

WEBVTT

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00:00:00.000 --> 00:00:00.670

Great.

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00:00:01.000 --> 00:00:01.890

Pamela Rodriguez: Okay.

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00:00:02.710 --> 00:00:10.990

Kelly McGuire: Okay, so welcome to our dlt. And we're gonna start with reports. Thanks Pamela Rodriguez for starting this off.

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00:00:11.590 --> 00:00:27.670

Pamela Rodriguez: Yes, good morning, everybody. Hope everyone had a wonderful weekend. You know, start of the week. I know everything is happening so quickly. But you know. So I just wanted to report. I just have one thing to report. We're held in DC. 37

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00:00:27.850 --> 00:00:32.150

Pamela Rodriguez: is held conducting a new member orientation

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00:00:32.220 --> 00:00:34.430

Pamela Rodriguez: for all the new hires.

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00:00:34.690 --> 00:00:36.770

Pamela Rodriguez: On November 7.th

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00:00:37.420 --> 00:00:41.280

Pamela Rodriguez: All of the reps will be holding in each forum.

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00:00:41.804 --> 00:00:55.140

Pamela Rodriguez: I will be conducting it on the 7th November 7, th in the 3 3 7th Avenue. I have contacted Hr. Miss Rivera Judith, and I'm so glad that she did find a space

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00:00:55.488 --> 00:01:00.559

Pamela Rodriguez: we wanted the large conference room, but unfortunately said it wasn't available for the 7, th

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00:01:00.570 --> 00:01:05.090

Pamela Rodriguez: so she did offer the small conference room, and it has been confirmed.

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00:01:05.674 --> 00:01:18.415

Pamela Rodriguez: So we're gonna be sending out flyers. We're gonna send out a flyer to hr Miss Rivera, so she can send it out to all the new hires employees that have been hired.

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00:01:18.770 --> 00:01:39.611

Pamela Rodriguez: we have done this before last year, and I believe we did have someone from the retirement system. We also had someone from Hr. That came on as well, and they did their presentation. But now, since the birds would not be joining us, because now we heard that it had been

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00:01:40.773 --> 00:01:42.439

Pamela Rodriguez: I'm sorry on the phone

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00:01:43.250 --> 00:01:44.050

Pamela Rodriguez: electronic.

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00:01:44.170 --> 00:01:47.510

Pamela Rodriguez: Everyone is electronically, automatically

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00:01:47.590 --> 00:02:02.240

Pamela Rodriguez: involved in the retirement system. So we're just going to be providing Union information to them, signing up into the Union as well. And if they have any questions, that's you know, they can ask questions as well.

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00:02:02.480 --> 00:02:09.729

Pamela Rodriguez: Also another thing, all as reps are conducting site meetings. We are reaching out to the principals.

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00:02:09.770 --> 00:02:14.540

Pamela Rodriguez: setting up a date where we could come in and move with all DC. 37. Staff

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00:02:14.740 --> 00:02:19.969

Pamela Rodriguez: at their sites as well. So that's that's happening now.

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00:02:21.410 --> 00:02:37.120

Pamela Rodriguez: And also, if I may. We are office of school food, nutrition, I mean services. They are hiring for school, lunch helpers, senior school lunch helpers. So we are conducting hiring calls.

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00:02:37.628 --> 00:02:49.109

Pamela Rodriguez: So I can share the flyers with everyone. So you know, if if they can share it within the community. Anyone who's interested in, you know, seeking an employment because we are

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00:02:49.527 --> 00:02:54.809

Pamela Rodriguez: short staff in school food. So I will be sharing that flyer as well

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00:02:54.830 --> 00:02:56.899

Pamela Rodriguez: who all the constituents

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00:02:57.436 --> 00:03:12.470

Pamela Rodriguez: stakeholders. I'm sorry, and it would be great if you could just share with the community, and you know they they all in the hiring halls they are interviewing on the spot, and they are even hiring as well. So

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00:03:13.040 --> 00:03:14.140

Pamela Rodriguez: yes.

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00:03:14.770 --> 00:03:16.630

Pamela Rodriguez: so that's my end of the report.

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00:03:16.630 --> 00:03:18.790

Kelly McGuire: Awesome. Thank you so much, Pamela. I appreciate it.

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00:03:18.790 --> 00:03:19.723

Pamela Rodriguez: Thank you.

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00:03:21.240 --> 00:03:22.380

Kelly McGuire: Craig, do you wanna go next.

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00:03:22.380 --> 00:03:47.999

Craig Slutzkin: Yeah. So we had a Cec meeting last week. I'm losing track of my weeks. We had a Cec meeting last week 2 things I just wanted to bring up just going back to the office of food and nutrition. They did a wonderful presentation, talking about what they do and and how they do it. If anybody's interested their presentation, we put their presentation on our website. Www, dot cecd. 2.

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00:03:48.000 --> 00:04:04.630

Craig Slutzkin: There's present. I can also put it in the chat. If people are interested, very interesting in terms of their delivery of services,

and and how they are trying to get to a nutritious meal for breakfast and lunch for students.

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00:04:04.640 --> 00:04:31.140

Craig Slutzkin: And of course the city actually the other thing that we are working on. And then we talked about it briefly at this Cec. Meeting is wit and wisdom which Mr. McGuire might be talking about a little bit more in his report. One thing that we have gotten some feedback on is as schools are starting to implement it in earnest this year. There's a lot of misconceptions. Some parents don't. Truly, some families don't truly understand what the goal is, or how it's going through. Some

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00:04:31.560 --> 00:04:56.410

Craig Slutzkin: families have feedback already, which is actually great. Good feedback is always helpful. So what we're going to do on a district wide level. And we're working with Mr. Superintendent McGuire's literacy team is we're going to have some workshops that all parents can tune into. Ask questions, give feedback, hear from the literacy team, and maybe some some of the teachers and principals that have implemented it already.

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00:04:56.733 --> 00:05:13.860

Craig Slutzkin: We're going to be sending out. And thank you, Mr. McGuire, for this. We're going to be sending out later today a questionnaire that anybody in the district can fill out in preparation for those sessions, seeing what people's concerns are, what questions they are. So this way the presentation can be

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00:05:13.890 --> 00:05:41.559

Craig Slutzkin: better prepared. It's very important wit and wisdom, I mean. My son has been going through wit and wisdom. Last year he was in one of the classes in one of the schools where it was piloted for I think the whole year, and I actually thought it was really good. And and I think that plus foundations was, I think, a good combination of literacy and phonics, and I think most of the parents in my school were relatively happy with it. But I will say

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00:05:41.560 --> 00:06:01.689

Craig Slutzkin: the principal and the teaching staff did a really good job of explaining along the way what they were trying to accomplish and how they were trying to accomplish it, and I think that messaging across the district would just be really helpful. So that's what we're working on with Superintendent McGuire's team. So look out for that.

