people who have come to teaching through the teaching fellows in District 2. It's just that we don't tend to hire as many 1st year.

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00:13:23.160 --> 00:13:26.250

Craig Slutkin: Understood. Understood. That's that. Yeah, yeah, I that's what I understood that.

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00:13:26.250 --> 00:13:29.220

Kelly McGuire: But I could. I could get information about the about that's good.

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00:13:29.400 --> 00:13:29.759

Kelly McGuire: Through that.

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00:13:29.760 --> 00:13:31.670

Craig Slutkin: Or just curiosity. It's not anything.

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00:13:31.670 --> 00:13:33.100

Kelly McGuire: No, that's a good question. Yeah.

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00:13:33.100 --> 00:13:36.402

Jessica Harvey: Be interested in finding out more about that, too.

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00:13:37.340 --> 00:13:46.640

Jessica Harvey: regarding teaching overall in the city as well as within the district. Whether there's a difference between the 2

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00:13:46.780 --> 00:13:54.359

Jessica Harvey: in terms of percentages for that. But I would say, Greg, that we have a.

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00:13:54.710 --> 00:13:58.040

Jessica Harvey: we have a problem with teacher retention

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00:13:58.250 --> 00:14:05.160

Jessica Harvey: throughout the system. That's that's not only having to do with

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00:14:05.390 --> 00:14:08.759

Jessica Harvey: any of the specific teacher training programs. We have.

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00:14:08.760 --> 00:14:24.319

Craig Slutkin: Understood. I'm just curious. If it's a higher rate for the teaching fellows. I understand that you have a teacher retention problem. That's well documented. It's a concern that many of us have. I get it. I was just curious on that specific program. Is it a higher rate.

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00:14:25.320 --> 00:14:40.088

Kelly McGuire: Yeah, it's a good question. And I don't know the answer to it, but I can find out, and I can also find out our general retention. Numbers in the district. It's a it's a it's a good one.

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00:14:41.700 --> 00:14:42.430

Craig Slutkin: Okay.

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00:14:43.460 --> 00:15:11.040

Kelly McGuire: I was just gonna flip over here to this next topic. You know, we are getting into the season, even though we haven't been able to quite evaluate the effectiveness of our goals and plans for that are written in school-based ceps as well as our district Cep. We are getting into the place where we need to. The time of year in which we're going to need to evaluate

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00:15:11.841 --> 00:15:18.998

Kelly McGuire: or excuse me, begin to develop goals for the coming year. The

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00:15:20.390 --> 00:15:33.860

Kelly McGuire: the the priorities are going to remain the same. We've learned that from our Chancellor's office, and so those 5 priorities, plus improving attendance and reducing long-term absences

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00:15:34.230 --> 00:15:39.209

Kelly McGuire: are listed here. They should be pretty familiar

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00:15:39.620 --> 00:16:04.800

Kelly McGuire: to folks. I did want to provide just a little excuse me a little bit of a framework in terms of how it is that we're beginning to think about the development of Cep and dceep goals here in the district. So I was going to take up this first, st just using this 1st priority of all students will learn to read. Well.

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00:16:06.280 --> 00:16:24.900

Kelly McGuire: we're looking at just like a couple of different ways of approaching that goal. 1st of all, if the priority is for all students to learn to read well, we do want to try and approach that strategically by helping to make sure that of course.

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00:16:25.340 --> 00:16:36.479

Kelly McGuire: we're focusing on all students being able to read well and prioritizing them, but also making a specific focus on students with disabilities.

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00:16:36.720 --> 00:16:43.400

Kelly McGuire: English language learners and students who are working 2 or more grade levels behind.

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00:16:43.660 --> 00:16:51.280

Kelly McGuire: And so that's in the left column. But if we think about like how it is that we might approach this in the right column.

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00:16:51.640 --> 00:17:18.949

Kelly McGuire: there's a couple a few things that we really want to center on, and some things that you've been hearing about already. So we have a new curricula here in the district across most of our schools. This is just going to be the second year that we'll be using that curricula. And so we have to strengthen the knowledge of how knowledge of that curriculum as well as

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00:17:18.950 --> 00:17:22.399

Kelly McGuire: strategies for implementing it.

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00:17:22.400 --> 00:17:32.980

Kelly McGuire: Yeah, I've talked a little bit about this multi-tiered systems of support in terms of how it is that we can approach implementation of the curricula for all students.

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00:17:33.010 --> 00:17:37.690

Kelly McGuire: How it is that we can intensify the core curriculum to serve students who are both

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00:17:37.820 --> 00:17:50.880

Kelly McGuire: working at or above grade level as well as those who are have unfinished learning who are working below grade level. We really want to keep all students

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00:17:51.170 --> 00:18:13.450

Kelly McGuire: in the core curricula. That's an incredibly important part of implementation of this work and of reaching this goal. But we do need to help to make sure that we're bolstering strategies that teachers have for how it is to intensify those core curriculum periods and times

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00:18:13.510 --> 00:18:35.240

Kelly McGuire: as well as under 2 B here, implementing intervention programs. So you're going to begin to hear about like these different tiers of support tier one being the core curriculum tier, 2 being these intervention programs to serve and support kids who have unfinished learning.

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00:18:35.560 --> 00:19:03.069

Kelly McGuire: And then the 3rd thing that we are beginning to think about is how it is that we can create a stronger team at the school to really make sure that data not just in relationship to this priority around reading, but that data are really being used and reviewed closely, and that they're being used well.