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00:06:05.010 --> 00:06:06.554

Kelly McGuire: Thanks so much.

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00:06:07.660 --> 00:06:10.830

Kelly McGuire: Jung Min or Jessica. Would you like to go next? Jung? Min, yeah.

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00:06:11.000 --> 00:06:12.163

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Oh, sure I

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00:06:13.020 --> 00:06:33.079

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: So the Manhattan High Schools President's Council will be meeting next week on Monday or Tuesday night on the 28.th The 1st meeting was September 16, th where they held an expedited election to induct the secretary of the Manhattan High Schools President's council.

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00:06:33.667 --> 00:06:44.829

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Superintendent Beitelman, gave a talk. A presentation about and featured a few high schools and

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00:06:45.364 --> 00:07:04.565

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: along the lines of. So in the last month there have been college fairs at the Javid center. The big Apple college fair, and our. My high school also participated, brought kids from school during the school day and over the weekend as well, and invited

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00:07:04.950 --> 00:07:15.339

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: parents and teens to come to a college fair multiple college fairs, actually. But all around the end of September.

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00:07:15.340 --> 00:07:29.379

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: And you know the it's it's it's college applications, time, so early application, early decision or early action applications are due. November 1st around that time zone.

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00:07:29.670 --> 00:07:50.450

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: and, as well as you know, the regular decision applications are due. In early January my high school has started over the past 3 years integrated the use of naviance, which is a college and career readiness program.

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00:07:50.805 --> 00:08:03.944

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Because we're a new school to that program. We don't have a lot of historical data data to populate. you know where a kid, a specific kid would fall in the in the

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00:08:04.540 --> 00:08:32.889

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: in the admissions to a specific college, but it still gives that specific program, gives a clear sense of where you fall, based on your latest sat scores and your grades. So those kinds of programs. Naviance in particular is out there to inform parents of how their kid is doing in the college readiness arena something that I didn't know until

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00:08:32.940 --> 00:08:59.409

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: you know I became a parent, Richard Green, and we adopted naviance is that it also talks about careers and gives guidance to kids about the kinds of careers they're considering. So that's a big innovation, I guess, for the school to adopt that. And in our school that is available from 9th grade. It's not just at 11th grade at lab. It was only available

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00:08:59.803 --> 00:09:14.356

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: the the spring of junior year, which was like really kind of late to adjust to to to get the full understanding of the capabilities of something like naviance. So also, our school has been

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00:09:14.950 --> 00:09:41.199

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: you know, from a school that had lower participation of ap courses. Now it has a lot of participation, and the kids are scoring. Well, it is like named now, like a silver medal school on the Ap. In the Ap. Tests, and I think that has enabled the school to have, like an increasingly good reputation. So it was a school.

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00:09:41.290 --> 00:09:47.189

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: I know that this word has meaning for the DOE, you know, Staff.

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00:09:47.200 --> 00:10:09.720

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: but it was I wouldn't say. I don't know if it's officially under enrolled. It used to be a lower enrollment school, and now it has over the past 3 years. I've seen it from being 60 kids per class to over 100 to 120 kids per grade. And there are hundreds of kids on the waiting list.

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00:10:09.720 --> 00:10:21.980

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: So this is a school where that transformation of motivated parents joining the enrollment fiasco that happened a few years ago

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00:10:22.010 --> 00:10:31.000

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: at the High school level. Kind of placed us in an unknown school, and through the efforts of working together with school staff.

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00:10:31.380 --> 00:10:36.849

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: you know, for me as a parent, bringing my son into an unknown school, and really working with

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00:10:36.860 --> 00:11:05.570

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: the Administration to get it to meet our academic needs needs of all sorts, social, emotional, academic. It was always a safe school, so it has really transformed itself from a school that people did not want to attend to one. There's now hundreds of people on the waiting list, and Principal Joan Weaver also has hundreds of people attending the tours.

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00:11:05.610 --> 00:11:08.010

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: So this kind of

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00:11:08.090 --> 00:11:36.280

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: you know I feel like super proud of that. And I hear very positive reviews from 9th grade. Parents who feel so grateful to have found a school that is smaller where their kids get a solid education. They don't need to be part of like a giant school, and like super stressed about. I mean now, now it has a waiting list. So I guess you still are a little bit stressed. But if you know, I kind of feel like if you take the point of view of

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00:11:36.280 --> 00:12:04.639

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: you know you can be the change you want to see and bring your kid into a situation and work with the Administration to have it meet your needs. I think this is a force of like how a PA or a motivated small group can bring change to create something that wasn't there before. So I feel really good. Having seen that whole timeline of like 3 and a half years. Now almost 4 years.

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00:12:04.710 --> 00:12:08.160

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: that transformation happened for my child.

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00:12:08.160 --> 00:12:09.180

Kelly McGuire: Yeah, for sure.

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00:12:10.306 --> 00:12:19.103

Kelly McGuire: Welcome, Bill. Thanks for joining. We did start at 8 30 today we weren't able to accommodate any scheduling changes, but

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00:12:19.470 --> 00:12:20.839

Wdoyle: I apologize for that.

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00:12:20.840 --> 00:12:29.730

Kelly McGuire: No, it's okay. We did just like flip things that we had a little bit of a crescendo into the morning as well, but we did just kind of turn the

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00:12:30.110 --> 00:12:34.739

Kelly McGuire: bottom port. The the reports from various groups. Put those at the top.

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00:12:35.070 --> 00:12:35.610

Wdoyle: Sure.

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00:12:35.610 --> 00:12:36.550

Kelly McGuire: And then

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00:12:37.090 --> 00:12:41.740

Kelly McGuire: But yeah, so it's we're up to Jessica Harvey, Jessica.

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00:12:43.990 --> 00:12:45.079

Wdoyle: What was that last part.

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00:12:46.790 --> 00:12:50.289

Kelly McGuire: Oh, I was asking Jessica if she would like to share.

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00:12:50.290 --> 00:12:51.000

jessica harvey: Hi.

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00:12:51.000 --> 00:12:51.919

Kelly McGuire: Okay, is that.

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00:12:51.920 --> 00:12:53.970

jessica harvey: Is this working? Are you able to hear me now.

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00:12:54.100 --> 00:12:55.080

Kelly McGuire: We can hear you. Yep.

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00:12:55.080 --> 00:13:03.503

jessica harvey: Okay, great it somehow. When I put the microphone on, it stops the video. So my apologies,

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00:13:04.560 --> 00:13:09.570

jessica harvey: I wanted to just report out that we had a wonderful

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00:13:10.569 --> 00:13:17.019

jessica harvey: chapter leader training this weekend of all of the new chapter leaders in the city.

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00:13:17.550 --> 00:13:22.960

jessica harvey: and it it's a 2 day program. That's very intensive.

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00:13:22.980 --> 00:13:31.929

jessica harvey: And so our newer chapter leaders are getting up to speed very quickly. And while that was going on we also

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00:13:32.050 --> 00:13:35.700

jessica harvey: were a major presence in the

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00:13:36.520 --> 00:13:43.990

jessica harvey: the walk for breast cancer awareness and so we've been. We had a whole contingent

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00:13:44.640 --> 00:13:49.550

jessica harvey: walking and raising money for for that this weekend

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00:13:50.232 --> 00:14:02.290

jessica harvey: and then upcoming, we have a tenure celebration within the district. So that's for all of the teachers who

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00:14:02.360 --> 00:14:07.340

jessica harvey: received tenure over the course of this past school year.

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00:14:07.972 --> 00:14:12.430

jessica harvey: So we're excited about that, and that's all I'd have to report. Thanks.

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00:14:13.150 --> 00:14:13.900

jessica harvey: sure.

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00:14:14.627 --> 00:14:15.910

Kelly McGuire: Thanks so much

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00:14:16.772 --> 00:14:20.757

Kelly McGuire: I was. Gonna just report a couple of things.

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00:14:21.780 --> 00:14:24.610

Kelly McGuire: I promise you, Craig, this is not the exact same

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00:14:24.660 --> 00:14:29.509

Kelly McGuire: report that I gave at Cec. But there are some themes that are kind of similar, so.

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00:14:29.510 --> 00:14:31.220

Craig Slutzkin: Was. I'm happy to listen to it again.

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00:14:31.220 --> 00:14:32.105

Kelly McGuire: Okay.

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00:14:33.140 --> 00:14:35.050

Kelly McGuire: I appreciate that. Or you might

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00:14:35.310 --> 00:14:47.998

Kelly McGuire: feel free to tune out during the boring parts, even though there are very few boring parts. Just a couple of things that I really want to highlight things that we're doing here in the district this year that we're really excited about.

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00:14:48.510 --> 00:15:13.649

Kelly McGuire: 1st of all, we do want to continue to make sure that everybody knows about the award winning schools that we have here in our district. Many schools have been named as Blue Ribbons, with an additional 5 this year, which is really exciting, and then one of our principals, Nico Victorino, from Ps. 150 received an award, the Terrell Bell

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00:15:13.650 --> 00:15:28.749

Kelly McGuire: award for outstanding leadership that's awarded just to 5 blue ribbon winners across the country, and there were several 100. So a

huge congratulations to these schools, and to Principal Victorino from Ps. 150.

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00:15:29.090 --> 00:15:55.440

Kelly McGuire: We also are continuing to work on our spotlight visits. So all of you are invited to our spotlight visits. The next one is coming up on November 6, th at Baruch Middle School, 8, 30 to 1030. A real shout out to Tina and the team that she's working with to coordinate these spotlight visits. The last one that we had was at midtown West Ps. 212

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00:15:55.782 --> 00:15:58.607

Kelly McGuire: and I added a few extra photos here just because

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00:15:59.060 --> 00:16:06.307

Kelly McGuire: these are some nice ones, and that there's there was some permission from families to use these photos.

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00:16:06.900 --> 00:16:15.847

Kelly McGuire: Ps, one, Ps. 2, 12. Highlighted a couple of different things. They highlighted the work they do around parent engagement. As well as

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00:16:16.740 --> 00:16:43.159

Kelly McGuire: something they call wind time. What I need now, time, which is basically a differentiated look at how it is that they're meeting the needs of various students, regardless of where it is that they're entering the world of literacy either as proficient readers or as students who are still building their literacy skills. They're working on a program schedule to meet their needs.

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00:16:43.594 --> 00:16:48.760

Kelly McGuire: The 1st area of engagement was our 1st area of focus was around parent engagement.

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00:16:48.960 --> 00:17:01.149

Kelly McGuire: and just a couple of really special things that they do is that they have worked it out with school safety and their staff, so that parents come, can come in and join their kids for breakfast in the mornings if they would like to.

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00:17:01.150 --> 00:17:19.030

Kelly McGuire: And then they also have a mentor program that families get the opportunity to participate. New families are paired with existing families as a in a mentorship, so that those new families know how to navigate all the different work that 212 is doing.

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00:17:19.849 --> 00:17:38.299

Kelly McGuire: This is just a quick picture of what their what I need now time is, as you can see, all these different little boxes represent different groups of kids who are strategically programmed so that they are in groups where they are getting the literacy skills that match what they need.

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00:17:39.490 --> 00:17:57.770

Kelly McGuire: Also a real shout out to Ps. 3 that was welcomed to the Whitney Museum in partnership with an exhibit they are doing there with Alvin Ailey. It was a really fantastic visit to the Whitney Museum to see kids who are working alongside

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00:17:57.950 --> 00:18:02.410

Kelly McGuire: Ailey educators. And they just in a

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00:18:02.670 --> 00:18:17.240

Kelly McGuire: did a really marvelous and really joyful workshop with them, in which they were making up their own dances and sharing their own work. It's always just great to see kids expressing themselves through arts.

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00:18:17.880 --> 00:18:39.579

Kelly McGuire: We also have another award. Our Salk school of science has been named The Realm Award Winner, which is for a school-based literary magazine, and students and staff from Salk are traveling to the Nctm. National Council of Teachers of English

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00:18:39.810 --> 00:18:43.960

Kelly McGuire: Conference later on this year to receive this award.

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00:18:44.900 --> 00:18:53.820

Kelly McGuire: This is a bit of what cec, President Craig Slutskin was mentioning earlier. In regard to how it is that we are trying to

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00:18:54.070 --> 00:18:58.270

Kelly McGuire: build supports and understanding knowledge, communicate

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00:18:58.300 --> 00:19:02.659

Kelly McGuire: all kinds of things to families around our new witten. Wisdom. Curriculum.

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00:19:03.207 --> 00:19:20.312

Kelly McGuire: There's a few things that I think are really helpful here, including this detailed module tip sheet that gives parents an opportunity to look through and see what topics kids are covering, what materials and texts they're covering throughout a module.

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00:19:20.900 --> 00:19:32.550

Kelly McGuire: We also have a couple of videos that the district produced both to help kids learn. I'm sorry to help families learn about the shifts in literacy practice, so that they

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00:19:32.560 --> 00:19:34.850

Kelly McGuire: are aligned with the science of reading

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00:19:35.594 --> 00:19:42.350

Kelly McGuire: and to help families orient around the different ways that

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00:19:43.065 --> 00:19:46.109

Kelly McGuire: the wit and wisdom. Curriculum is structured.