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00:19:03.901 --> 00:19:15.689

Kelly McGuire: in our in our work, whether it's for reading or for math or for climate and culture, making sure that we are. This is

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00:19:15.860 --> 00:19:31.940

Kelly McGuire: many for those of us who have been around for a little while. You know, 1015 years ago schools were really asked to use a and develop data teams. And we haven't used that language around

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00:19:31.940 --> 00:19:50.070

Kelly McGuire: data teams so much lately, although I will say that, like the use of data and information on student performance, I believe, really has become much more a part of our work as educators. And

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00:19:50.180 --> 00:19:51.100

Kelly McGuire: but

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00:19:51.330 --> 00:20:17.879

Kelly McGuire: in this strategy here we're really thinking about how it is that we're using data both in our tier one and progress monitoring students to see how it is that they're responding to the tier. One curriculum as well as how it is that students who are working in those intervention programs are really responding to that to that work and approaching this in a much more scientific way. So those are the

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00:20:18.310 --> 00:20:22.950

Kelly McGuire: kind of like the beginnings of the ways that we're starting to think about

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00:20:23.160 --> 00:20:34.870

Kelly McGuire: how it is that we might address the citywide priorities for the coming year, and how that might translate into goals that are a part of the dceep.

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00:20:34.930 --> 00:20:58.809

Kelly McGuire: What we want to do is make sure that we're drafting out something for the dceep, so that if schools want to take what's written for the district and apply it to their own cep and kind of follow that as a roadmap, that that would be something. We want to provide for schools so that we can all work and be on the same page.

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00:20:58.810 --> 00:21:14.320

Kelly McGuire: because we'll be building our meetings around that building. Our professional learning strategies around that building, the evaluation of principles and assistant principals around that. So, being on the same page with everything would be an important step here, I would say

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00:21:15.790 --> 00:21:20.850

Kelly McGuire: And with that I'm happy to take any questions. I'll just

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00:21:21.010 --> 00:21:23.750

Kelly McGuire: keep it brief with that before

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00:21:24.140 --> 00:21:33.420

Kelly McGuire: I turned it over to Bill, who wanted to just share some things in regard to the city and state work related to similar

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00:21:34.625 --> 00:21:35.160

Kelly McGuire: stuff.

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00:21:37.160 --> 00:21:47.909

Jessica Harvey: So I just wanted to check in about the focus groups, having changed significantly over the past several years

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00:21:48.700 --> 00:22:00.939

Jessica Harvey: and make note of the fact that there doesn't seem to be any focus group indicating students of color of any type.

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00:22:01.580 --> 00:22:13.590

Jessica Harvey: Right? And so we are now looking at anything we're doing with this is just comparing apples to oranges from previous work.

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00:22:15.210 --> 00:22:21.600

Jessica Harvey: Because we're really looking at it in a very different way.

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00:22:21.850 --> 00:22:28.800

Jessica Harvey: I wonder about it, because I kind of feel like that whole colorblind aspect

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00:22:29.380 --> 00:22:34.960

Jessica Harvey: we've got. We've already been there done that, and found that it doesn't work very well

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00:22:35.150 --> 00:22:48.992

Jessica Harvey: that we need to pay attention to to the differences that make us better. And we need to pay attention to the focus is that we need to

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00:22:49.680 --> 00:22:54.276

Jessica Harvey: of to the different focuses that we need to do in education.

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00:22:55.050 --> 00:23:04.149

Jessica Harvey: in order to make it work. So I'm just wondering how other people are thinking about this because I mean, I'm concerned about it.

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00:23:05.110 --> 00:23:08.900

Kelly McGuire: Sure. Did you want to put that question out to the group here to discuss or.

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00:23:09.070 --> 00:23:09.860

Jessica Harvey: Yes.

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00:23:09.860 --> 00:23:10.470

Kelly McGuire: Sure.

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00:23:33.320 --> 00:23:41.829

Jessica Harvey: I am going to say that you know, 8 to 10 years ago, when our reading levels were up around 95%

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00:23:41.970 --> 00:23:48.693

Jessica Harvey: and our and our math levels were up very high as well.

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00:23:49.980 --> 00:23:58.560

Jessica Harvey: The big criticism of District 2 was that it was functioning well for some, but not others

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00:23:59.400 --> 00:24:02.010

Jessica Harvey: that we've worked really hard to try to

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00:24:03.010 --> 00:24:07.039

Jessica Harvey: to change that so that it functions

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00:24:07.800 --> 00:24:11.090

Jessica Harvey: so that it functions well for everyone.

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00:24:11.420 --> 00:24:16.799

Jessica Harvey: But we won't know whether that changes if we don't study it.

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00:24:31.860 --> 00:24:34.371

Kelly McGuire: I I just wanted to note, like

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00:24:35.270 --> 00:24:57.009

Kelly McGuire: last year was the highest year ever in terms of performance for Ela in the district, and that was close to 80%. And last year this year is the highest performance. This past year 2024 was the highest performance ever in terms of math performance, which was a little over 80%.

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00:24:57.140 --> 00:25:02.940

Kelly McGuire: So it is not true that there were was a time in which

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00:25:03.130 --> 00:25:07.430

Kelly McGuire: reading and math scores were higher in District 2

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00:25:08.010 --> 00:25:24.099

Kelly McGuire: than they are right now, especially in regard in some schools, maybe, but like in regard to next generation, learning standards. And you know prior to that, over the last 10 years, like our scores, are currently higher than they've ever been before.

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00:25:24.460 --> 00:25:35.550

Kelly McGuire: I also just really want to acknowledge, like what you're saying in regard to Black and Hispanic students who have historically like, not performed well in District 2.

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00:25:35.700 --> 00:25:53.549

Kelly McGuire: And I do think that in writing these goals. We have to make sure that we are acknowledging race acknowledging the racial achievement gap that exists in District 2, because it is very very real.

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00:25:54.080 --> 00:25:58.074

Kelly McGuire: I, in thinking about, like the

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00:25:59.130 --> 00:26:06.980

Kelly McGuire: approach to supporting students with disabilities and English language learners, just like a couple of things is that

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00:26:07.220 --> 00:26:08.680

Kelly McGuire: you know, those

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00:26:09.484 --> 00:26:21.090

Kelly McGuire: the systems and structures by which we, you know, serve and support students with disabilities and English language learners is like, there are

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00:26:21.370 --> 00:26:38.850

Kelly McGuire: programs that are set up. There are ways that we do push in or pull out, or we have different special education models to serve students with disabilities. We have co-teaching in a lot of classrooms. And

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00:26:39.080 --> 00:26:47.520

Kelly McGuire: I, those are really built. Those different structures are really built around these like State and Federal designations. Right?

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00:26:47.790 --> 00:27:04.199

Kelly McGuire: And so, while we very much like want to report on the performance of Black and Hispanic students in our district. We also want to like utilize the structures by which

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00:27:04.400 --> 00:27:24.522

Kelly McGuire: there we're supporting all all kids, including Hispanic. Or excuse me, English learners and students with disabilities. So it's not that we're like ignoring race, but there isn't like, you know, a class, or that's set up for like African American kids.

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00:27:25.610 --> 00:27:31.019

Kelly McGuire: there are these like structures that we have that

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00:27:31.500 --> 00:27:47.550

Kelly McGuire: I think we can take advantage of. And you know, unfortunately, African, American and Hispanic students are overrepresented in the numbers of students with disabilities in our district. And

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00:27:47.970 --> 00:27:52.049

Kelly McGuire: so we're really just thinking about like, how is it that we can?

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00:27:53.610 --> 00:28:02.720

Kelly McGuire: You know, servants like really help to help to support teachers, and help to support school leaders so that those programs that serve

145

00:28:04.670 --> 00:28:19.729

Kelly McGuire: English language learners, students with disabilities, and in that, like many, many students of color, how it is that we can like leverage those structures well, so that we are narrowing the achievement gap between

146

00:28:20.880 --> 00:28:22.200

Kelly McGuire: kids of color.

147

00:28:22.330 --> 00:28:40.191

Kelly McGuire: English language learners, students with disabilities. And I, I just and we will absolutely like continue to track those numbers, because that those are numbers that the city has remained committed to tracking those. The tracking, those numbers are important to me. It's just that.

148

00:28:41.220 --> 00:28:48.970

Kelly McGuire: I think we also have to think about like what structures do we have that are, you know, built into our schools that we can really take advantage of too

149

00:28:49.540 --> 00:28:57.029

Kelly McGuire: so much a lot more to say about it than that. But I do appreciate you like raising it. I think it's important to raise so.

150

00:28:57.874 --> 00:29:04.540

Jessica Harvey: In terms of the numbers in the past. I believe I have information that

151

00:29:04.670 --> 00:29:11.909

Jessica Harvey: that shows higher numbers previously. But but I I

152

00:29:12.120 --> 00:29:15.150

Jessica Harvey: since I can't show it to you right now. I'm not gonna

153

00:29:15.360 --> 00:29:25.429

Jessica Harvey: go on with that, but I'll look for that just just to, so we could go over it, maybe at another time. But I'm wondering if maybe you want to

154

00:29:26.610 --> 00:29:28.870

Jessica Harvey: add additional

155

00:29:31.990 --> 00:29:46.480

Jessica Harvey: pieces of importance in there, because you're saying that it's important, and I agree with you that it's important. But frankly, unless it's named, it won't be parsed out of the

156

00:29:46.620 --> 00:29:53.999

Jessica Harvey: of the overall system, and so we won't be able to keep an eye on it in the way that you're saying.

157

00:29:55.590 --> 00:29:59.340

Jessica Harvey: and it's something that we should keep an eye on. I believe.

158

00:29:59.340 --> 00:29:59.910

Kelly McGuire: Yeah.

159

00:29:59.910 --> 00:30:03.819

Jessica Harvey: Because I do understand that you were saying that.

160

00:30:05.310 --> 00:30:10.339

Jessica Harvey: that there is overrepresentation in certain groups that are being

161

00:30:10.960 --> 00:30:17.100

Jessica Harvey: that are being parsed out right now, but that

162

00:30:17.220 --> 00:30:21.640

Jessica Harvey: that may or may not be the full effect of

163

00:30:22.090 --> 00:30:28.050

Jessica Harvey: of what you would see if you looked at at the groupings differently.

164

00:30:28.330 --> 00:30:33.769

Jessica Harvey: And I just think it's really important for us to continue to study that.

165

00:30:34.750 --> 00:30:36.660

Kelly McGuire: I I totally agree, and I'm

166

00:30:36.890 --> 00:30:40.179

Kelly McGuire: let's for sure come back to it before we put anything on paper.

167

00:30:42.410 --> 00:30:44.639

Jessica Harvey: Thanks thanks for the discussion.

168

00:30:46.800 --> 00:30:48.059

Kelly McGuire: I'm making a note now.

169

00:31:01.740 --> 00:31:04.841

Kelly McGuire: Bill, I think I'll just. I'll turn it over to you for

170

00:31:05.755 --> 00:31:06.410

William Doyle: Sure.

171

00:31:06.410 --> 00:31:09.330

Kelly McGuire: Here in regard to the development of the Dceep.

172

00:31:09.570 --> 00:31:16.350

William Doyle: Sure no worries. So good morning. Everyone. I'm going to share my screen

173

00:31:17.250 --> 00:31:19.679

William Doyle: hopefully, you guys can see this

174

00:31:23.983 --> 00:31:25.149

William Doyle: looks good.

175

00:31:25.520 --> 00:31:27.150

William Doyle: So

176

00:31:28.031 --> 00:31:38.840

William Doyle: basically, these are the agenda points for today, basically beginning to do the work of assessing the effectiveness of the dcep

177

00:31:38.840 --> 00:32:00.139

William Doyle: as well as evaluating the dpfep, which is the district parent family engagement policy which we have done in the past, and it's really great to have new folks on the team. So I'll definitely be leaning into those folks to to get additional help and support on this

178

00:32:00.823 --> 00:32:19.459

William Doyle: moving on to the actual 2526 cep planning process, and then, lastly, rounding out with the Citywide Conference, which we're hoping that everyone can be able to join us on a Saturday to learn more about Slts progress monitoring

179

00:32:19.760 --> 00:32:35.059

William Doyle: and the calendars, so that all this work kind of comes together. You'll see that there's a link there for the Dcp. If you want to access that I just put that in there to make it easier for everyone to do so at this point in time

180

00:32:35.410 --> 00:32:57.740

William Doyle: right during our prior month's dlt meetings, superintendent was able to review some of the Midpoint progress, monitoring by reviewing some of the data and some of the implementation of the key strategies and actions from the 2425 dceep.