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00:19:46.662 --> 00:19:56.087

Kelly McGuire: As Craig mentioned, we have a questionnaire that is going to go live today, for families so that they can submit their questions,

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00:19:56.700 --> 00:20:09.400

Kelly McGuire: online. And then we are looking to be responsive rather than just guess what families might be interested in learning about. We want to make sure that we're being responsive. And so this

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00:20:10.075 --> 00:20:17.119

Kelly McGuire: questionnaire will be posted both on the Cec website and on the district website. And then we'll design workshops around that

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00:20:17.900 --> 00:20:25.681

Kelly McGuire: one thing that I didn't mention this is new information, Craig. At this. Is that as a part of the

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00:20:26.390 --> 00:20:44.550

Kelly McGuire: Nyc reads process. I don't expect people to be able to read this, but what we are doing is that we are conducting short walkthroughs across every single school in District 2 which started October 15, th and will run until November 15.th

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00:20:45.590 --> 00:20:46.270

Kelly McGuire: The

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00:20:46.400 --> 00:20:50.769

Kelly McGuire: Literacy team members, myself and the deputy superintendents

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00:20:51.416 --> 00:20:55.789

Kelly McGuire: are visiting every single school not as a group, necessarily, but in pairs.

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00:20:55.820 --> 00:21:00.320

Kelly McGuire: to visit 2 classrooms per grade level in every single school.

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00:21:00.953 --> 00:21:07.000

Kelly McGuire: What we're going to do is that we are going to utilize an implementation tool

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00:21:07.220 --> 00:21:11.859

Kelly McGuire: just to get a snapshot and a picture of how things are going in each school.

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00:21:12.582 --> 00:21:16.510

Kelly McGuire: The this tool is. This is the it's 2 pages.

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00:21:17.305 --> 00:21:29.679

Kelly McGuire: The tool covers a bunch of different areas of focus, including where schools are at or where the classroom is at in regard to keeping pace

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00:21:30.070 --> 00:21:40.003

Kelly McGuire: with the module implementation. But then there are other items that are more curriculum, agnostic our teachers utilizing

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00:21:40.830 --> 00:21:47.539

Kelly McGuire: work that is specifically focused on helping them to engage in direct instruction of content?

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00:21:47.550 --> 00:22:02.890

Kelly McGuire: Are there opportunities for kids to provide feedback to teachers on how they're doing? Is there opportunities for teachers to provide feedback to kids regarding how they're doing. Are there foundational literacy components?

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00:22:03.547 --> 00:22:13.570

Kelly McGuire: That are ex that exist in not necessarily the wit and wisdom block. But in the literacy block in general, in the school

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00:22:14.096 --> 00:22:20.443

Kelly McGuire: and then there's also an implementation tool that is specifically geared toward our bilingual programs.

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00:22:21.230 --> 00:22:25.539

Kelly McGuire: All of these data are entered into a form.

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00:22:25.760 --> 00:22:52.674

Kelly McGuire: And then this doesn't look very attractive, I know. But you get the gist. This is just a photograph from a computer screen. So we'll get a heat map like this. Showing how things it is, how things are going in each school and in each classroom this is entirely non evaluative. No one is dinged for not doing the the work. What it really is.

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00:22:53.660 --> 00:23:02.769

Kelly McGuire: what the real purpose here is is for us to be able to target and direct support for schools, support for teachers.

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00:23:03.284 --> 00:23:08.179

Kelly McGuire: and understand how things are going with this implementation in general.

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00:23:08.380 --> 00:23:21.659

Kelly McGuire: So this is a picture of the heat map. We are being trained later this week in the use of a very similar tool for our math curriculum.

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00:23:21.860 --> 00:23:23.070

Kelly McGuire: We have been

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00:23:23.090 --> 00:23:47.650

Kelly McGuire: doing the math curriculum in our district for a year or 2, depending on which school you're at. But now this is the 1st year of this and of our Nyc solves initiative. And so our central team has worked with district teams to create a Nyc solves implementation tool that we're going to use across our middle schools between now and the beginning of December.

145

00:23:48.729 --> 00:24:05.039

Kelly McGuire: As I just mentioned, our Nyc. Solves work is continuing this year we have really done a very great job as a district, a real shout out to our teachers who have

146

00:24:05.090 --> 00:24:30.059

Kelly McGuire: slogged through the process of learning a new curriculum. I say Slog, because it is just a real challenge to learn a new curriculum, but they have done a fantastic job. I'm here at Ms. 1, 31. Today, with all of our 6th grade teachers in the district. They're engaging in some workshops and then some class visits across the school

147

00:24:30.070 --> 00:24:33.719

Kelly McGuire: to look at the implementation of illustrative math.

148

00:24:34.186 --> 00:24:43.879

Kelly McGuire: As you see here from some of these data, our students have done incredibly well, and that's a real tribute to the teachers who have been supporting them.

149

00:24:44.510 --> 00:24:55.680

Kelly McGuire: So we're continuing to work on our professional learning around Nyc solves and again beginning to engage in this work of using the implementation tool to get a snapshot of how things are going.

150

00:24:56.670 --> 00:25:17.770

Kelly McGuire: And then, finally, I just wanted to welcome our new Chancellor, Chancellor Villas Ramos. She's done a bunch of different things here in New York City schools. But I just wanted to highlight the work that she has done with District 2 specifically last year, and the year before, when our district was welcoming in

151

00:25:17.770 --> 00:25:28.759

Kelly McGuire: many, many new kids as a part of Project Open Arms, she and I spoke quite a bit, and I share this because I do think that she has

152

00:25:28.760 --> 00:25:51.430

Kelly McGuire: a really great understanding of our district, of our schools, and I will say that never felt micromanaged by her, always felt very much like she wanted to work in partnership, to be very pragmatic, and to solve problems on the ground that were important to schools and families.

153

00:25:51.670 --> 00:26:02.965

Kelly McGuire: And so, we welcome her to this new role and look forward to to working with her. And with that I will end my report.

154

00:26:03.930 --> 00:26:20.725

Kelly McGuire: I do. Wanna make sure that we continue on as I mentioned we're meeting with our Pta presidents right after this. But I did want to

155

00:26:21.850 --> 00:26:24.920

Kelly McGuire: go back to our agenda.

156

00:26:25.722 --> 00:26:27.027

Kelly McGuire: Which is

157

00:26:31.550 --> 00:26:38.848

Kelly McGuire: here. And I think, William, we're gonna get pretty close, or, Bill, we're gonna get pretty close to your portion here.

158

00:26:39.220 --> 00:26:41.839

Kelly McGuire: but we're kind of like

159

00:26:42.220 --> 00:27:03.000

Kelly McGuire: in this section here of bylaws where we looked at Bylaws during our last meeting. We weren't yet able to fully vote on those bylaws yet after today we should have a Pta President's Council President, so that will be exciting. We are awaiting also

160

00:27:03.663 --> 00:27:12.956

Kelly McGuire: the csa to appoint a csa representative also to our district.