181

00:32:57.800 --> 00:33:03.360

William Doyle: And that information really helps to drive

182

00:33:03.400 --> 00:33:23.469

William Doyle: how we go about modifying and changing the Dcp for the 2526 year, ensuring that there's better support, obviously for students and for schools across the district. So it's about implementing the plan, monitoring the progress

183

00:33:23.500 --> 00:33:44.420

William Doyle: and assessing the plan effectiveness. So the plan's overall effectiveness helps in identifying all the changes or additional resources that are needed to improve it, or to confirm that, minimal or no adjustments are needed for continual success and improvement with the plan.

184

00:33:44.480 --> 00:34:12.690

William Doyle: So right? So we talk about looking back and looking forward. So you'll see. Here was the plan effective. We had that in the very middle, and you'll see around the clock wheel. We have different questions right? Starting at 12 o'clock, it says, use current data to identify the

trends in the evaluative practices, determine which goals were met which were not met and identify the new gaps.

185

00:34:12.690 --> 00:34:32.939

William Doyle: That surface during the conversation determine the effectiveness of the key strategies implemented to achieve each goal, evaluate the overall effectiveness of each strategy, identify the challenges and then revise those goals. So really, it's a process of continual improvement.

186

00:34:33.334 --> 00:34:49.510

William Doyle: Where we're seeing what worked well, what how can we improve it? And these don't need to be huge changes or modifications oftentimes right? I always like to think about our folks over at Toyota and Lexus

187

00:34:49.510 --> 00:35:14.489

William Doyle: right? They make very incremental changes in time in their vehicles, because once they have a product that really works well, they utilize lots of different feedback and different sources of data in order to just kind of push the mark a little bit further a little bit further. So that's kind of the way I like to see that superintendents and principals obviously work with their school communities. Look at different

188

00:35:14.490 --> 00:35:27.090

William Doyle: factors, different data to see what is working, what isn't working, and then to incrementally make that plan even better, so that we have better results, and that we're helping all of our students.

189

00:35:27.220 --> 00:35:40.520

William Doyle: So with that being said, we go to the the next piece. So this is priority one for all students to be able to read well. And I actually pulled this from the D 2

190

00:35:40.520 --> 00:36:07.359

William Doyle: dceep, and you'll see that they have right the 3 different categories there. The priority needs the data, and then the root cause and schools will be needing to do this as well, and they should be doing it at this time of the school year. So as the this team at the Dcp. Or the Dlt is looking at these goals. Schools should be doing the same thing.

191

00:36:07.480 --> 00:36:25.119

William Doyle: and you'll see that the target population there. So they were trying to work with K through 2 students. They also have a goal for 3 through 8, and then they have a goal for L's and students with special needs, students with disabilities.

192

00:36:25.250 --> 00:36:39.600

William Doyle: This next page I have the priority one, all school students learning to read well, and we have the actual measuring tool that they're going to use. So you'll see here that they are using Acadians.

193

00:36:39.600 --> 00:36:58.979

William Doyle: Map and Iready and the Elp, and they have the dates of the different baselines. They have the actual data there, and the goal of trying to move forward with improving the data. During those different opportunities of taking those assessments.

194

00:36:59.180 --> 00:37:22.139

William Doyle: And then, lastly, and again, this is all listed in the Dcp. As well. This is just a sample of how we kind of take this and move with it. So the last thing here is looking at the actual action plan, and you'll see that the key strategy right was to define, promote, and implement the district wide strategy for using that screener data

195

00:37:22.300 --> 00:37:35.940

William Doyle: and secondary diagnostics for those grades, 3 through 8 to support with the foundational literacy skills to ensure all schools that serve. Those students have a system and a structure to identify and support students.

196

00:37:35.940 --> 00:37:58.709

William Doyle: to institute evidence-based research foundational tier one and tier 3 literacy interventions. And that's what Superintendent McGuire was talking about earlier with the Mtss. So thinking that you have right the tier one is the the curriculum tier. 2. You're diving down into smaller groups of students, and then the tier 3 is even more specific.

197

00:37:58.810 --> 00:38:22.329

William Doyle: and then write the root cause lacking of this foundational literacy curriculum for students, uneven understanding of instructional practices, and then, lastly, the uneven understanding of what secondary diagnostics are available, and how to utilize them. The action plan would be to institute the evidence-based research.

198

00:38:22.330 --> 00:38:47.950

William Doyle: use the Ais coordinator to continue to support the school leaders, and lastly, to strengthen the use of the trusted screener and the curriculum embedded assessments. So if you do go on to the dceep, you'll see that the team has broken this down into different areas. So again, this is just one sample, one area to do this

199

00:38:49.544 --> 00:39:03.629

William Doyle: and obviously, the team can look at each particular dceep goal in order to evaluate its effectiveness and to provide commentary on how to improve it and to make it better.

200

00:39:03.810 --> 00:39:24.100

William Doyle: With that being said, I'm going to move on to the examine, reflecting and adjusting. So at this point, this is where you evaluate the actual overall effectiveness of the plan and provide opportunities to either explore other options or other resources that could be effective and helpful.

201

00:39:24.150 --> 00:39:34.669

William Doyle: as well as to confirm that little or no changes were required. To be implemented in order to meet that goal.

202

00:39:37.290 --> 00:39:46.599

William Doyle: So let's stay on this for a moment. Here. Are there any questions or comments at this point in time before I move to the next section.

203

00:39:51.850 --> 00:39:52.720

William Doyle: Okay.