161

00:27:13.630 --> 00:27:14.265

Kelly McGuire: but

162

00:27:16.110 --> 00:27:27.589

Kelly McGuire: in lieu of that Bill, do you suggest that we take a look at the bylaws again, or do we? Can we save that for our next meeting when we've got a full group.

163

00:27:29.333 --> 00:27:31.360

Wdoyle: I think we can wait until next time.

164

00:27:31.530 --> 00:27:32.740

Kelly McGuire: Okay. Yeah.

165

00:27:32.890 --> 00:27:34.010

Kelly McGuire: Alright. So.

166

00:27:34.010 --> 00:27:49.559

Wdoyle: It would. I mean, it's already in the in the agenda here. So the members on the team now, if they want, they can always click on that and access it to review. And you know, see if there's things that they would want to have more clarity on, or you know, update.

167

00:27:49.590 --> 00:28:07.050

Wdoyle: But as most people on the dlt know that these dlt bylaws are really coming from chancellors regulations, so there's not really a whole lot of variance or change that you can put in there. But it is the team. And there are things that that you could change.

168

00:28:07.850 --> 00:28:09.170

Wdoyle: Okay, great.

169

00:28:10.360 --> 00:28:21.270

jessica harvey: Before we move any further. Kelly, I just had a quick question about your report. I wanted to know how are the 2 classrooms chosen.

170

00:28:22.230 --> 00:28:25.539

jessica harvey: You're saying you're going to 2 classrooms in every school.

171

00:28:25.910 --> 00:28:29.170

jessica harvey: and then I also wanted to check

172

00:28:29.350 --> 00:28:36.640

jessica harvey: is the raw data that you collect then available directly to the principal for the school.

173

00:28:36.810 --> 00:28:42.150

jessica harvey: because you might not be using it for evaluative purposes, but they might.

174

00:28:42.410 --> 00:28:45.559

Kelly McGuire: Yeah, we are not providing the principles with that raw data.

175

00:28:45.600 --> 00:28:48.780

Kelly McGuire: What we are doing is that we have

176

00:28:48.860 --> 00:29:03.941

Kelly McGuire: created a a feedback tool. And basically, what we're doing is that we are citing 2 glows and 2 grows. And they're not specific to any one teacher. They are just specific to

177

00:29:04.390 --> 00:29:23.700

Kelly McGuire: taking that implementation tool. Looking at the results. And you know, generally highlighting places where the school is. Shown a lot of implementation and then highlighted a couple of places where the school could focus their implementation.

178

00:29:24.127 --> 00:29:36.512

Kelly McGuire: And we are Lisa Costentino, who is our uft teacher center teacher. She's doing these implementation visits in partnership with us. So we're happy to have her

179

00:29:37.300 --> 00:29:40.366

Kelly McGuire: alongside us as well. And

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00:29:41.290 --> 00:29:42.560

Kelly McGuire: the

181

00:29:42.947 --> 00:30:04.492

Kelly McGuire: yeah, the in terms of like the classrooms that we're observing. Generally the principal is figuring out which classrooms they are. Having us join, you know some of our schools. We have a couple of schools that are very small. So obviously, we're just gonna be able to observe, you know, like both classes per that grade level, but

182

00:30:05.450 --> 00:30:09.710

Kelly McGuire: in bigger, bigger schools, then the principal will decide which ones we're visiting.

183

00:30:10.690 --> 00:30:11.500

jessica harvey: Thank you.

184

00:30:11.680 --> 00:30:12.370

Kelly McGuire: Sure.

185

00:30:14.570 --> 00:30:21.250

Kelly McGuire: Bill. Well, I'll turn it over to you. Do you want to share your screen? I just made you co-host. I don't know if you want to

186

00:30:21.410 --> 00:30:22.869

Kelly McGuire: do that on your own, or I could.

187

00:30:22.870 --> 00:30:27.790

Wdoyle: I, yeah, I can do that as long as everyone can see.

188

00:30:27.980 --> 00:30:28.470

Kelly McGuire: Sure.

189

00:30:28.470 --> 00:30:30.462

Wdoyle: So let me just

190

00:30:32.380 --> 00:30:33.640

Wdoyle: share.

191

00:30:35.860 --> 00:30:39.420

Wdoyle: Does everyone see the district? 2

192

00:30:40.110 --> 00:30:42.260

Wdoyle: parent and family engagement document.

193

00:30:43.280 --> 00:30:43.940

Kelly McGuire: Yes.

194

00:30:44.640 --> 00:30:45.310

Wdoyle: Okay?

195

00:30:45.870 --> 00:30:50.280

Wdoyle: So as part of the dlt.

196

00:30:50.920 --> 00:31:07.797

Wdoyle: the district and family engagement policy is something that needs to be updated every 2 years this year is not an update year, but it's always a great opportunity for the team to review the policy and

197

00:31:08.590 --> 00:31:27.959

Wdoyle: I'm going to do what they call. I just learned this the other day. I think it's pretty funny the Star Wars scroll, so I'm going to kind of scroll down here, and I want us to be oriented. To these particular questions as we review this document, the 1st question is, what would be potential barriers?

198

00:31:28.932 --> 00:31:39.409

Wdoyle: for parents and districts related to some of these activities?
Number 2. What additional activities could or should the district engage in

199

00:31:39.410 --> 00:32:00.289

Wdoyle: to address the needs of parents, family members that will assist with supporting the academics of the children, including engaging with school personnel and teachers, and lastly, number 3, what additional strategies should be included for the Dpfep and the decep to support successful family interactions.

200

00:32:00.310 --> 00:32:11.689

Wdoyle: And as you're thinking about that, I'm going to scroll us down to the next part, which is the parent expectations, or the the general expectations.

201

00:32:12.390 --> 00:32:15.070

Leslie Hurdle D2: Bill, can you increase the size of the.

202

00:32:15.500 --> 00:32:16.220

Wdoyle: Yes.

203

00:32:16.610 --> 00:32:17.300

Leslie Hurdle D2: Thank you.

204

00:32:17.680 --> 00:32:19.617

Wdoyle: Tell me when you think it's

205

00:32:20.040 --> 00:32:21.159

Wdoyle: good size.

206

00:32:22.820 --> 00:32:23.950

Leslie Hurdle D2: Okay, is that good?

207

00:32:25.446 --> 00:32:26.440

Leslie Hurdle D2: You, okay.

208

00:32:26.440 --> 00:32:27.166

Wdoyle: That's it.

209

00:32:27.530 --> 00:32:28.759

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Better. Yeah, thank you.

210

00:32:28.760 --> 00:32:30.050

Wdoyle: Yeah, no worries.

211

00:32:36.880 --> 00:32:40.779

Wdoyle: So I'm going to kind of scroll down as as you're reading it.