204

00:39:53.660 --> 00:40:18.119

William Doyle: so the next section is evaluating the effectiveness of the district parent family engagement policy, which we have done earlier in the school year. And this is something that Lolita, specifically, I'm going to be working with you to kind of show you what the district parent family engagement policy is because I think it really would be great if we had

205

00:40:18.120 --> 00:40:42.850

William Doyle: other feedback from some of the parent coordinators to kind of, then have a better conversation in the dlt around this. So again, it's very similar to what we're doing with the dceep right? We want to check for participation. Looking at some of the parent involvement

activities. Our parents coming, are they not coming? What are some of those barriers for? Why parents would not be coming.

206

00:40:43.040 --> 00:41:11.839

William Doyle: We want to review some of the feedback. So every year, right? There is the New York City School Survey. So we want to see how our parents viewing District 2. Perhaps there are some questions in there that we could kind of tease out and look as a larger group and see, you know what our parents really want, and how is the district being effective in providing them with that, looking at the challenges? Right? What are those barriers.

207

00:41:12.265 --> 00:41:22.900

William Doyle: Finding successes. I know that some of the other districts that I've worked with. They'll actually take data from different

208

00:41:22.900 --> 00:41:40.339

William Doyle: programs that they offer. So they'll say, you know, this was really a wonderful opportunity for our parents. How do we know that? Because we had, you know, 300 parents at that particular award ceremony, or at that particular event.

209

00:41:40.340 --> 00:42:01.600

William Doyle: And then, obviously, the last thing is sharing what works. So what we're always trying to do is to build those communities and to build those bridges between schools that have excellent and very high numbers of parent engagement. How do we duplicate that replicate that across the district.

210

00:42:01.600 --> 00:42:04.129

William Doyle: So that would be the last piece there.

211

00:42:04.578 --> 00:42:26.509

William Doyle: Any questions on parent family engagement policy. And again, we can. Actually take a look at the policy at another time, and hopefully work with different groups and teams in order to actually look at the policy and tease out some of those questions, maybe from the

212

00:42:26.590 --> 00:42:30.399

William Doyle: from the survey. Once we get that information from the survey.

213

00:42:31.660 --> 00:42:45.710

William Doyle: so the next piece is the support. So partly the dlt our support for all schools with their slts.

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00:42:45.710 --> 00:43:10.220

William Doyle: with the 2526 planning. And you'll remember that for the last 2 weeks or so the Iplan portal was closed because they revert from this time of the year from the 2425 school year to next year. So at this point in time, all schools, all principals, should be working with their teams in order to conduct a needs assessment

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00:43:10.220 --> 00:43:35.039

William Doyle: to see again what's working well, what's not working well. And to begin to create those goals for next year. So today, April 21, st the Iplan portal has reopened, schools are able to access the 2526 cep, as well as multiple other Iplan portal documents, including the L documents.

216

00:43:35.370 --> 00:44:04.080

William Doyle: And this is the time for them to create their initial preliminary plan, which will be due. And I plan by June 27.th So we ask that any principals that need help or support with this that they reach out to us. You know I always tell superintendent, if any principal needs any support or help. Let me know I'm the person to help them to do that, to understand things, especially for newer principals, things of that nature, or for the Aps or

217

00:44:04.080 --> 00:44:17.320

William Doyle: folks that are actually doing that boots on the ground. The work in the I plan. We want to refer to the Slt monthly activities calendar for April, May and June for different agenda items and action items that were due

218

00:44:17.320 --> 00:44:38.430

William Doyle: title. One schools should refer to the title, one Pac Participation section of the calendar for required actions in the title, one Schools, and as a reminder all schools are required to upload their slt and title. One Pac meeting documentation to the appropriate tile on the school's homepage in the iplan.

219

00:44:38.430 --> 00:44:58.349

William Doyle: And now I did want to just share that. There are some other resources that I can provide. Superintendent and the team with the needs assessment. So here you'll see, this is just

a document on how schools would go about doing that needs assessment piece. I also have on this page.

220

00:44:58.707 --> 00:45:08.710

William Doyle: This is just like a 1 pager that shows the Cep needs assessment resources. Right? These are the priorities, the 5 priorities of the Chancellor.

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00:45:09.071 --> 00:45:33.268

William Doyle: So this is just another tool that folks can use. And then, lastly, this is a 1 pager on that actual roadmap that schools can use for conducting the needs assessment. Right? So you start off with your key stakeholders, parents, teachers, title, one pack identified subgroups. And that was really getting to what Jessica was saying. And I'm so glad that you brought that up about

222

00:45:33.630 --> 00:45:49.119

William Doyle: You know our different subgroups that are having a real challenge, and that we really do need to name it in our Ceps and our dceeps, so that we're being strategic and targeting those particular students to lift up

223

00:45:49.512 --> 00:46:11.470

William Doyle: all boats by being specific and looking at those. Looking at the data sources. That's number 2, right? Looking at the inventory student interviews, qualitative data. And as everyone knows, there's lots of different data sources that the do uses. So it's not a 1 size fits all you're looking at multiple measures.

224

00:46:11.760 --> 00:46:30.330

William Doyle: You're also then taking your team through the process of analyzing the data, looking for those gaps in instruction, looking for those in inequalities in resources and opportunities, looking for those gaps identifying the root causes and then coming up with the overall goal for those groups.

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00:46:32.150 --> 00:46:34.299

William Doyle: Any questions on that.

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00:46:36.220 --> 00:46:47.530

William Doyle: So then, lastly, I'm gonna round it out with we're encouraging all folks, all dlts slts parent members teachers

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00:46:47.530 --> 00:47:11.310

William Doyle: to join us on Saturday, the 26, th we'll be at the Manhattan Center for Science and Math at 280 Pleasant Avenue. The focus of this particular conference is going to be on the mission to ensure that each student graduates on a path of a rewarding career and long-term economic

228

00:47:11.695 --> 00:47:15.554

William Doyle: security. There's going to be a variety of different

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00:47:16.490 --> 00:47:42.889

William Doyle: workshops that you can attend, and so right so make sure that you click that button there to register and the last page I have here is really just showing the high level timeline for the Cep development. And you'll see right now, right April and May. Schools should be developing their preliminary goals and action plans, and then in May and June

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00:47:43.050 --> 00:48:01.739

William Doyle: Central will release the school-based budgets for 2526. That's always an exciting time for schools, and then, lastly, by June 27, th all schools should have their cep, including all those other documents completed and ready for approval.