212

00:32:41.387 --> 00:32:43.822

Wdoyle: And I know that these

213

00:32:44.950 --> 00:32:52.560

Wdoyle: sessions are being recorded. So if there are things that you have questions about, or that you think could be

214

00:32:53.230 --> 00:32:59.640

Wdoyle: improved. Just kind of shout that out, because that'll be included in the in the video and in the transcripts.

215

00:33:33.330 --> 00:33:35.590

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Bill, do you mind putting this in the chat?

216

00:33:36.772 --> 00:33:38.890

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: And that so I could download it?

217

00:33:39.020 --> 00:33:40.310

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: It's hard for me to.

218

00:33:41.623 --> 00:33:44.609

Wdoyle: I believe everyone should have access to this.

219

00:33:44.890 --> 00:33:45.690

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Okay.

220

00:33:58.610 --> 00:34:03.300

Wdoyle: Kelly, are you able to put it into the chat? Because I'm not sure how to go back to the main

221

00:34:04.123 --> 00:34:07.029

Wdoyle: meeting to try to put it in. There.

222

00:34:07.030 --> 00:34:08.270

Kelly McGuire: Yep, I can do it.

223

00:34:08.530 --> 00:34:09.090

Kelly McGuire: appreciate.

224

00:34:09.090 --> 00:34:09.770

Wdoyle: Get that.

225

00:40:30.760 --> 00:40:34.559

jessica harvey: I'm sorry it's shifting a little too fast for me in the Pre. K. Section.

226

00:40:34.560 --> 00:40:35.800

Wdoyle: Sure no worries.

227

00:41:06.020 --> 00:41:06.810

jessica harvey: Thank you.

228

00:44:04.400 --> 00:44:09.743

Kelly McGuire: Bill. I don't mean to disrupt the course or anything like that. But is it possible to

229

00:44:10.230 --> 00:44:12.789

Kelly McGuire: like given that we got to this

230

00:44:13.390 --> 00:44:14.750

Kelly McGuire: section break.

231

00:44:15.188 --> 00:44:19.062

Kelly McGuire: I don't. I can't remember what it's called just above this, where it's

232

00:44:19.510 --> 00:44:26.510

Kelly McGuire: Could we either come back to it or have people review it independently, or just curious.

233

00:44:26.510 --> 00:44:38.279

Wdoyle: Sure. So so just so that everyone's aware this is really as I said earlier, it's like an update year. So this is already part of the ddeep

234

00:44:38.480 --> 00:44:40.719

Wdoyle: under Section 7.

235

00:44:40.810 --> 00:44:57.329

Wdoyle: So this is what's actually in there. And what I did is I copy pasted it into a Google form. So if people wanted to, they would have the ability to come in and and make comments and and modify it and change it as needed for the for the future.

236

00:44:58.260 --> 00:45:08.545

Wdoyle: So with that being said right? You can see here this was adopted November 10th of 2023 it's in effect, for 2 years. So

237

00:45:08.940 --> 00:45:13.910

Wdoyle: part of the dlt year over year has to just kind of review this.

238

00:45:14.170 --> 00:45:22.400

Wdoyle: So that is the district parent family engagement policy. I'm now going to move on to the next piece.

239

00:45:22.420 --> 00:45:27.000

Wdoyle: which is the dcip.

240

00:45:27.120 --> 00:45:31.320

Wdoyle: and I'm going to make this larger for people to see.

241

00:45:32.060 --> 00:45:50.219

Wdoyle: And really what this is is. As you know, from previous years all target districts are required to develop a district comprehensive improvement plan the dcip, and this is different from the ddeep.

242

00:45:50.220 --> 00:46:05.169

Wdoyle: It details how the district, and in this case the district is New York City plans to improve instruction and address the identified needs of schools identified as Csi, Atsi, and Tsi.

243

00:46:05.360 --> 00:46:13.750

Wdoyle: Additionally, it highlights how the district plans to increase student performance for the accountability subgroups for which it has been identified.

244

00:46:13.920 --> 00:46:20.470

Wdoyle: The 2425 dcip has been developed around the Chancellor's 5 priorities.

245

00:46:20.650 --> 00:46:43.019

Wdoyle: These priorities connect to the needs of all schools with a focus on again those schools identified as Csi, Atsi and Tsi and targeted subgroups, as well as a broader initiative, determined necessary to implement and to promote student success during the 2425 school year.

246

00:46:43.340 --> 00:46:44.573

Wdoyle: And so

247

00:46:47.660 --> 00:46:52.820

Wdoyle: this particular piece that I'm showing where it says, draft

248

00:46:53.677 --> 00:47:01.832

Wdoyle: there's actually the the state dcip, and the full dcip is about

249

00:47:02.480 --> 00:47:14.769

Wdoyle: 80 80 pages. But I'm not going to go over that. But you do have access to it. So just so that you know right? The Chancellor's 5 priorities all students are learning to read well.

250

00:47:15.770 --> 00:47:19.770

Wdoyle: and what it does is it shows some of those key priorities here.

251

00:47:19.920 --> 00:47:26.640

Wdoyle: implementing with fidelity that high quality curriculum, and some of those curriculums for our schools have changed.

252

00:47:26.650 --> 00:47:33.799

Wdoyle: develop a schoolwide assessment plan that incorporates screening secondary diagnostics. Progress reporting

253

00:47:33.850 --> 00:47:40.190

Wdoyle: incorporates evidence and research-based interventions for those unique student populations.

254

00:47:42.980 --> 00:47:47.369

Wdoyle: the second priority, all students are physically and emotionally safe.

255

00:47:53.720 --> 00:47:58.580

Wdoyle: The next priority. All students have a high quality, academic experience.

256

00:48:11.040 --> 00:48:18.989

Wdoyle: All students graduate, college and career ready and have a strong plan and pathway to economic security.

257

00:48:36.280 --> 00:48:45.810

Wdoyle: All districts and schools are more inclusive and responsive for parents and families, including having more families, choose New York City public schools.

258

00:48:52.590 --> 00:48:55.119

Wdoyle: Now, the next sheet that I'm going to show.

259

00:48:55.740 --> 00:48:57.460

Wdoyle: See if it's here.

260

00:49:01.780 --> 00:49:07.669

Wdoyle: This is the actual document. It's 43 pages. But this is just the

261

00:49:09.700 --> 00:49:33.780

Wdoyle: again. This is the draft version. The the full version which is available is about 80 something pages, and anyone on the dlt if you want to review this the recommendation would be to schedule a time with the superintendent and myself and any others that want to review this. And, as I said before, this is just a really

262

00:49:34.363 --> 00:49:55.199

Wdoyle: comprehensive document that delineates pretty much everything that this the States and the city is doing to make an impact for our students and our families. This is like, I said, very, very deep. Look at at all those different structures and supports

263

00:49:55.683 --> 00:50:03.839

Wdoyle: the other reason for going over this is partly it's a requirement for the dlt

264

00:50:04.230 --> 00:50:11.030

Wdoyle: and again. At the conclusion of this I will be sending out a docuSign.