231

00:48:01.740 --> 00:48:15.430

William Doyle: So you can see that it's a very quick timeline, a very quick turnaround for the last couple of months of the year, when schools are really trying to wrap up the end of the year, having graduation ceremonies and everything else.

232

00:48:15.836 --> 00:48:26.140

William Doyle: But that that kind of rounds it out for me. I'm going to stop sharing, and just see if anyone has any questions or comments.

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00:48:29.410 --> 00:48:32.690

William Doyle: All right, I'm going to turn it back over to Superintendent.

234

00:48:35.215 --> 00:48:36.490

Kelly McGuire: Thanks, Bill, and.

235  
00:48:36.490 --> 00:48:37.040  
William Doyle: Welcome!

236  
00:48:37.450 --> 00:48:38.905  
Kelly McGuire: Yeah, thanks. I

237  
00:48:39.510 --> 00:48:49.553  
Kelly McGuire: just as we're wrapping up here. I just wanna see if anybody would like to share any announcements. Actually, Lolita, this is your 1st DI team meeting, and I should have started with this. But

238  
00:48:49.960 --> 00:48:54.180  
Kelly McGuire: Do you mind just introducing yourself to the team here?

239  
00:48:54.760 --> 00:49:10.230  
Lalita Kovvuri: Yeah, thank you. Good morning. Everyone. I have joined Kelly and team at District 2. Working alongside Tina. It's been a week since I

240  
00:49:10.290 --> 00:49:27.030  
Lalita Kovvuri: a completely like started work. I'm really excited to be part of this team looking forward to learning and growing. There's a lot of exciting things that I've heard that are going in the district that I'm really like.

241  
00:49:27.280 --> 00:49:36.449  
Lalita Kovvuri: you know, wanting to be part of. So yeah, thank you so much for having me here, and I look forward to working with each one of you.

242  
00:49:37.713 --> 00:49:40.640  
Lalita Kovvuri: Kelly. Maybe I can do the announcements. I don't know if this.

243  
00:49:40.640 --> 00:49:42.559  
Kelly McGuire: Sure. Yeah, great. As long as you got.

244  
00:49:43.527 --> 00:49:46.429

Lalita Kovvuri: Yeah, So

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00:49:46.650 --> 00:49:53.125

Lalita Kovvuri: we have a few things going coming up this week. Tina and I have been

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00:49:53.990 --> 00:49:56.486

Lalita Kovvuri: kind of working on

247

00:49:57.770 --> 00:50:20.729

Lalita Kovvuri: She has been working with the Morningside Center on bringing a parent workshop for our district families. The 1st one is going to be on the 23, rd and the topic would be balancing the joys and stressors of caregiving. And we have another one that's offered by Morningside Center on May 28th

248

00:50:20.730 --> 00:50:28.700

Lalita Kovvuri: the topic would be exploring the range of emotions in caregiving. So we're going to be sending that

249

00:50:28.700 --> 00:50:43.169

Lalita Kovvuri: information out to families for parent coordinators to share. We have secured language, interpretation, and getting the flyers translated in Spanish and Mandarin, and we also have

250

00:50:43.310 --> 00:50:44.920

Lalita Kovvuri: Asl

251

00:50:45.860 --> 00:50:54.980

Lalita Kovvuri: services, provided we have 2 new parent coordinators that started in the district. One of them is at our

252

00:50:56.283 --> 00:51:02.920

Lalita Kovvuri: assign language school. I don't know the number yet, so he's.

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00:51:02.920 --> 00:51:04.610

Kelly McGuire: No problem. You'll get it sooner.

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00:51:04.610 --> 00:51:13.869

Lalita Kovvuri: He was part of our parent coordinator meeting that we had. So that's exciting. We are also

255

00:51:14.530 --> 00:51:29.462

Lalita Kovvuri: hoping to start parent Coordinator office hours once a month apart from the parent coordinator meetings. So our 1st one is going to be this Friday, coming up on the 25th at 10 Am. It's going to be a learning space where

256

00:51:30.600 --> 00:51:43.910

Lalita Kovvuri: we're hoping to learn from each other, and the topic for Friday would be Microsoft teams how we can all be on teams and kind of start a channel. So that's gonna that's something that we're working on.

257

00:51:45.560 --> 00:51:50.549

Lalita Kovvuri: Yeah, as far as Tina and I, that that's what we're gonna be doing this week.

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00:51:53.050 --> 00:51:55.100

Kelly McGuire: Thanks, Lolita, I appreciate it. Yeah.

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00:51:57.330 --> 00:52:01.650

Kelly McGuire: Craig Caitlin, was there anything that you would like to share from parents? Perspective.

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00:52:03.900 --> 00:52:05.300

Craig Slutkin: Alan, you can go first.st

261

00:52:05.720 --> 00:52:30.999

Caitlin Canfield: Okay? Nothing, nothing too crazy on my on our end with the Presence Council. The biggest thing that we have right was the tech candidate forum. So that was a big part of our week right before break and otherwise, I think you know, all the Pta's are getting ready for Pta elections. And so

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00:52:31.140 --> 00:52:33.759

Caitlin Canfield: that's been our big topic of conversation.

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00:52:37.470 --> 00:53:00.621

Craig Slutzkin: Kelly, I just want to thank you again for the school spotlights. We had the one this month downtown. It was. It was great. It was great to see Randy. I saw, you know. We talked a little bit, so thank you. I think that was a great idea, and I highly encourage you to do the same next year with some new schools as a reminder. The Cec. Election start, I think. Friday. I think it's the end of the week.