265

00:50:11.110 --> 00:50:28.129

Wdoyle: and the docusign is for the members of the Dlt, so that they know that we've reviewed this. It's not necessary. It's not. You're not signing off that you're agreeing with everything. You're just saying that we've reviewed it during this particular session.

266

00:50:28.660 --> 00:50:29.615

Wdoyle: And

267

00:50:31.380 --> 00:50:36.999

Wdoyle: are there any questions on this before we go to the next section.

268

00:50:41.500 --> 00:50:42.190

Wdoyle: Okay.

269

00:50:43.605 --> 00:50:48.630

Wdoyle: I did have here. I wanted to bring this up. This is the Iplan portal.

270

00:50:48.740 --> 00:50:52.960

Wdoyle: and for District 2, you'll see that district 7,

271

00:50:53.150 --> 00:51:02.319

Wdoyle: the section that I reviewed before. That is where that lives in the dceep, just so that everyone's aware it lives in Section 7.

272

00:51:04.010 --> 00:51:07.859

Wdoyle: And the next part, are the bylaws

273

00:51:12.270 --> 00:51:15.161

Wdoyle: and as Kelly said,

274

00:51:16.380 --> 00:51:24.600

Wdoyle: everyone should have access to this again, I dropped it into a Google doc, so that you could modify it and change it.

275

00:51:24.988 --> 00:51:50.060

Wdoyle: And I'm not gonna do the Star Wars scroll just for time. But I do want you to be able to have access to this and review it, so that at our next meeting, when we have all those constituent members, and this is right, the mandatory members for the for the dlt once we have everyone in place. Then we can begin to start voting on things.

276

00:51:50.890 --> 00:51:59.079

Wdoyle: And you know, this basically says, you know what the role of the dlt is what members comprise the Dlt

277

00:51:59.090 --> 00:52:01.920

Wdoyle: responsibilities of the Dlt.

278

00:52:04.790 --> 00:52:06.300

Wdoyle: And the last thing.

279

00:52:07.140 --> 00:52:08.843

Wdoyle: And I'm gonna ask

280

00:52:09.310 --> 00:52:12.420

Wdoyle: Kelly to put this into the chat.

281

00:52:12.730 --> 00:52:16.110

Wdoyle: This is a link for the Dceep provisioning.

282

00:52:16.170 --> 00:52:33.400

Wdoyle: So if you have not yet had the ability to access the Dcp. This is the document that we that we would use. You'd fill out this form, and this form would give myself and Kelly the ability to provision you.

283

00:52:39.076 --> 00:52:42.470

Kelly McGuire: I don't know if I have the link to that one, but if you wanna.

284

00:52:43.630 --> 00:52:45.640

Wdoyle: Yeah, I can. I can put it in.

285

00:52:45.640 --> 00:52:47.220

Kelly McGuire: Or whatever

286

00:52:50.020 --> 00:52:51.610

Kelly McGuire: whatever is easiest

287

00:52:57.040 --> 00:53:03.918

Kelly McGuire: and build. If I could ask just one quick question. So you know, our district does not have

288

00:53:04.790 --> 00:53:09.010

Kelly McGuire: any Tsi or Csi schools. I understand that, like the

289

00:53:10.090 --> 00:53:12.030

Kelly McGuire: dcip is

290

00:53:12.140 --> 00:53:13.970

Kelly McGuire: like, you know.

291

00:53:14.210 --> 00:53:15.739

Kelly McGuire: thinks of the word

292

00:53:16.130 --> 00:53:20.820

Kelly McGuire: the the the word district as like New York City, as is

293

00:53:21.120 --> 00:53:34.920

Kelly McGuire: most of the rest of the State, is like each of these are districts. We just use community school districts right in New York City. But so New York City is the district. So it makes sense to have like a improvement plan.

294

00:53:35.940 --> 00:53:46.049

Kelly McGuire: we have, you know, we write goals as a part of the dceep which are aligned with the Chancellor's pillars, but also in response to

295

00:53:46.360 --> 00:53:49.739

Kelly McGuire: who the kids are in our district.

296

00:53:50.740 --> 00:53:51.470

Kelly McGuire: Is

297

00:53:53.070 --> 00:53:54.480

Kelly McGuire: are there

298

00:53:55.190 --> 00:53:57.890

Kelly McGuire: uses that you might

299

00:53:58.860 --> 00:54:01.770

Kelly McGuire: imagine for our district

300

00:54:03.200 --> 00:54:08.319

Kelly McGuire: uses of the DC. IP. For our district like, how might the DC. IP.

301

00:54:08.691 --> 00:54:11.670

Kelly McGuire: Like be of use to us in District 2.

302

00:54:13.490 --> 00:54:20.899

Wdoyle: To be absolutely frank and honest with you. I believe that the dcip is not really something that

303

00:54:22.410 --> 00:54:48.120

Wdoyle: would be a huge benefit, because the dceep, which is what you're reviewing. And you know, as you know, during the summer, and we have the chiefs and other constituent groups looking at the Dcp. They're helping to align that to the Chancellor's goals which the Chancellor's goals are almost always invariably aligned to the dcip.

304

00:54:48.452 --> 00:54:53.769

Wdoyle: So it's kind of. You know. Dare I say, just another document that

305

00:54:53.770 --> 00:55:03.929

Wdoyle: we have, that that helps us and even myself. I have not really done a deep, deep look at the dcip in all my years in education.

306

00:55:04.282 --> 00:55:21.550

Wdoyle: But that's not to say that we can't do that, you know, and if the team would want to do that, that's something that that we could do. But I do know, having sat on multiple dlts in different boroughs these meetings are really essential.

307

00:55:21.867 --> 00:55:49.150

Wdoyle: Right for you. This is the superintendent's meeting, and for the constituencies to look at what's happening in D 2. What are the great things that are happening? What are the challenges, and how do we come together to to make d 2 even better? And I like to think of it as as at these meetings is kind of zeroing in on. You know. What are your priorities and the parents and the the school leaders priorities for for this particular district.

308

00:55:49.240 --> 00:55:49.950

Wdoyle: Sure.

309

00:55:49.950 --> 00:55:53.420

Kelly McGuire: That makes sense alright. Thank you. I just wanted to confirm and make sure.

310

00:55:53.420 --> 00:55:55.059

Wdoyle: Sure. Yeah. No worries.

311

00:55:55.060 --> 00:56:00.624

Kelly McGuire: And so I'm sorry. The form that you just dropped in the chat. That's just to provision us for.

312

00:56:00.890 --> 00:56:10.770

Wdoyle: That's just for the for the dceep and I'll be sending out like I said, a docusign for the dcip for the folks that are on this meeting for today.