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00:53:01.690 --> 00:53:06.190

Craig Slutzkin: What I would encourage folks when they speak to parents we've

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00:53:06.340 --> 00:53:19.739

Craig Slutzkin: this is obviously, especially in District 2 with contentious election. There have been a lot of controversies. What I would implore all parents, all families, to do is

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00:53:19.910 --> 00:53:24.469

Craig Slutzkin: not involve kids in the contentious acts.

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00:53:25.053 --> 00:53:33.329

Craig Slutzkin: There have been instances where, indirectly, kids are getting put into the middle of some of this stuff.

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00:53:33.824 --> 00:53:38.829

Craig Slutzkin: And that does not help any of our children. It's actually to the detriment of our children.

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00:53:38.890 --> 00:53:55.359

Craig Slutzkin: So I would encourage everybody when they speak to parents and speak to families about the the elections, about the issues surrounding the elections, not to create potential areas where children will get bullied about parents positions

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00:53:55.400 --> 00:54:09.160

Craig Slutzkin: or perceived precision positions. It is just not a good look, and it's not fair to our children, so I just would highly encourage parents to all of us to encourage parents to just be mindful of that.

271

00:54:12.930 --> 00:54:14.110

Kelly McGuire: Thanks for that, Craig.

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00:54:16.690 --> 00:54:19.960

Kelly McGuire: Pamela, would you like to share any updates.

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00:54:20.910 --> 00:54:38.219

Pamela Rodriguez DC37 Union Representative: Yes, I would like to share some updates. Good morning, everybody. Good morning, team. I just wanted to welcome Lalida. She's the new family leadership coordinator for the district. Well, welcome. And just to introduce myself, I'm the DC. 37 Union Representative, and I do represent your title

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00:54:38.350 --> 00:55:05.800

Pamela Rodriguez DC37 Union Representative: so definitely. We will meet in person. I would come, and, you know, just go over the information with you and the Union benefits, and I will give you my contact number. I'll put that in the chat as well. So welcome. Nice to meet you. So updates that we have. We have, which is the school food hiring halls which is coming up this Saturday on April 26, th and it's going to be at the Clinton School.

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00:55:06.324 --> 00:55:26.419

Pamela Rodriguez DC37 Union Representative: So I do have the flyer. I will share the flyer out to the team so you can share it with your community. You know it's going to be again. People have registered to come in school foods. Who's going to be applying? They're going to be interviewing

276

00:55:26.630 --> 00:55:51.769

Pamela Rodriguez DC37 Union Representative: at the spot, and they could be hiring at the spot, too, because, you know, also, we are short of school food employees in the district district 2. So we're hoping to get a good outcome on that also, we have an upcoming new member. Orientation, which is on May 15, th is going to be at the 3 3 7th Avenue DOE building.

277

00:55:51.770 --> 00:56:04.519

Pamela Rodriguez DC37 Union Representative: where we're going to meet with all the titles of the new hires. So we're going to have a presentation, you know, just to let you know on the last new member orientation. We had a good outcome with that.

278

00:56:04.520 --> 00:56:27.400

Pamela Rodriguez DC37 Union Representative: So a lot of the, you know, new hires were very pleased with the information that was provided to them. I'm still continuing conducting site meetings where I have been in contact with the principals as well with the parent coordinators, informing them that I will be visiting the site just to meet with the members. Provide them information

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00:56:27.400 --> 00:56:34.899

Pamela Rodriguez DC37 Union Representative: and you know, for any questions they may have. So we're still in in that process of conducting site meetings.

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00:56:35.462 --> 00:56:38.729

Pamela Rodriguez DC37 Union Representative: And I think that's the end of my report.

281

00:56:41.530 --> 00:56:42.470

Kelly McGuire: Thanks, Pamela.

282

00:56:44.258 --> 00:56:46.810

Kelly McGuire: Jessica, would you like to share any updates.

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00:56:46.810 --> 00:56:58.404

Jessica Harvey: Sure couple of things. One is we had a lively rally regarding

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00:57:00.080 --> 00:57:09.879

Jessica Harvey: paraprofessional respect and and paraprofessional pay and working on getting a

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00:57:10.010 --> 00:57:18.380

Jessica Harvey: another source of income, basically through working with city council similar to the

286

00:57:18.530 --> 00:57:37.589

Jessica Harvey: similar to the teachers, choice funding situation, but not exactly like that. So we we held that that's at the city level at the state level. We are working hard on the fixed tier. 6

287

00:57:38.030 --> 00:57:54.037

Jessica Harvey: movement to try to fix the the Trs. The tier. 6. Negotiations for for retirement and pension for tier 6 members

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00:57:55.630 --> 00:58:03.290

Jessica Harvey: and that could actually, very radically affect teacher retention.

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00:58:04.252 --> 00:58:31.290

Jessica Harvey: So that's something that we really need to keep working on and keep our eye on. And to that extent there will be a rally on May 6th to help fix Tier 6, and I invite all of you to come out and join, and I'll send a little poster about it to you guys as soon as I have it. But if you would like to come out in March to fix Tier 6 and save the date.

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00:58:31.510 --> 00:58:35.683

Jessica Harvey: that would be great. And then

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00:58:36.570 --> 00:58:42.420

Jessica Harvey: we are just getting into the season of doing

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00:58:45.160 --> 00:58:56.979

Jessica Harvey: sbos, which are school-based options. These are the sort of mini contracts that schools make within a school that can

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00:58:57.350 --> 00:59:15.749

Jessica Harvey: can override in certain instances the DOE uft contract, or can act as an addendum to the uft DOE contract, and in some districts there aren't many Sbos, but in our district

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00:59:15.750 --> 00:59:31.230

Jessica Harvey: there tend to be many school-based options that are put through. So we'll see how that goes this year. I'm trying to encourage people to work within the contract itself

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00:59:31.270 --> 00:59:48.020

Jessica Harvey: as opposed to trying to radically change a lot of things in the contract. But we'll see. Yeah, you know, each school has has its right, has the right to do this. So it's coming up into that season, and that involves a lot of

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00:59:48.100 --> 01:00:02.049

Jessica Harvey: paperwork for the administrators as well as the chapter leaders, because straw polls need to be taken and votes need to be taken of the entire

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01:00:02.340 --> 01:00:21.190

Jessica Harvey: school worker population to make that work the uft population. And then, finally, we are coming up on an election ourselves. The leadership of the uft is being reelected

298

01:00:21.860 --> 01:00:26.580

Jessica Harvey: this coming this coming year, and so that will start in May.

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01:00:27.850 --> 01:00:38.599

Jessica Harvey: And when I say, being reelected, what I mean is, it's part of the process. I'm not saying that the current leadership is necessarily being reelected. That's not what I mean.

300

01:00:38.770 --> 01:00:40.400

Jessica Harvey: You get it all right.

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01:00:40.400 --> 01:00:40.990

Kelly McGuire: Get it. We get it.

302

01:00:40.990 --> 01:00:41.819

Craig Slutkin: Up for election.

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01:00:43.055 --> 01:00:43.760

Craig Slutkin: Yeah.

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01:00:45.470 --> 01:00:46.369

Kelly McGuire: Thanks. Jessica.

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01:00:46.610 --> 01:00:47.300

Jessica Harvey: Thank you.

306

01:00:47.570 --> 01:00:49.309

Kelly McGuire: Randy, would you like to share any updates.

307

01:00:50.030 --> 01:01:01.980

Renny Fong: No, just grateful for all of you always coming together. Yeah. As Craig said, it was great to have a visit at 1, 24. And yeah, it's always good to have everyone like why we do what we do.

308

01:01:01.980 --> 01:01:24.299

Renny Fong: and having all the support of the unions. Thanks, Pamela for encouraging us to invite DC. 37 to the Slt. So that was really good to bring in our school aides for that. So appreciating you for encouraging that, because it was always optional, and we just didn't do it at a tradition. But that's like, Why not right? And she enjoyed it so thank you for all your support

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01:01:24.360 --> 01:01:28.140

Renny Fong: and uft. Yeah, we're, I hear

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01:01:28.170 --> 01:01:52.890

Renny Fong: we need to hire over 3,000 teachers. So yeah, it's going to be a lot of changes once again, and just appreciating everyone's support. As Kelly said, it's great to be in D 2, because that open market is happening, too. And so yeah, it's an attractive district. So I'm I'm sure there's going to be a lot of already. Emails are coming our way. Like, Do you have a job for me. So yeah, that that's always good. But

311

01:01:52.890 --> 01:02:02.469

Renny Fong: it's also a lot to go through. So just thanking all of you. Thank you. Welcome, Lolita. And yeah, you're in a great district and welcome to the family.

312

01:02:05.000 --> 01:02:05.870

Kelly McGuire: Thanks, Ernie.

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01:02:06.930 --> 01:02:16.819

Kelly McGuire: Thanks everybody for staying on a little bit more. I actually have to go. There's some announcement happening regarding Nyc. Reads, Nyc. Solves.

314

01:02:16.990 --> 01:02:20.740

Renny Fong: Oh, and testing starts tomorrow. So good luck to all our students. Oh, yeah.

315

01:02:20.740 --> 01:02:23.321

Kelly McGuire: Well, I don't think that hopefully, that's not the announcement.

316

01:02:24.330 --> 01:02:37.709

Kelly McGuire: I'm going to a site in Brooklyn for some type of press conference about the next phase, so I don't know what it is, but I know I'm supposed to be there, so hopefully we'll have something to celebrate.

317

01:02:38.110 --> 01:02:45.776

Craig Slutkin: Hopefully. They're not giving you a whole new system and wouldn't. Wisdom is out, and you have to start all over from scratch for your for your sanity.

318

01:02:46.658 --> 01:02:55.171

Kelly McGuire: Yep, may be exercising those, whatever tier I'm in options. They did that

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01:02:57.230 --> 01:03:10.459

Kelly McGuire: all right. Thank you so much. Our next meeting is on may 19.th Thanks so much, everybody. And thanks also, just for your questions and contributions. It's we're better together, for sure. So talk to you all soon.

320

01:03:11.310 --> 01:03:27.709

Jessica Harvey: Thank you so much. I just wanted to bring up something super quick that I realized in terms of hiring in District 2. We are, it is more expensive to teach in District 2. If you are

321

01:03:27.810 --> 01:03:44.240

Jessica Harvey: a person who commutes into the city because of the because of the new rule that was put in recently the new law about driving in the congested zone the.

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01:03:44.240 --> 01:03:45.570

Renny Fong: Undestion. Pricing. Yeah.

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01:03:45.570 --> 01:03:52.940

Jessica Harvey: Yeah, the congestion pricing thing. And so right now, the State has decided not to pay any attention to the

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01:03:53.870 --> 01:04:04.460

Jessica Harvey: ruling about the congestion pricing, and I have very mixed feelings about it myself, but I just wanted to bring it up so that people had it in their minds when they were

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01:04:04.590 --> 01:04:06.340

Jessica Harvey: thinking about that issue.

326

01:04:07.280 --> 01:04:07.850

Kelly McGuire: Yeah.

327

01:04:08.140 --> 01:04:20.680

Craig Slutkin: Don't say that, because people will only then want to teach in the Upper East Side schools, so you know, don't. Don't bring that up as someone from a downtown school. As you are, too, I think so.

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01:04:20.680 --> 01:04:22.419

Jessica Harvey: Yeah, exactly.

329

01:04:25.340 --> 01:04:28.660

Kelly McGuire: Alright! Thanks so much. Everybody have a have a great week.

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01:04:29.450 --> 01:04:31.070

Pamela Rodriguez DC37 Union Representative: Have a good one. Everybody.

331

01:04:31.070 --> 01:04:32.337

Jessica Harvey: Goodbye. Thank you.