313

00:56:12.400 --> 00:56:27.169

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Bill. When you said everyone should have access. I just checked my Iplan portal with the my PA president email address. And I I do see. I do see the document that you reviewed the the where you Star Wars scrolled.

314

00:56:27.170 --> 00:56:27.710

Wdoyle: Yeah.

315

00:56:27.710 --> 00:56:32.460

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Section 7. I did see that, but I didn't see the dceep

316

00:56:32.650 --> 00:56:36.289

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: in that I plan portal. Is that the place to look for it like I.

317

00:56:36.290 --> 00:56:36.970

Wdoyle: You mean.

318

00:56:36.970 --> 00:56:38.019

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: To access it.

319

00:56:38.020 --> 00:56:46.530

Wdoyle: So do you mean the DC IP. Or the Dceep? The DC IP. Doesn't live there. The DC, yeah. The DC. IP. Is a separate document

320

00:56:46.560 --> 00:56:47.840

Wdoyle: that does not.

321

00:56:48.070 --> 00:56:52.520

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: And if I want to access it, I fill out that that link. Is that what you're saying?

322

00:56:52.520 --> 00:56:55.090

Wdoyle: No, the link is for the ddeep.

323

00:56:55.090 --> 00:56:58.450

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Okay, okay? And so what do I look for? The ddeep?

324

00:56:59.590 --> 00:57:01.010

Wdoyle: You mean the DC. IP.

325

00:57:01.220 --> 00:57:02.570

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: No ep.

326

00:57:02.570 --> 00:57:07.870

Wdoyle: The DC. The Ddeep is what's online. That's on. That's the Iplan portal.

327

00:57:08.230 --> 00:57:09.279

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Okay. I don't.

328

00:57:09.280 --> 00:57:11.680

Wdoyle: The Dcip is the separate document.

329

00:57:12.910 --> 00:57:19.450

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Okay? So I don't see the ddeep in my Iplan portal. So I should fill in this Google form. Yes.

330

00:57:20.421 --> 00:57:24.219

Wdoyle: Fill out the Google form. And I'll I'll check on your access level for.

331

00:57:24.637 --> 00:57:25.890

Jung Min Lee, Manh Pres Council Rep & PA Co-Pres: Alright. Thank you.

332

00:57:25.890 --> 00:57:26.839

Wdoyle: Yeah. No worries.

333

00:57:30.170 --> 00:57:35.730

Kelly McGuire: Alright. And then you're gonna send out the docuSign so people can expect that to come a long way. Too great.

334

00:57:37.720 --> 00:57:45.219

Kelly McGuire: alright, I know that we are going to be kicking off our next meeting pretty soon. We have just like

335

00:57:45.260 --> 00:57:55.369

Kelly McGuire: a minute or 2. If anybody would like to raise any last minute items or share any last questions we

336

00:57:56.107 --> 00:58:01.569

Kelly McGuire: our next meeting is set for november 18, th

337

00:58:02.487 --> 00:58:06.730

Kelly McGuire: and yeah. But if there's

338

00:58:07.280 --> 00:58:11.449

Kelly McGuire: any other items that people would like to check in about, this is a good time.

339

00:58:13.180 --> 00:58:17.959

Tina Sibulkin Yacker: I'll just mention that you all should have received the invitation for the next spotlight.

340

00:58:18.090 --> 00:58:25.659

Tina Sibulkin Yacker: 104, if you didn't. You know. Let me know, and I just want to give you the date of the next one.

341

00:58:25.880 --> 00:58:29.840

Tina Sibulkin Yacker: We don't have a specific time yet, but it will be at 75, Morton.

342

00:58:29.930 --> 00:58:32.020

Tina Sibulkin Yacker: Wednesday, December 4, th

343

00:58:32.970 --> 00:58:38.180

Tina Sibulkin Yacker: and we'll do the save the day. I'll send that out and the invitation. But just so you have it for your calendars.

344

00:58:38.990 --> 00:58:39.850

Tina Sibulkin Yacker: That's it.

345

00:58:40.930 --> 00:58:41.610

Tina Sibulkin Yacker: Thank you.

346

00:58:41.610 --> 00:58:42.600

Kelly McGuire: Tina. Thank you.

347

00:58:43.740 --> 00:58:44.430

Kelly McGuire: It's like.

348

00:58:45.050 --> 00:59:00.750

Pamela Rodriguez: So Hi, this is pamela Rodriguez again. Hi, so yeah, I just have one question. I wanted to know, how can I obtain. Well, I should ask first, st are there any new schools that had opened up for the school year?

349

00:59:01.320 --> 00:59:10.940

Pamela Rodriguez: And if they are, if I can get a list of those new schools so that way, I can just reach out to the members and see where they located.

350

00:59:12.749 --> 00:59:16.660

Kelly McGuire: Thanks, Pamela. No, we don't have any new schools this year. We do.

351

00:59:16.660 --> 00:59:17.530

Pamela Rodriguez: Okay.

352

00:59:17.720 --> 00:59:23.420

Kelly McGuire: One new pre k site it's actually a 3 k site. So.

353

00:59:23.420 --> 00:59:24.220

Pamela Rodriguez: Okay.

354

00:59:24.577 --> 00:59:28.862

Kelly McGuire: And I can email you and put you in touch with

355

00:59:29.300 --> 00:59:34.239

Kelly McGuire: the principal there, or do, would you just like the address? What what's best.

356

00:59:35.146 --> 00:59:46.330

Pamela Rodriguez: Yeah. I mean, you could send it to me in an email, just the information, the principal's information and the address. And then I can just reach out definitely. Yeah, because I do cover pre-k centers as well.

357

00:59:46.470 --> 00:59:47.709

Kelly McGuire: Yep. Okay. Great. Awesome.

358

00:59:47.710 --> 00:59:49.470

Pamela Rodriguez: Okay. Thank you.

359

00:59:49.470 --> 00:59:50.130

Kelly McGuire: For sure.

360

00:59:52.960 --> 00:59:58.700

Kelly McGuire: Alright, thank you so much. Everybody really appreciate it. Thank you, Bill, for taking us through the

361

01:00:00.470 --> 01:00:07.793

Kelly McGuire: forest there, it's a lot. But you know, once you start digging in and thinking about

362

01:00:08.930 --> 01:00:15.309

Kelly McGuire: those words in relationship to the work we're doing in schools like it all, it all makes a whole lot of sense. So I I appreciate it.

363

01:00:15.830 --> 01:00:24.520

Kelly McGuire: But thank you, everybody. And please reach out if you have any questions or want to discuss anything, happy to happy to always do it. So

364

01:00:25.100 --> 01:00:25.940

Kelly McGuire: take care.

365

01:00:26.200 --> 01:00:26.790

jessica harvey: Thank you all.

366

01:00:26.790 --> 01:00:28.880

Pamela Rodriguez: Thank you. Bye.